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Profiles In Community-Engaged Learning

University of San Francisco

Leo T. McCarthy Center for Public Service and the Common Good

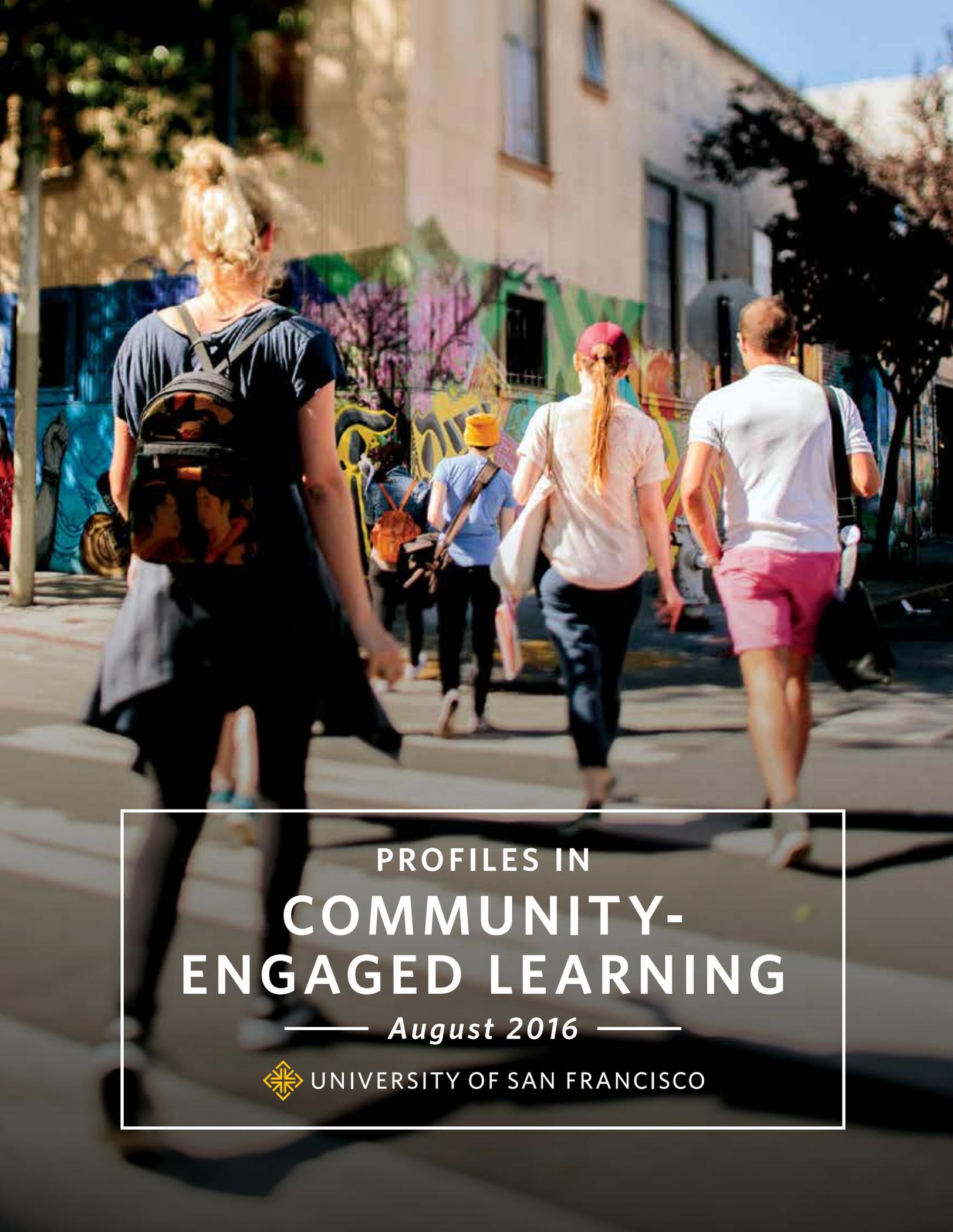
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PROFILES IN
**COMMUNITY-
ENGAGED LEARNING**

— August 2016 —



UNIVERSITY OF SAN FRANCISCO

FOREWORD



I am not only honored to introduce this publication presenting outstanding examples of service learning and community engagement at the University of San Francisco, I am excited to be part of such a community of committed and engaged scholars changing the face of higher education. I can think of few institutions more committed to the mission of educating “leaders who will fashion a more humane and just world” (USF Vision Statement).

The colleagues describing their work here represent the best of the best at USF. The faculty telling their stories in this volume were nominated by their deans and colleagues in recognition of their outstanding work with students and community in service of the public and common good. Their stories go beyond “hero narratives” of teaching, those stories where every obstacle is overcome and every student is transformed. Those stories never ring true with the real complexity and uncertainty of classrooms and communities. By contrast, these stories capture not only what is good about community engaged practice but what is hard, what is challenging, what is nuanced, what is personal.

The service learning and community engagement practices presented here take place as close as the Western Addition neighborhood next to campus and as far away as other countries. As one profile explains, the community – like any good teacher – is provocation, text, and partner in students’ learning. And as a result of good teaching from community partners and faculty at USF, students find themselves asking big questions without

easy answers that will continue to present themselves even after graduation. We see students learning about their own identities and others’ worldviews, moving from service to involvement in political processes to make change, and transforming selves as they change social structures and contexts to operate with greater justice and equity.

Faculty describe learning alongside their students. They learn about their disciplines and about problem solving as they work with students to respond to the real world contingencies of community engagement. They write about how service learning turns their practice into a site for learning, how they navigate the limitations of class schedules and 15 week semesters to work with community members and organizations who do not live by similar calendars, how they maintain a commitment to critical service learning even as structures in academia make that difficult. Many of the authors here describe how they live their commitment to community outside of lives as professors, how they build networks of like-minded engaged instructors, and how they value those connections with other agents of change.

While many of the profiles focus on student learning, these profiles also remind us that good community engaged work makes a difference for the community as much as it does for students. In these profiles, we see how community engaged projects result in culturally appropriate children’s books representing the lives of diverse young people in San Francisco, clinics supporting winning claims for asylum in the United States, and new tools for constructing homes in Central America.

When asked what recommendations they had for faculty considering community engaged learning, many of the authors in this publication advised others not to do the work alone. This publication demonstrates that no one is alone, that USF is home to a vital group of community engaged educators.

David M. Donahue

*Director, Leo T. McCarthy Center
for Public Service and the Common Good*

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HANA MORI BÖTTGER: BUILDING AND DESIGNING A BETTER FUTURE

Asst. Professor and Program Director

*Art + Architecture, Architecture & Community Design
Program, College of Arts & Sciences*

Courses: International Development and Community Outreach; Nicaragua Outreach Summer Immersion; Engineering, Design, and Testing

Community Partners: ViviendasLeón; Smart Shelter Consultancy; Havelock Wool Company; The Bark House; Mission San Miguel Arcángel; Mission Santa Cruz; Ph.D. candidate Sarah Seitz of Dept of Civil Engineering, Queens College, Kingston Ontario Canada; Bruce King, Structural Engineer; Pinoleville Pomo Nation



Describe your service-learning or community-engaged courses.

My commitment to the efficacy of community-engaged teaching is best illustrated by two related endeavors. The first is a summer immersion course I teach, ARCD 348: International Outreach Immersion, an interdisciplinary service-learning course situated in León, Nicaragua, where students of mixed majors stay in homes of local families and travel daily to a nearby rural community. Our activities there are organized and hosted by a local NGO, ViviendasLeón, which acts as the liaison between us and the community members, and with whom my department has a working relationship of nearly 10 years. During the 2-week immersion, students observe many of the layers contributing to the current state of this country, through

community members patiently recounting their stories, to apparent living conditions and the revolutionary history of the nation preserved in murals. Activities are focused on joint problem-solving for needs identified by the community, such as assisting with the construction of a building or creating lesson plans for children’s after-school classes. The learning the students achieve during this short immersion is impressive – we come together every evening for a reflection discussion, seeded by key terms such as “consumerism”, “the environment”, “big agriculture”, and “racism”. From these discussions, the students’ writing, and feedback from the NGO and community, the incredible value of the community-engaged approach is apparent to me.

The second endeavor occurs more regularly back at my home campus – teaching climate change awareness through community-engaged projects. Poverty and other inequities will only be exacerbated as our climate change results in extreme conditions across the globe. However, climate change itself can be addressed with mechanical solutions, some of which have been embraced by significant portions of the world population in the last decade or so. But solutions can only be fully effective with a cultural shift in attitude about our relationship to resources. Scientists often present facts for consideration, but facts alone cannot change beliefs. With a couple decades worth of scientific evidence we do now have pockets of society who believe in the importance of reducing, reusing and recycling. But our drawdown of carbon emissions cannot be “significant”, it has to be complete in order to avoid an uncontrolled heat-up of our planet, and the only way to accelerate societal acceptance of new habits is for scientists and engineers to utilize community engagement as a way to educate and deliver information. Most of the courses I teach are of technical subjects for architecture students, and I am deeply committed to using a community engaged teaching approach so that as students learn even the most basic engineering concepts or conduct basic material research, they are aware of the context of their study and the greater community to which they are

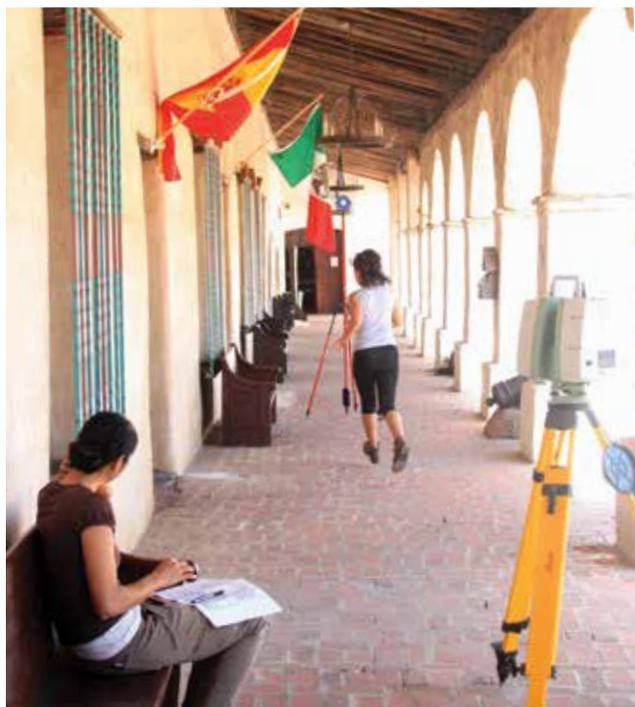
expected to contribute. I achieve this by designing assignments around needs and concerns identified by community members, engineers, builders and architects of low-cost, low-carbon building methods and materials, and ask them to provide feedback and maintain an advisory relationship with my students throughout the year.

In my architectural engineering courses such as ARCD 372: Engineering, Design and Testing, students conduct research projects with a community partner representative. In each case the partner starts with a presentation to describe the context and needs they are asking the students to consider, coupled with background research by students. The end products of their work are usually technical reports, test results or instructional pamphlets. This innovative way of learning about culturally-based appropriate technologies leads to a much deeper understanding of the problem solving process, and provides students with tools to tackle a greater variety of problems than may result from isolated examples.

What are some specific successes and accomplishments have you achieved through your course(s)?

One example is a student who has developed a project to use discarded plastic bags rendered into long strings which are then knitted or crocheted to make bags, filled with soil to become a building material, a so-called “earth bag”. The concept of the earth bag as a type of inexpensive masonry unit is not new, however the use of ubiquitous discarded materials to create the container bags creates another level of employment for under-worked populations, and based on initial tests, these knitted bags have significantly greater strength than “conventional” earth bags. The student was originally inspired by the story of a group of HIV-positive women in Kenya who were creating knitted handcrafts such as hats and purses as a way to be more financially independent due to being ostracized from the regular workforce because of their status. The student combined the benefits of such a labor-intensive craft for those in marginalized sub-communities, to what he had learned about earth bag masonry construction in my classes, to develop this wonderful idea. He is now working with ViviendasLeón to refine the design to better suit the exact needs and resources of the poor communities in Nicaragua.

The particular indigenous community in Nicaragua with whom we work suffers from severe fragmentation due to a number of layered causes. These families have been displaced greatly from their original lands, and set up in a new location by the government without restoration of land property. Due to this apparent inequity compared to their neighbor communities which do have land, they received a great deal of attention from foreign NGOs and the government, which then aggravated this community's relations with neighboring villages because they were now the only ones who had covered pump wells for example, while others still had open bucket wells. They became even less likely to show up to community organization meetings or capacity training such as those provided by ViviendasLeón. After learning this during our immersion visit, we proposed two contributions: 1) helping to teach a culture of care to the children of the community – by creating lesson plans for the art/science classes with embedded lessons of care and cooperation values; and 2) help young people associate community participation with valuable gains – by creating and then administering a survey linking individual health concerns to the benefits of coming together to improve their situation. The survey aimed to help them spell out what prevents them from participating more - what would they “come out for”?



How does community-engagement align with your research?

In other realms of my research work I use a 3D laser scanner, a tool for calculating the exact distance to surfaces from which a light beam reflects and return to its origin. That reflection point is recorded as a point in space, and as the light sweeps through all directions, a three-dimensional “point cloud” is created, representing the physical space as a collection of dots. Conducting scans from multiple locations around a site allows me to collect enough points to fully represent the site. I have been using this scanner to document some of California’s oldest buildings, the Missions, and because of the scale and complexity of the sites as well as the irregular and delicate nature of the buildings, laser scanning is significantly more appropriate for this task than documenting by hand with tape measures and photography.

Use of the laser scanner is quite unique in several ways. First, the study of historic buildings provides the opportunity to consider how stories are embedded in construction details – one can see the mark of the hands that plastered, the legs over which tiles were formed, or indigenous building techniques incorporated by the Spanish missionaries learned from the local population. A biased historian can make such observations and then decide to omit or subdue them, but documenting by use of a laser scanner mandates that all details are reported without bias, in some way providing a voice to an otherwise unheard author.

Secondly, while the scanner itself is a relatively simple tool which merely calculates distances very quickly, its power makes complex projects much more accessible, creating opportunities for bigger picture investigations. We have identified ways in which the products of these scans can be used for the empowerment of an under-represented community in California – the Native Americans whose lives were deeply affected by these Missions. We will be working with the Salinan Tribal Organization near Mission San Miguel Arcángel, our most recent scanning subject, to develop projects such as interactive 3D models of the mission designed to depict mission life from their point of view. The creation of these models themselves could be a collaborative effort by students in tribal colleges and University of San Francisco students.

What other endeavors have you undertaken to advance community-engagement at USF?

Beyond the efforts in my courses and research work, I serve in several specific realms to promote community-engaged learning – the first is through a faculty committee to envision and develop a new School of Engineering for the University of San Francisco, which is an amazing opportunity to affect entire generations of young professionals entering engineering fields with more systemic problem-solving skills. The second is through a committee to create a new Center for Social Justice and the Environment on campus, in particular the design of a cross-campus requirement of “Environmental Literacy” to ensure that all students leave our halls having considered important questions of environmental impact no matter their major. Another realm is working with the McCarthy Center to address the significant lack of science faculty involvement in the conversations about community engagement, likely by way of a faculty working group. I greatly look forward to working with more colleagues on this, as I truly believe community-engaged learning is the only way to effect substantial change.



Community Engagement- Sustainable, Authentic, Transformative

Community Engagement at the University of San Francisco, a Jesuit Catholic institution, is the development of sustained and authentic partnerships between the university and its diverse city, state, national, and global communities for the reciprocal exchange of knowledge, skills, and resources.

Community engagement can take many forms: service-learning, community service, participatory research and scholarship that makes the university relevant to the community, training and technical assistance, and other activities that promote the shared interests of community partners and lead to transformational experiences for faculty, staff, and students. Community engagement at the University of San Francisco prepares educated and committed women and men who are concerned about society at large and particularly those who are poor, unprotected, and neglected. By addressing critical societal issues at home and abroad, students, faculty, and staff contribute to the common good and to changing the world.

Seeing the World through a New Lens: Student Reflections on Global Service-Learning

This [service-learning] experience [in India] has enriched my perspective on a lot of things, and increased my curiosity and inquisitiveness for how systems work, and why they work (or don't work) the way that they do. I anticipate being a lot more critical in [nursing] clinical next year, wondering and asking why protocols are the way that they are, and paying more attention to how patients react to the system—are the patient's mind, body, and soul being served? Is care focused on meeting the patient's views of wellness, or are they just part of the daily checklist for the nurses and doctors? And how do I feel working in the existing system? While I am dreading the re-entry shock in regards to my every day San Franciscan lifestyle, I am excited for the re-entry shock when it comes to interning at the hospital; I think it will help me figure out what my priorities are, and what kind of institution I want to work in after graduation.

– *Privett Global Service-Learning Scholar, 2015*

LOIS ANN LORENTZEN & MICHAEL ROZENDAL: LIVING, LEARNING, AND EXPLORING SOCIAL JUSTICE

Professor

*Theology and Religious Studies,
College of Arts & Sciences*

Course: Erasmus Living Learning Community



Associate Professor

*Rhetoric and Language,
College of Arts & Sciences*



Describe your service-learning or community-engaged course.

For more than two decades, the Erasmus Living Learning program has featured an intensive, year-long community with service learning at the core of a student-centered program dedicated to exploring social justice. The imperative of community-engaged learning has shaped the Erasmus Program in many ways: most of the students live in community over the year, all take the shared seminar together, choose individual service-learning placements, and frame their local experience in a global context with a culminating two-week international experience (which for the last eight years has been in Cambodia).

Developing student engagement unifies the Erasmus experience across the years, while the thematic focus for each year shifts through ongoing dialogue between faculty, students, and community partners both local and international. The course starts with a perspective-shifting rediscovery of San Francisco as we kayak on the bay. The seminar itself becomes an ongoing practice of social justice and liberative pedagogy through a multi-week reading of Paulo Freire's *Pedagogy of the Oppressed*, a touchstone for the whole year.

From this collective grounding, we expand the horizon of our thinking and action by turning to the city as a provocation, text, and partner. Walking a city neighborhood, students begin to focus on particulars rather than abstractions, building from experience rather than preconceptions, as they explore social justice. Concrete experiences guide student research that engages local stakeholders as well as academic sources. The culmination of the fall semester serves as the foundation for active service learning with a range of community partners in the spring.

What successes and accomplishments have you achieved through your course?

Many Erasmus students continue in their service-learning sites long after they have fulfilled the course requirement. Some work in their sites for years and become deeply embedded in communities. This semester one student has chosen to work at her site 15 hours/week—above and beyond course requirements. The path that Erasmus students have taken after their required community engagement is often one of life-long commitment to social change and social justice. Two former Erasmus students now work to better the lives of homeless people

in San Francisco, another has worked with trafficked persons in Europe; one works in Cambodia – inspired by the Erasmus trip to Cambodia. We could go on and on. Students call Erasmus “transformative” and we believe it is because of their deep preparation for service learning followed by the time in the community. We think we (Michael Rozendal and I; and previously Mike Duffy for 18 years) do a good job of matching students with organizations that fit their own interests and passions. Our pedagogy and approach to service is grounded in Paulo Freire’s Pedagogy of the Oppressed, which the students read carefully. We begin the Erasmus year with close readings of Freire and we refer to concepts from Pedagogy of the Oppressed throughout the year. Students who took Erasmus many years ago still refer to Freire and how they have adopted a dialogical understanding of learning and a liberative approach to communities. They are marked for life!

What has been the greatest challenge of teaching the course(s)? If you have addressed this challenge, how did you do so? If not, what are the barriers?

The first challenge is structural – a semester is a short period of time to become deeply engaged in a service site and community. I think any service learning class at USF will face this challenge. We can address this more easily with Erasmus since we are a year-long program. During the first semester we discuss service learning, take field trips to neighborhoods around the city, try to familiarize students with potential service learning sites. They are then able to select a site and begin working at the beginning of spring semester. Another challenge is to find the right matches between students and sites. We allow students to pick their own sites (with our guidance) rather than all going to a single site. We try to work with students in the first semester to identify issues they want to address and communities they want to engage. The biggest help this year is to have an Advocate for Community Engagement (ACE) student working with us. She helps guide students to potential sites and counsels them throughout the semester. Another challenge is to both encourage student enthusiasm but also help them realize that change takes time. We have addressed this in part, by reading *Hope in the Dark* by Rebecca Solnit. The book features short essays geared to activists to provide hope when “the positive consequences of our acts are not

always immediately seen.” The book helps us better understand the role of social change.

What inspires you to integrate service-learning or community-engaged pedagogies into your courses?

We can’t imagine teaching in any other way! We have always been motivated by concerns of social justice. Although we want students to be deeply engaged in social change, we’ve never been fans of short-term “service” that isn’t linked to deep understanding of the problem being addressed, and deep immersion in a community. The style of service learning practiced by Erasmus demands that students approach a community with humility and learn as much as they can before they “serve.” Most students end up questioning the idea of “service” as they realize they are beneficiaries who learn much more from the community than they give. We are inspired by the students’ dedication to their communities. We’re inspired by how profoundly they change and mature over the course of a year. The life paths students pursue following their Erasmus experience inspire us. We all are also deeply inspired by the service-learning sites and communities, which the students serve. Most operate with few resources and clearly demonstrate resilience, creativity, and dedication to their communities.

What advice would you give other faculty interested in integrating community engagement into their courses?

We have found that community engaged learning calls us to empower students and student perspectives through the process of the whole course. With activity taking place outside of the classroom and with community partners as collaborators, faculty and students embrace an extended field of learning. This happily sets aside the “transmission” of knowledge in favor of authentic learning where students carry experience between different domains, creating meaning and gaining expertise.

To facilitate this, we have found it useful to have a series of readings explicitly addressing elements of service learning pedagogy throughout the year, with discussions of these led by our ACE or another student to fuel dynamic reflection. Writing about, and discussing, the challenges of community engagement become important as we reflect as a group on the complicated process of social change.

MARY JANE NILES: IMMERSION AND ANALYSIS FOR MORE JUST HEALTH CARE

Professor

Biology, College of Arts & Sciences

Course: Public Health and Homelessness

Community Partners: St. Vincent de Paul Ozanam Wellness Center

Describe your service-learning or community-engaged course.

As a professor of biology specializing in immunology and molecular biology, developing the service-learning and immersion course, “Public Health and Homelessness,” was a bit out of the ordinary for me. The course grew out of my work with pre-medical students at the University of San Francisco and in particular, with those students who were leading a group of USF volunteers at the University of California San Francisco School of Medicine Corpus Clinicus, a primary care clinic housed within the St. Vincent de Paul Multi-service Center South. Located in the South of Market neighborhood in San Francisco, it is the largest homeless shelter in northern California. The clinic, and its core USF volunteers, turned out to be the seed from which this community-engaged learning course blossomed. Even today, I count myself as one among the students, as we all learn about, witness, and reflect upon, the state of health care among the homeless and transiently housed citizens of the City, and aim our focus on the experience of the individual person with respect to discrimination, addiction, violence, food security, access to health care and health education, and physical and mental health problems stemming from poverty (and vice versa).

Public Health and Homelessness is one of the Arrupe Justice Immersion courses instituted in 2012 with the aim of providing students an opportunity to understand the world from the perspective of the poor and marginalized, and to prepare them to participate in the development of a better world for all. Public Health and Homelessness, like the other AJI courses, provides for community based learning in the Jesuit Tradition. Thus it incorporates the Ignatian method—in brief—immersion, social awareness and analysis, theological reflection, and response.



A key component of the course is the opportunity to spend a week living at the (now former) St. Vincent de Paul Ozanam Wellness Center, and working closely with the Center’s daytime guests. The course also involves readings, discussions, reflections, guest speakers, and visits to a range of community services in the South of Market and Tenderloin neighborhoods, such as the Office of Housing and Urban Health, the Gubbio Project at St. Boniface Church, the Community Justice Center’s Drug Court, Glide Memorial Church, and, of course SVDP Multi-service Center South. Thus a community-based experience such as this allows students to learn about and be more aware of the city in which they live, and to get to know some of its otherwise invisible residents—those we often ignore.

What successes or accomplishments have you achieved through your course?

As a core course, Public Health and Homelessness attracts a range of students with respect to background, experience, major, and year (first year students to fourth

year students). This turns out to offer advantages; we at once teach, mentor and learn from each other, and from the people with whom we interact. Perhaps the best way to see the impact of community based learning, that is, its successes, is to offer a few student reflections:

"I awoke at 6:15 a.m. I was ready to reflect, to think, and to actively participate in an activity at the Wellness Center. The day before, on Thursday, we visited MSC-South. I woke up picturing myself in one of the beds that I saw at the shelter. The face of each person I saw there resonated in my mind. I feel like crying. I am so blessed. I want to give even more of myself now. I feel so connected to that place now. Even though I didn't realize it at the time how it would make me feel in the night to come, I now realize my rightful duty to serve others. I cannot imagine how hard, how much pain that one person in that shelter feels, much less all of them housed there."

"My favorite part about this week was how close we became -every night talking, reflecting, and supporting each other. I never thought it was possible to like everyone in your class - but it happened. I connected with everyone and enjoyed

every single person's company. We were all such a diverse group of people, but we all brought something to the group that connected us. It shows the power of relationships!"

"Going into the week I was nervous -it was the first time I would be interacting with the homeless, other than a 'sorry I don't have any money', or a small smile. I was expecting them to be bitter and unfriendly but only after a couple minutes of being in the Wellness Center I understood that I was completely wrong. Every single interaction that I had with the participants was positive, after going through so much they had hope, so now I could never lose it. They are the most inspirational people that I ever met, not to mention interesting, intelligent and wise. The stories that I heard were ones that I am going to keep with me for the rest of my life."

What has been the greatest challenge of teaching your course?

Developing a course like this involves arranging site visits, inviting expert speakers, and formulating a schedule that provides each student with an active, engaging day from about 7 a.m. to about 10:00 p.m. Thus it is important to 1. establish and maintain ties with our community partners, and 2. keep to a schedule that allows for learning, engagement, rest and reflection. Once all of this is organized, and in place, the challenge is putting it into action, and keeping to the schedule!

Although no day is typical, it starts at about 7 a.m. with the meditation, restorative yoga, or mindfulness based stress reduction exercises, prior to the opening of the Center. When the Center opens its doors at 8:30, we each choose one of three volunteer activities: participating in Wellness Center activities with clients, working at the Vincentian Help Desk (clothing distribution), or working in the kitchen preparing morning snack and lunch. We all helped serve lunch, and then eat with the Center participants.

In the afternoon, students have time to write reflections (indeed, it seems to me they take every free moment to write), followed by lecture and discussion, and then we head out on foot to various site visits. Over the course of the week, the Tenderloin and South of Market areas become our neighborhood, and its residents become our neighbors -especially those we see at the Center and then see on our walks in the area. We then prepare and share dinner, followed by an evening of reflection, reading and working on class projects.



What inspires you to integrate service-learning into your course, and what advice do you have for faculty interested in integrating community engagement into their courses?

Local community-based courses like this provide opportunities for students who can't afford a more distant, perhaps international, immersion, and for those whose work and family commitments don't allow the time for such travel. No matter the situation, our students look for opportunities to learn, help others, and broaden their scope of experience. As a teacher, I am pleased to witness my students' "Aha" moments, read their journal entries, and engage them in a way that is so different from the lecture hall or teaching laboratory. I encourage faculty who teach in the laboratory sciences to look for opportunities to incorporate community-based learning courses into their repertoire. My advice is to take the "seed" of an idea, reach out to build a few community partnerships, and let it grow. Then, plan ahead, have a detailed course schedule, and proceed. Your students are brave, they are leaders, they are communicators and collaborators, they are compassionate, and they seek a greater sense of the purpose for learning.



The Five Keys to High Quality Community-Engaged Learning at USF

For undergraduate courses to receive the Service-Learning designation, they must meet the following criteria:

Mandatory Participation:

The Service-learning experiences is mandatory for all students enrolled in the section. The number of required hours for a service-learning activity may vary by course and discipline, but must meet or exceed the minimum of 20 hours.

Academic Connections:

The service activity is relevant to the course content and is integral to the student's achievement of course learning outcomes.

Value-Added Service:

Faculty and students collaborate with community partners to develop and implement service activities that meet community-identified needs and expectations while also providing robust learning experiences for students. The relationship between faculty and community partners should be equitable and reciprocal and produce mutual benefits.

Reflection:

Courses must include multiple opportunities for guided reflection to allow students to link course concepts and theories with "real world" experience, analyze pervasive social issues in light of direct engagement with community members and service providers, and examine how service experiences shape personal values and commitments. Examples of guided reflection may include written assignments, discussions, and simulation activities.

Assessment:

Course learning outcomes should reflect the necessary role of the service experience. Faculty should conduct ongoing and systematic assessment of the degree to which students meet course learning outcomes and community partner's expectations. Students are not assessed or graded on completion of service hours.

PATRICK CAMANGIAN: EDUCATORS, WALKING THE TALK

Associate Professor

Teacher Education, School of Education

Course: Critical Pedagogy and Cultural Studies

Describe your service-learning or community-engaged course.

To connect theory to practice, the Urban Education and Social Justice (UESJ) program balances conceptual readings with pragmatic interpretations of course content. Thus, we prepare our students to address issues of inequity that teachers face throughout SF Bay Area classrooms and schools. In the course titled, “Critical Pedagogy and Cultural Studies,” students consider the potential of theories and research in critical pedagogy and cultural studies to inform, rethink and transform many of the persistent challenges teachers presently face in urban classrooms. Critical pedagogy pushes the discourse of social justice education by arguing that teaching practices must work to uproot hegemonic dominance and transform student agency by facilitating critical consciousness and engagement in transformative social change. Part of the course focuses on creating, planning the implementation, and strategically analyzing context and culturally responsive teaching practices that draw from students’ worldviews and sense of self, to increase their academic engagement and level of critical participation in the world.

What successes and accomplishments have you achieved through your course?

In UESJ’s “Action Research and Service Learning” course, students work in schools to implement interventions they designed in the above described “Critical Pedagogy and Cultural Studies” course to document and describe the phenomenon their students are active participants in. This course prepares students to collect and analyze classroom related data to conduct a field component project toward completion of the program and earn their MAT with an emphasis in UESJ. In this course, candidates are taught traditional data collection strategies and prepared to analyze the impact critical pedagogy has on student identity and academic achievement. It prepares



students to write grounded observational descriptions and foreground participant voices so their studies reflect the conditions that action research seeks to change. Further, it prepares students to engage in practical critical reflection that recognizes the complexity of context specific conditions and supports their efforts to create local solutions for local problems.

What has been the greatest challenge of teaching your course(s)? If you have addressed this challenge, how did you do so? If not, what are the barriers?

In this high stakes testing, educational climate, teachers in low performing urban schools are not prepared to develop pedagogies and assessment tools that incorporate the immediate socio-political context and pursuant needs of the surrounding community. The aspiring urban teachers in our program want to become more culturally relevant and empowering in the lives of their students, but they are still in the early stages of developing the capacity to connect their pedagogy – what they teach, how they teach it, and why – to some of the most pressing issues facing youth as they navigate the challenges facing them in their social

conditions. The significance of students doing this work is that it contributes to the limited bodies of work that provide a productive response to the call from urban youth to teach them in ways that transform the lives of students in their classrooms and communities.

What inspires you to integrate service-learning or community-engaged pedagogies into your courses?

Community-engaged pedagogies, for me, are about connecting with like-minded professionals, practitioners, and community organizations that need support to do the kind of work that they oftentimes do not have the time to do. This includes accessing and synthesizing all the research, knowing what the latest policies are, and using this information to formulate effective teaching practices serving historically marginalized communities. I believe that synthesizing this for pre-service students in our program to be ready to engage in this work on the ground helps prepare them to be better equipped to respond to challenges facing them in their future classrooms, communities, and schools. Along those lines, I also volunteer as a high school teacher, and practitioner researcher, because it is humbling to serve youth in the community I live in. I believe that this level of day-to-day



commitment to one of the most underserved urban schools in the country provides me with the classroom insights to influence both my students and the national debate over urban teaching. Additionally, I intentionally work to build meaningful networks between community and university so that when our students graduate, there is more of a conscious pipeline to help them into environments that are going to be supportive of their work.

What advice would you give other faculty interested in integrating community engagement into their courses?

Although I am an associate professor, I continue to teach high school English in East Oakland to maintain my direct connection to schools. Part of our interest in community-engaged pedagogy should be driven by a desire to improve our university teaching of students. Doing and encouraging community-engaged research and pedagogy on a day-to-day basis keeps our students in touch with the nuances of current-day community concerns in one of the most underserved urban spaces in the country. Doing this can give us tremendous insight into the challenges and opportunities of community-engaged work that we must also discuss with our current USF students in order for them to be effective servants of these communities. Presence is profound and in the case of our work, there is a real, concrete, and long-term committed presence to SF Bay Area communities that matches the mission statement of USF. Our university's name is stamped on this work because me and my students serve as conduits who are in the community every day, working with some of the highest need populations in the country. We achieve positive outcomes by establishing mutually beneficial collaborations with, and a long-term commitment to, people who are the participants of our community engagement, utilizing our background in continuing to do this work to establish legitimacy and trust. If you are to do this work, be sure you humble yourself to the articulated needs of the communities you seek to serve. Too often universities come to communities with outsider solutions to insider problems. Instead, start to understand the problem and solution from the perspective of those whose communities you are engaging your pedagogies in, and let their analysis guide how you do your work.

NICOLA McCLUNG: EMPOWERING YOUNG WRITERS AND READERS

Assistant Professor

Learning & Instruction, School of Education

Course: Early Literacy

Community Partners: Prince Hall Computer Learning Center, Western Addition

Describe your service-learning or community-engaged course.

Early Literacy is a foundational course in the teaching of beginning reading. The purpose of the class is for teacher credential candidates to develop knowledge and skill in the teaching of literacy that provides access and critical engagement for elementary school students. Core to the course is the community partnership with the Prince Hall Computer Learning Center, which houses many of the most systemically underresourced students in the Western Addition neighborhood of San Francisco. The USF students are paired one-on-one with second through ninth-grade Prince Hall students as they write nonfiction books for beginning readers in their community. Prince Hall students are asked to, “write a book for a first grade student that you would have liked when you were learning to read”. Students and student teachers work together to come up with the concept, write and revise the text, take photographs, design the book, and identify linguistic patterns in the text that can be used to scaffold learning. The community partnership is especially beneficial for the pre-service educators because they learn how students’ backgrounds and cultural knowledge can be leveraged to enhance learning; USF students learn to build from, reinforce, and genuinely value multiple ways of using language and making meaning.

What successes and accomplishments have you achieved through your course?

We have published 14 books by Prince Hall students in 2014 and are in the process of completing the 2015 set. This summer, we will have authors returning to write their third book and to do readings at the USF Mo’Magic Summer Reading Program. We are especially proud of “All about Ms. Miriam”, which features the director of the



Prince Hall learning center, who is core to our community partnership’s success.

Selected titles from Xochitl Justice Press include:

- Nicholson, A. (2016). All About Ms. Miriam.
- Bhonopha, M. (2016) Writer’s Block.
- Johnson, J. (2016) Friendship.
- Bhonopha, M. (2016) Helping in the Kitchen.
- Hawthorne, Z. (2015) How to Tie Your Shoes.
- Young, Z. (2015) Water Balloons.
- Bhonopha, M. (2015) Living in the City.
- Jefferson, J. (2015) Waffle Toppings.
- McQueen, J. (2015) A Lego Airplane.
- Ott, D. (2015) How to Ride the Bus.
- Turner, L. (2015) How to Play Basketball.
- Ryan, J. (2015) How to Play Soccer.
- Benton, J. (2015) A Pyramid Out of Cups.
- Shane (2015) How to Buy and Train a Dog.
- Bhonopha, M. (2015) The Game of Speed.
- Johnson, J. (2015) How to Tie Your Shoes.
- Benton, J. (2015) How to Build Legos.
- Shane (2015) Como Comprar y Entrenar a un Perro.

What has been the greatest challenge of teaching your course(s)? If you have addressed this challenge, how did you do so? If not, what are the barriers?

The biggest challenge is finding a balance between including everything that we think is important (in the course and at Prince Hall) and keeping the project manageable. I am continually reminding myself “less is more;” and keeping it small and focused allows USF students to have a rich and meaningful teaching and learning experience.

Of course, funding is also a challenge (we are currently supported by a few small grants) and the amount of funding is directly related to the quality of the books and the number of books that we can print and get into the hands of teachers in training and young readers.

What inspires you to integrate service-learning or community-engaged pedagogies into your courses?

I was first inspired to integrate community-engaged pedagogy into my course when looking for books for my daughter. She is a beginning reader, and I had difficulty finding books I wanted her to read.

Although multicultural children’s literature clearly makes an important contribution to the pursuit of equity and justice for all, it continues to be limited in several ways. Enter any classroom, home, or pediatrician’s office where an effort is being made to include diverse perspectives, and one will typically find books about able-bodied heteronormative white children living “normal” lives: a new puppy; bedtime; mom, dad, and baby; expressing emotions; going to school. In the same room, recent titles reflecting diversity might include: *Heather Has Two Mommies*; *Don’t Call Me Special*; *Black, White, Just Right*; *It’s Okay To Be Different*; *I Love My Hair*; *Day of the Dead*, *The Skin You Live In*, *Some Kids are Deaf*, or *Everybody Cooks Rice*. That is, few books include characters that come from diverse backgrounds in which their social markers (e.g., the disability, being black, having gay parents) are not the focus of the book. Furthermore, when diversity is reflected, many authors fail to write in such a way that allows for independent reading and maximally supports children’s literacy skills. For example, although there are some picture books that contain anti-oppressive themes (e.g., *African American History*) they are almost always books that must be read aloud to children.



I also draw from my experiences as a teacher in San Francisco schools, including at Rosa Parks Elementary in the Western Addition. The project is based on the assumption that having access to texts that reflect diverse perspectives is motivating; in addition to high quality multicultural literature, we need books that contain universal themes depicting minority characters living everyday lives—e.g., a scientist who is a black female, a school principal who is multilingual, a soccer player with a disability, a mailperson who is trans, or kids simply having fun! These types of books are greatly needed for children from minority backgrounds to identify as readers and to see themselves as valued members of society. At the same time, such books allow students who identify with the dominant culture to come to see their minority counterparts as central to a well-functioning society (Dean-Meyers, 2014).

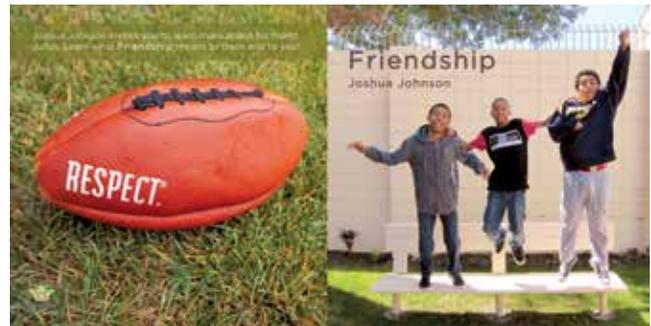
We believe that children can develop reading identities when they connect with the people and stories in our books; this realness allows for new ways of imagining their position not only as readers, but as persons in the world. This positive identity is enhanced when students are able to read the books themselves.

At the end of the summer, seeing the Prince Hall students excited about being authors, and seeing themselves in the books, inspires me to continue to the project and sustain the community partnership. Likewise, knowing that we are in some small way closing the cultural/linguistic distance between teachers in training and students in urban schools provides a purpose to the work that is important to sustain.

What advice would you give other faculty interested in integrating community engagement into their courses?

My advice is to focus on something concrete. It's been really helpful that the community partnership has yielded such a tangible product (the books). The books help explain what we do, which makes it easier to generate support.

It also helps to collaborate with other faculty. I could not do the work without my colleague, Arturo Cortez, who adds a lot to the project that complements what I do. When I get tired, busy, or overwhelmed, he keeps the project going, and vice versa. I learn a lot from him—new areas of research and research methods, how to facilitate the relationships with our community partners, and how to gently but firmly encourage USF students to reflect on, and be critical of, their own assumptions about language and literacy learning.



Leo T. McCarthy Center for Public Service and the Common Good by the Numbers:

The Leo T. McCarthy Center for Public Service and the Common Good was established in 2002 to provide USF students with public service and civic engagement opportunities; and to support USF's undergraduate service-learning requirement. Since the Center's inception, staff have provided pedagogical training and resources to faculty and community partners, maintained and facilitated mutually beneficial campus-community partnerships, and implemented service-learning orientations and reflections for students. In recent years, the McCarthy Center's role has expanded to include coordination of Engage San Francisco, a multi-faceted and dynamic campus-community partnership with the Western Addition neighborhood. The Center also works with administrators to develop and implement effective institution-wide systems and practices in faculty development, student preparation, and assessment of learning outcomes and community impacts.

Mission: In order to fashion a more humane and just world, the Leo T. McCarthy Center for Public Service and the Common Good educates leaders committed to lives of ethical public service by implementing academically rigorous programs, cultivating authentic community partnerships, and creating transformational experiences.

- Number of campus-community partnerships in 2015-2016: 170
- Number of Service-Learning Community Partner Seminar participants since 2002: 162
- Number of Service-Learning Faculty Seminar participants since 2002: 102
- Number of in-class service-learning orientations provided by staff in 2015-2016: 37
- Number of guided service-learning reflections provided by staff in 2015-2016: 68

USF Service-Learning by the Numbers

Service-Learning has been a core requirement for all USF undergraduates since 2002. Students participate in service-learning across a variety of disciplines in our College of Arts and Sciences, School of Nursing and Health Professions, and School of Management. These academically rigorous courses integrate real-world experiences ranging from tutoring at an after school program to conducting policy research in a state legislator's office to collaborating with advocacy groups for an on-campus teach-in.

- Number of students enrolled in SL courses in 2015-2016: 1,962
- Number of hours of service (approximated) that students completed through SL in 2015-2016: 48,300
- Number of courses with SL designation in 2015-2016: 61 distinct courses (138 sections)

MONIKA HUDSON: ENGAGEMENT IS OUR BUSINESS

Assistant Professor

*Entrepreneurship, Innovation & Strategy,
School of Management*

Courses: Practicum in Family Business; Family Business;
AGI Immersion in Cali, Colombia

Community Partners: Local businesses in the SF
community; Mayor's Office of Small Business; SF-Small
Business Development Center; Supervisor Campos's
Office; Javeriana University, Campus Nova

Describe your service-learning or community-engaged courses.

All three of these courses involve students spending the first 4-5 weeks of the semester engaged in learning family business theories, family systems theory (with a focus on Bowens Family Theory), and theories and practices related to emotional intelligence, leadership and conflict management. They complete in-class research on small and large family businesses and apply the theories they have learned to an analysis of various print and electronic family business case studies. The next 9-10 weeks of the semester are spent attempting to apply these theories as they develop case study profiles of actual family owned businesses in San Francisco. They use rational decision-making to develop a collaborative process for selecting the geographic focus of their case study efforts; they regularly blog about their progress in developing their cases, identifying challenges in interviewing business owners, customers and adjacent businesses to understand what is actually happening to businesses along the commercial corridor that is the focus of their analysis. Over the course of the semester, their critical thinking skills develop as they encourage each other to try something new as it relates to gathering field information, talking to "strangers" and generally, using the vibrant fabric of what makes small business "tick" in San Francisco. Along the way, they begin to understand within their bodies, not just their minds, more about the impact of public policy, regulation and demographic trends on the fabric of the City.



What successes and accomplishments have you achieved through your courses?

The students have presented their research in front of the City of San Francisco's Small Business Commission and committees of the Board of Supervisors. Their case studies have formed the basis for business nominations to the San Francisco Board of Supervisors, the Mayor's Office of Small Business, and the San Francisco Small Business Development Center for "legacy" status, the Gellert Family Business Awards, and the Small Business Administration's Jeffrey H. Butland Family Business Award. A major accomplishment that students assisted with was the passage in November 2015 of San Francisco's Proposition J, which established the legacy business heritage fund. Through the students' canvassing and advocacy education efforts, the proposition passed with

over 58% of the popular vote city-wide and an even higher percentage in the geographic area where they canvassed

What has been the greatest challenge of teaching your course(s)? If you have addressed this challenge, how did you do so? If not, what are the barriers?

I could easily say the greatest challenge associated with community-engaged instruction is managing the volume of additional reflections, blog material and targeted team interventions that add to my workload as a faculty member! However, the largest challenge associated with teaching my courses in this manner has actually been figuring out the balance between providing effective theory and practice scaffolding for the students, while allowing them to have the space to experiment and succeed or “fail” in their research efforts and determine an alternative plan of action. My worries about the appropriate balance are particularly acute as I work with international students, who are often only familiar with a small geographical section of San Francisco, usually linked to the language and culture of their home country. I would offer that I am still figuring this out and I expect that I will always have to because each student and student team contains the elements for a unique response. However, my reward is that I watch students mature as they delve into the history of the neighborhoods they often just “pass through” on their way to the university from wherever they live. They begin to see with new eyes what it means that a major city like San Francisco is changing, as it always has, and it is leaving behind older cultural and historical business traditions that concurrently have value. An exciting new twist that is arising in our discussions is the impact that rapid technological, social and demographic changes are having on the retention of traditional cultural values on their home cultures – which is leading to new conversations about how, as business leaders, we must carefully consider how we both continue to evolve AND retain values and traditions that are part of who we are.

What inspires you to integrate service-learning or community-engaged pedagogies into your courses?

I get inspired to continue to engage in community-engaged pedagogies by final reflections such as two below from my Fall 2015 family business course:

Reflection 1

It was a very enriching experience to have had the chance to participate in the various activities that this course entailed. The timeline of course activities were very fluid and each built off of one another. First off, having guest speakers Leland and Andrew from Fishman Supply come into class during the beginning of the semester enlightened us about the history and succession of their family business. This was interesting because we were able to see the dynamic of a father and son transitioning from one generation to the next and seeing both perspectives about growth and health of their company. Secondly, doing initial fieldwork to raise awareness about Proposition J and seeing the various reactions and insights of business owners allowed us to get a taste of the issues that face San Francisco small businesses racing to keep up with the times. And finally,

“...doing initial fieldwork to raise awareness about Prop J...allowed us to get a taste of the issues that face San Francisco small businesses...”

zoning in on two legacy businesses and getting face time with the owners of the respective establishments was the cherry on top to all of the work and learned theory leading up to this fieldwork. This was the first time in all of my undergraduate career that I was able to do such hands on observation, to which I enjoyed and valued because it was quite atypical to that of a traditional classroom structure. It allowed me to see beyond a storefront of a business and appreciate the passion and authenticity of family run businesses that have been around for 20-30years. I was able to apply theory to practice by going out and doing research on actual longstanding San Francisco business. Having the opportunity to make family business theories come to life by applying them to real business that we observed was exhilarating and refreshing because now I have something to remember and hold on to.

Reflection 2

What surprised me most is how much community work we ended up doing, which was the highlight of the semester. With both the team final cases and flat out changing the city with Prop J was a great experience. I had no idea about Proposition J prior to joining this course. After getting in depth lectures about how difficult operating a family business can be in the city, I was thrilled to be out working with the potential legacy businesses. It was heart warming to approach certain small businesses and inform them on what exactly Prop J is and to see them light up after hearing that

“...not only were we able to help implement something we learned during class...but we saw a family business perspective come to life...”

they could be receiving help by the city was an awesome experience. Sure it was a bit of work to get out in the community and promote this proposition to as many small businesses and family businesses as possible, it was still all worth it in the long run after knowing the proposition got passed and we as students were a major reason behind that. Being so knowledgeable about family business terms and issues made the final case studies a lot easier. The only difficulty I had personally with the group work was trying to find times that worked within all of our schedules. What I loved was that regardless of how much conflict there was, my group mates and I still always found a way to meet and get the job done. It was interesting after meeting with Trad'r Sams (one of our assigned legacy businesses) how accomplished we felt as a group. The reason I say this is because not only were we able to help implement something we learned during class into their business but we saw a family business perspective come to life mid-conversation with the owner.

After meeting at the location with the owner of Trad'r Sams, as a group we realized that the owner was in complete control leaving a majority of his other family members and employees out of the loop. We then passed on the idea of creating a family constitution for them to follow to keep a happy and sovereign family as well as a smooth running business. The owner immediately said that he was thinking about it and wanted to create one. This made me feel extremely accomplished to know that I could help pass something on that I learned during the

semester and actually help a family business in need. Another accomplishment was as a group recognizing when a perspective was brought up in the conversation and then expanding on it. The owner of Trad'r Sams stressed to us that he eventually wants to pass down the business but only to a family member. With this, he said that he is having a hard time figuring out which family member would be interested enough and have the same passion and drive that he has to pass down the business and assure that it will still successfully operate. This brings the perspective of stewardship to light. As a group we then explained that this will probably be one of the things he has most difficulty with, and he was extremely thankful for our visit.

What advice would you give other faculty interested in integrating community engagement into their courses?

I would offer that community-based pedagogies appear to provide students, particularly students studying a business-related subject, with a greater ability to understand the theories they are studying by seeing those theories enacted in practice. Community-engaged instruction is very much like “flipped classrooms” – the education is not just provided by the instructor/facilitator but comes from students’ engagement with the living theory and experimentation with the same.



ENGAGE SAN FRANCISCO: A MUTUALLY TRANSFORMATIONAL COMMUNITY-CAMPUS PARTNERSHIP

Vision, Context & Goals

Vision: Engage San Francisco is an intentional, systematic and transformative university-community initiative that will achieve community-identified outcomes supporting children, youth and families in the Western Addition through student learning, research and teaching consistent with University of San Francisco's mission and vision 2028. Engage San Francisco is hyper-local in its focus, asset-based in its philosophy, and multifaceted in its approach.

Context: The Western Addition and the University of San Francisco are deeply interconnected, not just geographically, but through history and intergenerational relationships. As the City's first university we are uniquely situated to address issues related to the poverty and inequality in the Western Addition, and we do this in partnership with residents and service providers who work to address a lack of access to high quality, affordable housing, healthcare, and education. This initiative draws upon the history of community engagement at the University of San Francisco and recognizes the unique potential of working with residents to achieve community-identified goals.

Goal: *Contribute to and support a vibrant, thriving community for children, youth and families in the Western Addition.* To achieve this goal, Engage San Francisco will work in partnership with Western Addition community-based organizations, agencies and offices of the City and County of San Francisco, philanthropists, and community residents to respond to community-identified needs that focus on the strategic areas of emphasis.

Goal: *Enhance student learning and faculty research in the Jesuit tradition with key connections to University of San Francisco's Mission and Vision 2028.* Engage San Francisco is inherently an interdisciplinary initiative that strives to be connected to every school and college at USF and include thoughtful preparation for students and faculty to work collaboratively with the Western Addition.

From Passion to Action: Student Reflections on Ethics and Service-Learning

...my participation in our ethics class and Generation Citizen has caused a rapid evolution of my conception of justice. Working for Generation Citizen has reiterated my belief that justice is partially intuition and partially institution. A democracy by definition gives us a voice in our government; therefore we not only have the power to make change but an obligation to do so. This sense of obligation inspired me to continue my work with Generation Citizen as a Chapter Director for next semester. Furthermore, I will not continue to be a hypocrite teaching about civic engagement while remaining politically inactive; passions, while important, need action. Our democracy is broken, but the beauty of a democracy is that we have the power to fix it.

– Student, *Ethics: Service-Learning, 2015*

KEITH O. HUNTER: SHAPING BUSINESS LEADERS WHO WILL FASHION A MORE JUST WORLD

Assistant Professor

*Organization, Leadership and Communication,
School of Management*

Courses: Management and Organizational Dynamics

Community Partners: Reading Partners, Rooms for Change, Breakthrough SF, The Cutting Ball Theater, Playworks, Girls to Women, Educate Outside, Community Technology Network

Describe your service-learning or community-engaged course.

BUS 304 is required for undergraduate majors in business. Essentially a survey course in organizational behavior, this course pushes students to think on multiple levels when it comes to getting things done with people in any organizational setting. This means examining individual characteristics, team and group dynamics, and macro level issues including organizational culture and change. Service learning is as fully integrated in this learning as possible, with student looking to their community partner and community of need for both examples and applications of the behavioral and sociological theories we work with in class. Individual and group reflection is encouraged at all times, and multiple assignments require students to provide results of this reflection.

What successes and accomplishments have you achieved through your courses?

I like to think that the bigger successes and accomplishments of my course often happen long after I hug my former students goodbye at commencement. At least this is what the occasional call or email from former students encourages me to believe. During my course, the achievements have come in the form of small wins along the way. I have seen intelligent students with a clearly expressed aversion for the entire notion of social justice finish their semesters with plans to continue and even intensify their pursuit of it (and, yes, actually doing it). I have seen students who could not believe that they could (or even should) influence people to donate money to a non-profit realize that people gave money to the vision of a better world that service-learners articulated, not to



some person who somehow had the “x factor” of beauty, power, or status. I could list so many more of these small wins as I think of them, moments in which a student or a team of students realize something new about the kinds of differences they not only can make, but should strive to make in the world.

What has been the greatest challenge of teaching your courses? If you have addressed this challenge, how did you do so? If not, what are the barriers?

I have always struggled with the clash between my structural limitations and my strong orientation toward critical service-learning as defined within the literature. I have a strong aversion for students being reduced to tourists and bystanders, however much labor they may be providing. I don't like seeing community partners reduced to being supervisors or planners instead of being true partners in exploration and learning. I don't like seeing communities of need being reduced to “opportunities” for others to learn or otherwise better themselves. Service-learning without the expectation of making real differences is extremely difficult for me to accept. Yet, I have remained challenged in finding the needed time, and structuring projects or developing the community partner

relationships that consistently deliver the critical service-learning results I wish to facilitate as a BUS 304 course instructor. I respect what we do at USF to foster social justice and community engagement, but I do not easily accept that I am not serving alongside my students in the community. And, even though I have co-authored a paper on synergy between learning in organizational behavior and peer-led reflection on service-learning, I believe that superior service-learning results would be achieved through coursework that is wholly dedicated to community engagement on the part of the students and the faculty. This said, I have managed some improvement over time in integrating service-learning experiences into the disciplinary content of the course. The real take-away here may simply be that it takes time to master community-engaged learning. And why wouldn't it?

What inspires you to integrate service-learning or community-engaged pedagogies into your courses?

Organizations not only represent the context of a tremendous amount of human activity and experience, but they also account for a tremendous amount of power within our society as well as use of resources. The world needs the contributors, managers and leaders of organizations, no matter what the sector, to have a properly grounded perspective on the impact of human needs, abilities, limitations, and decisions on real human lives everywhere. I believe that only people who hold themselves personally accountable for making the world a better place or improving the lives of others will ever accomplish very much in those regards. I want our students to be too impatient to wait for somebody else to solve the world's problems. I want our students to value the real differences they make more than they value the often meaningless and arbitrary praise that is easier won by following obediently in the footsteps of mediocrity. I don't think service-learning is the only way people can raise their expectations of themselves, but the desire to achieve this is what mainly inspires my integration of community-engaged pedagogies into my courses. I have even done so in my graduate course teaching, when there has been no service-learning requirement, and students have never failed to note its positive impact on their development.

What advice would you give other faculty interested in integrating community engagement into their courses?

Make use of the outstanding insight and resources offered by the McCarthy Center. Take some time out for free discussion with other faculty members who do community-engaged teaching, especially for similar courses. Make what time you can to hang out with community partners to learn more about what they do, why they do it, and what they hope to experience with you and your students. Be ready for the experience to change you, and how you view the discipline you are teaching, as well as your role as a faculty member and member of the community. I considered myself quite socially conscious before I ever arrived here, but my awareness, commitment, and intensity have still changed dramatically since my first community-engaged teaching in 2011.

Identifying Community Assets: Student Reflections on Service- Learning in the Tenderloin Neighborhood

Working with the Salvation Army Kroc Center taught me valuable knowledge about the organization itself and about the Tenderloin. At first I had many negative thoughts about the Tenderloin, due to all the negative things people say about it. I thought it was a dangerous and sketchy place and it was a place where drug addicts and homeless stayed. I already knew that it was a neighborhood that was going through gentrification. But from my semester at the Kroc and learning about the culture and the history of the Tenderloin, by visiting the Tenderloin Museum and interacting with the people in the neighborhood, I was able to change my perceptions of this area. With my changed perceptions, I was able to fully understand the issues that the people are going through. In summary, the one thing I did learn from this entire experience that I will take away and apply to future situations whether professional or personal, is to always approach an experience with no assumptions whatsoever.

– Student, Management and Organizational Dynamics, 2015

DELLANIRA GARCIA: PROVIDING CULTURALLY SENSITIVE HEALTH INTERVENTIONS

Assistant Professor

Integrated Healthcare, School of Nursing and Health Professions

Course: Culture and Mental Health

Community Partners: Camphora Community Project; Latinas Connected Group at Counseling and Psychological Services, Eden Housing and Camphora Residents

Describe your service-learning or community-engaged course.

Students enrolled in my Culture and Mental Health course are required to complete a community-based experience as an integral assignment that incorporates understanding their own various identities, other's worldviews, and the literature learned from class.

Students participating in the Camphora Community Project have assisted with a qualitative health needs assessment focused on Community Based Participatory Research techniques. We are working with Eden Housing, which provides housing to the Camphora community comprised of approximately 44 farm-working families in Soledad, CA. Students are learning how to engage with the community and build collaborative relationships.

As a licensed clinician, I developed and facilitated a support group, Latinas Connected, specifically for undergraduate and graduate Latinas at USF. I realized there was a need for this group as a place to assist students with building community while discussing sociocultural facilitators and barriers in higher education. In this role, I supervised and trained doctoral students how to be effective and thoughtful group facilitators.

What successes and accomplishments have you achieved through your course?

My colleagues and I have begun to build a collaborative and sustainable relationship with Eden Housing and the Camphora residents. We completed a needs assessment to assist us in understanding the current health needs of the community. During the next phase of our work, we



hope to provide physical and mental health services via service-learning courses from our nursing and mental health programs.

Student feedback on community-based assignments have been positive. Students reported learning a great deal about themselves and the community in which they participated. The assignments have also emphasized the importance of exercising cultural humility and cultural awareness.

Additionally, students who participated in the Latinas Connected group indicated that the group was a "life changing" experience and they felt "more connected" to USF and were grateful for the group. These experiences exemplify the need for these types of services and activities; and reinforce my commitment to working with underserved, marginalized, and ethnic minority populations.

What has been the greatest challenge of teaching your course? If you have addressed this challenge, how did you do so? If not, what are the barriers?

There are numerous challenges to integrating community-based experiences in coursework and research, yet the benefits far outweigh the negatives. Despite one's best intentions and efforts, it is difficult and time-consuming to build relationships with community partners; building trust takes time and dedication. Oftentimes timelines in research and academia are different from those of the community, and one must be open and flexible in creating mutual and beneficial goals.

What inspires you to integrate service-learning or community-engaged pedagogies into your course?

As the child of non-English-speaking Mexicans in California, I saw first-hand the impact of racism, xenophobia, and classism on my family's health and well-being. I realize the positive impact we can have on communities and the amazing opportunities our students can have when they engage with communities to ameliorate real-life issues. My personal and professional

experiences have taught me that when we focus on health issues in isolation, we miss the bigger picture. We must acknowledge health issues in the context of cultural, social, economic, and political realities, despite the complexities. Community-engaged courses allows us to make a positive impact in our communities while providing effective training opportunities to our students who will work with the various communities upon graduation.

What advice would you give other faculty interested in integrating community engagement into their course?

Integrating community engagement into courses, research, and other work will only enhance and build sustainable relationships with our communities. If you are having difficulty getting started, seek advice from your colleagues and take advantage of relationships that already exist. The onus is on us, the faculty, to teach by example and to mutually engage in work with communities as we expect our students to do as responsible and conscientious members of society.



JACQUELINE BROWN SCOTT: ADVOCATING FOR FAMILIES AND CHILDREN FACING DEPORTATION

Assistant Professor and Supervising Attorney

*Immigration and Deportation Defense Clinic,
School of Law*

Describe your service-learning or community-engaged course.

I am the supervising attorney for the Immigration and Deportation Defense Clinic (“IDDC”), which I helped to establish with Director Bill Ong Hing in 2014. We recognized a dire need, which had existed for several years, for more legal representation of unaccompanied immigrant children (UACs) and women with children who have fled their home countries due to extreme violence for the United States. All of our family clients are seeking asylum, and our child clients are either asylum seekers or pursuing a special visa for immigrant children, called Special Immigrant Juvenile Status (SIJS). Our clients are also all currently on an expedited docket in the San Francisco Immigration Court because the government deems their deportation a priority.

In addition to recognizing a need for more pro bono legal representation of children and all asylum seekers in deportation proceedings, we quickly determined that the need is greatest in the Central Valley of California, where nonprofits and reputable immigration attorneys are practically nonexistent. The majority of our clients are now in the Central Valley, and we make regular trips to work on their cases there, as well as to represent them in the family court process which is needed to obtain SIJS.

The IDDC is run more like a nonprofit than a typical law school clinic, in the sense that we have a very large caseload and have to work in a fast-paced environment. Our student attorneys therefore are able to represent clients in all phases of immigration proceedings-- at the asylum office, in immigration court, and, depending on the case, in superior courts to assist with custody and guardianship to qualify for SIJS.

Spanish-speaking students also have the opportunity to accompany me to the detention center in Dilley, Texas which incarcerates women and children from Central America and Mexico who are seeking asylum. In this



capacity, we prepare women for the credible fear interviews, which is the first step in the asylum process.

What successes and accomplishments have you achieved through your course?

The most obvious success is the relief we have been able to obtain for dozens of clients over the past year. We have won asylum and SIJS, in many cases for children and mothers who failed to secure legal representation before being connected to us. We help to break down the legal barriers and even physical (border) walls that often prevent families from being able to do what is necessary for them to achieve safety.

In addition, we have become a go-to organization for children in need of pro bono legal representation in the Central Valley. We are filling a void. Both our clients and the legal community have recognized USF's important contribution.

Finally, our students are learning not only the practical skills they need to be ethical immigration attorneys, but also how to be empathetic lawyers. Because they work one-on-one with clients to build their cases, they develop close professional relationships. They are exposed to problems and trauma that in general has not previously infiltrated their lives. The trust and sensitivity that is needed to work with people who have endured extreme violence and who are often still very traumatized cannot be underestimated. Our students have excelled in building these relationships.

What has been the greatest challenge of teaching your course(s)? If you have addressed this challenge, how did you do so? If not, what are the barriers?

One of the challenges has been language. Our clients are generally Spanish speaking, and we have therefore given preference to Spanish-speaking law students. However, we do not want to shut out non-Spanish speaking law students. This was the first semester where we accepted two non-Spanish speakers, and we were able to collaborate with Spanish speaking undergraduates who team up with our law students and clients. While not problem free, it has been working pretty well! It was inspiring to see the enthusiasm of these undergrads and the professors in their respective departments.

Another challenge has been space. We have clients with young children, or who are in fact children, meeting with us at the law school. Often, and understandably, the children are upset or loud, and we have to control the noise because classes are going on. We've worked through this, accompanying families to the lounge or other more public spaces. By their second meeting here, they know the drill and understand the need for a little silence.

What inspires you to integrate service-learning or community-engaged pedagogies into your courses?

It is one thing to read a case about a boy seeking asylum who has been relentlessly recruited by the MS-13 gang and fled his country so as to not join, and quite another to work with this boy and to understand the depth of his problems and fears. On paper, one may be persuaded that asylum is not warranted for this type of case because it does not fit neatly into asylum law, but once you meet this

boy, it's almost immediately evident that asylum law should be expanded to accommodate these kinds of claims. Once a student meets a boy like this, they become energized and zealous to not only represent him effectively, but to rally to broaden the law. The moment this clicks in one of my student's mind is very inspirational.

I am also inspired by what students take away and share with their social circles about our clients—when they recognize and share how we are privileged to be able to meet and work with such brave, hard-working and inspiring women and children.



Developing and Supporting Passionate, Critical, and Effective Community-Engaged Faculty

The Leo T. McCarthy Center for Public Service and the Common Good offers the Service-Learning Seminar to USF faculty from all disciplines. Participants attend a series of seminar sessions designed to enhance understanding of service-learning theory and practice, guide development or revision of a service-learning course syllabus, foster equitable sustainable partnership practices with community organizations, and integrate effective strategies for implementing reflection and assessment. Below is a list of the current USF faculty members and administrators (as of May 2016) who have participated in the Service-Learning Faculty Seminar.

Paula Birnbaum	Art + Architecture	Matthew Motyka	Modern and Classical Languages
Hana Böttger	Art + Architecture	Karyn Schell	Modern and Classical Languages
Sergio DeLa Torre	Art + Architecture	Christine Young	Performing Arts and Social Justice
Barbara Jaspersen	Art + Architecture	Roberto Varea	Performing Arts and Social Justice
Sasha Petrenko	Art + Architecture	Matthew Gaudet	Philosophy
Sabine Thompson	Art + Architecture	Rebecca Gordon	Philosophy
Seth Wachtel	Art + Architecture	Manuel Vargas	Philosophy
Stephen Roddy	Asian Studies	Corey Cook	Politics
Deneb Karentz	Biology	Elisabeth Friedman	Politics
William Melaugh	Chemistry	Keally McBride	Politics
Evelyn Ho	Communication Studies	Ed Munnich	Psychology
Brandi Lawless	Communication Studies	Cathy Gabor	Rhetoric and Language
Greg Pabst	Communication Studies	David Holler	Rhetoric and Language
Shawn Dubiago	Comparative Literature and Culture	Michelle Lavigne	Rhetoric and Language
Chris Brooks	Computer Science	Genevieve Leung	Rhetoric and Language
EJ Jung	Computer Science	David Masterson	Rhetoric and Language
Ian Pollock	Computer Science	Lynn Perkins	Rhetoric and Language
Sharon Gmelch	Cultural Anthropology	Michael Rozendal	Rhetoric and Language
Ryan Van Meter	English	Roxann Schmidt	Rhetoric and Language
Uldis Kruze	History	Danny Gascon	Sociology
Lindsay Gifford	International Studies	Ruth Kim	Sociology
John Zarobell	International Studies	Dan Morgan	Sociology
Dana Zartner	International Studies	Nicole Raeburn	Sociology
Karina Hodoyan	Modern and Classical Languages	Evelyn Rodriguez	Sociology
Anne Mairesse	Modern and Classical Languages	Stephanie Sears	Sociology

John Stover	Sociology	Jennifer Walske	Entrepreneurship, Innovation, and Strategy
Stephen Zavestoski	Sociology	KO Odsather	Hospitality Management
Nola Agha	Sports Management	Zach Burns	Organization, Leadership, and Communication
Erin Brigham	Theology and Religious Studies	Rebekah Dibble	Organization, Leadership, and Communication
Lilian Dube	Theology and Religious Studies	Nicole Jackson	Organization, Leadership, and Communication
Nate Hinerman	Theology and Religious Studies	Keith Hunter	Organization, Leadership, and Communication
Vincent Pizzuto	Theology and Religious Studies	Eunkyung Lee	Organization, Leadership, and Communication
Angelo Merino	Yuchengo Philippine Studies	Kevin Lo	Organization, Leadership, and Communication
Juan Berumen	Leadership Studies	Amy Martin	Organization, Leadership, and Communication
Helen Maniates	Teacher Education	Jennifer Parlamis	Organization, Leadership, and Communication
Todd Sayre	Accounting	Ron Harris	Public and Nonprofit Administration
Paul Lorton Jr.	Business Analytics and Information Systems	Irine Onciano	Public and Nonprofit Administration
Stephen Morris	Business Analytics and Information Systems	Kathy Raffel	Behavioral Health
Vivian Faustino-Pulliam	Economics, Law, and International Business	Mary Lou DeNatale	Nursing
Monika Hudson	Entrepreneurship, Innovation, and Strategy	Susan Pauly-O'Neill	Nursing



SERVICE-LEARNING COURSE LIST 2015-2016

This list includes USF undergraduate courses with the service-learning (SL) designation that were offered in 2015-2016.*

Architecture and Community Design

Community Design Outreach

Student involvement in real architecture design/build projects for non-profits, schools, and municipalities in the Bay Area and internationally. In this studio class students take on a larger urban or rural design problem. Through extensive fieldwork, students obtain the requisite understanding of the role of community design in underserved communities and the larger urban forces involved. The projects may be local, national, or international and are intended to lead to student participation and leadership in a community building process.

International Development and Community Outreach

The International Development and Community Outreach Service Learning course provides students with an overview of historical, political, and economic dynamics that impact global systems, inequalities, and developing countries. Students will work in teams on specific projects being implemented in specific communities by a partner NGO. Through readings, discussions and presentations, students will gain understanding of the systems and factors creating poverty and inequality in the world. Reflection activities range from individual to group exercises enabling students to better understand their relationship to the beneficiaries. The service component requires students to transfer their skills from their area of study and lead team projects identified by the partnering NGO in an iterative process.

Art

Internship/Arts Non-Profit

This internship places students in a non-profit arts organization where they learn the skills of community outreach, fund raising, and curating of exhibitions in an alternative arts setting. Partner organizations include: Creativity Explored, Intersection for the Arts, Mission Cultural Center for Latino Arts, New Langton Arts, and the San Francisco Arts Commission Gallery.

Artist as Citizen

Artist as Citizen B, Artist in the Community, is the outreach portion of the year-long sequence, (the "street" component). This includes work on site, collaborations, designing visual narratives and survival strategies that focus on marginalized communities. Possible communities could be those concerned with environmental issues, health, homelessness, teens at risk, racism, educational institutions, among others.

Biology

Conservation Biology

A study of conservation biology, examining ecological methods for monitoring and maintaining biodiversity on the planet.

Business Administration

Management and Organizational Dynamics

Covers the theory and practice of management and organizational dynamics with emphasis on meeting the challenges of a changing workplace environment. Topics include: the managerial functions of planning, organizing, staffing, leading and controlling and the study of personal and group behavior in organizations. Course themes are: diversity in the workplace, globalization, ethics and social responsiveness, changing technology and effective management of these challenges.

Communication Studies

Communication for Justice and Social Change

This service-learning seminar looks cross-culturally at the issue of justice and social change in various communicative environments - from courtrooms to non-governmental organizations, to the media and international assemblies. The course will explore the communicative practices involved in legal proceedings, human rights, conflict resolution, and the struggle for social justice and change. Using a format that combines

lectures, discussions, and student's service-learning projects, we will tackle issues such as the communicative nature of conflict; the unequal access to justice and other social resources; the debate over universal vs. relativistic human rights; the cultural and communicative practices involved in conflict and its resolution; the link between power and communication.

Ethnography of Communication

Students in this service-learning seminar will explore the communicative practices of various organizations concerned with social justice through ethnographic participant observation in a community non-profit organization. Readings from cultural and communication theory will provide the conceptual background for their fieldwork.

Organizational Communication

An analysis of the communication theories used to explore the complex structures and processes within organizational settings.

Rhetoric of Social Movements

This service-learning course examines how social movements employ rhetoric to bring about social change. We will study the foundations of social movement theory while examining various historical movements in order to understand how rhetorical strategies and techniques move various audiences to action.

Critical Diversity Studies

Performance and Cultural Resistance

Performance & Cultural Resistance studies how creative expression is central to the understanding, formation, and self-definition of historically marginalized communities across the United States of America. Students will study how socio-political theories and concepts manifest themselves as embodied practice in the realm of ritual and performance, and how the latter represent, record, and disseminate relationships of power, cultural resistance, and cultural affirmation.

Dance

Dance in the Community

This course is designed for students who are interested in arts education, specifically teaching dance to children in school settings. This class meets on-campus twice a week to develop an understanding of the history and theory of children's dance education and the ability to plan and implement dance curriculum. Students will teach off-campus once a week, applying the information from the class session to a practicum experience.

Minds in Motion

The USF Dance Program works with children at Colegio Miguel Pro in Tacna, Peru, with a focus on teaching academic curriculum through movement. Working closely with classroom teachers, the USF team creates a series of movement classes for 1st to 6th grades, addressing the curriculum units that each class is studying. Class material ranges from multiplication to geometry, history to poetry, body systems to earth habitats. In addition, after-school rehearsals are held daily to prepare for an end of session performance. This performance provides a culminating experience and an opportunity to celebrate the creative contribution and personal growth of everyone involved. The Minds in Motion course in Tacna, Peru, emphasizes that movement and creativity can be powerful tools in deconstructing economic and cultural barriers, creating new levels of understanding amongst people of different backgrounds and cultures.

Performing Arts and Community Exchange

This course is designed for students who are interested in merging social activism, dance/theater and teaching. Students will learn how to use movement and theater as tools for social change in settings such as senior centers, schools and prisons. In studio sessions, students will identify, approach and construct classes for community sites. Selected films and readings will provide a context for discussion and assist in the development of individual student's research and teaching methods. The class will include lab sessions at designated off-camps sites where students will lead and participate in teaching workshops.

**The university also offers an array of graduate level community-engaged learning courses, as described in some of the previous profiles. However, we do not currently track or designate these courses in a systematic way, so they are not listed here.*

Environmental Science

Methods of Environmental Monitoring

Capstone field and laboratory methodologies class that draws upon materials presented in the foundation courses.

Watershed Science

Original research supervised by a member of the staff, with credit to be fixed in each case. Designed to give students an acquaintance with, and an appreciation of, the principles and methods of original scientific investigation. A research report must be filed.

Environmental Studies

Community Garden Outreach

Students explore food security issues through semester-long Service Learning internships with organizations involved in the production, use, distribution and/or promotion of locally grown organic produce. Students engage in on-going reflection on their Service Learning internship experience.

Alaska: Culture, Environment and Tourism

This 17-day, 4-credit Arrupe Justice immersion course in anthropology and environmental studies examines the relationship between culture and the environment in the unique island setting of Sitka, Alaska. Students will learn about the region's terrestrial and marine environments, its occupation and use by the indigenous Tlingit population and by non-Native peoples, and contemporary controversies surrounding the appropriate use of its natural resources – its fish, timber, and natural beauty. The focus will be on experiential learning, beginning with a 3-day trip up the Inland Passage aboard an Alaska Marine Highway ship. All students are welcome to apply; especially suited for Anthropology and Environmental Studies students.

Capstone Practicum in Environmental Studies

An upper division seminar that serves as a capstone to the program. Students explore diverse environmental issues from the perspectives of the humanities as well as the natural and social sciences. The student's environmental portfolio is reviewed during this seminar.

Health Services

Behavioral Health Services Capstone

This capstone course provides the BHS students, the opportunity to integrate and apply academic learning through the completion of a project in partnership with, and on behalf of, their fieldwork agency. The Capstone Seminar is designed to demonstrate your accumulated training in BHS in a single original project of your choice, subject to the instructor's approval and under the additional supervision of a preceptor.

Interdisciplinary Studies

Global SL Sustainable Development Internships

Students will spend 10 weeks engaged in full-time service-learning internships at grassroots organizations in Bolivia, India or Uganda. Responsibilities will include contributing to the organization's existing programs and services, while also gathering data to inform the implementation of grant-funded sustainable development projects. Students will engage in written and oral reflection about how their experience connects with course content, shapes their own personal values, and informs their understanding of their host community's pressing social issues.

Erasmus Community

Erasmus students learn theoretical information from the classroom experience, discuss the material as a community and directly apply information and ideas through various community-based research projects. Over the course of a year, students in the community delve deeper into their understanding of the intertextuality of ethics, service, and justice at local and global levels. The community culminates with a two-week experience in a marginalized region which offers students the opportunity to dialogue with people working in direct service roles and reflect on their own evolving understanding of justice, and their role in creating change.

Dual Degree Teaching Program Fieldwork I -III

This course is designed to offer students the opportunity to experience, in a practical environment, the application of methodological principles and teaching practices, as well as theories and principles of learning, motivation, social

behavior, human development and individual differences acquired in their Teacher Education courses. They will be involved in classroom observation, one-to-one assistance, small group work and delivery of a whole class activity. Each student will work with a specific mentor in a specific classroom for the length of the semester. The field placement requires observation and/or participation 3 hours per week in elementary classrooms (K-2 or 3-5 grade level) for MS candidates and middle or high school classrooms for SS candidates. Field placement is arranged by the DDTP Field Placement Coordinator. A weekly on-campus seminar is included. Readings, class discussions and guest speakers will enable the students to incorporate their learning in the field with the content presented in their Teacher Education course work.

History

History Internship

Provides an overview of the many ways that history is practiced in the field of public history. Includes supervised work at a public history placement, such as museums, archives, and historical sites, or other organizations of a historical nature.

International Studies

BAIS Internship

The purpose of this course is to provide students in International Studies with the opportunity to expand their learning beyond the classroom and into the community. Though many of the topics BAIS students consider take place on faraway shores, there are a host of local non-profit organizations that are engaged in issues such as development economics, ecological justice, human trafficking, and refugees, among other topics. This course fulfills the USF service learning requirement because you will be working in a non-profit environment that provides a service to the community and to the world. However, this experience should also allow students to see how their knowledge gleaned as USF can be put to work in the world at large. The internship will introduce students to active organizations working on international issues and it will allow them to develop patterns of professional behavior as well as providing some connections and useful job experience. As a result of this course, students will gain knowledge of the organizational structures not only of their own community

partner, but of others where fellow students are interns. Discussions and reflections during class time will provide an outlet to enrich your own experience and to learn what others are facing in their internships.

Kinesiology

Physical Activity and Aging

Experimental course focusing on exploration and discussion of material which complements that found in the regularly offered curriculum.

Substance Abuse Prevention & Treatment

An emphasis on the social and psychological aspects of substance abuse and its prevention and treatment.

Latin American Studies

Latin@ American Performance & Culture

The course provides an overview of the plays, theatrical productions, and theatrical traditions of cultures in Asia, Africa, Latin America, and underrepresented cultures in the United States, including African-American, Asian-American, and Hispanic. Each semester one or two of these areas are selected for in-depth study.

Media Studies

Media Workshop

Faculty-supervised on-campus media production workshop including opportunities with KUSF, The Foghorn, USFtv, and other USF media outlets.

Media Internship

Faculty-supervised off-campus internship.

Nursing

Clinical Lab III: Community and Mental Health Nursing

Community based clinical experience. Focuses on patients/clients experiencing physiological and psychological problems. Use of the nursing process in the care of clients from vulnerable populations. Students work in collaboration with inter-professional teams in outpatient and inpatient sites in which patient and student safety are paramount.

Philosophy

Ethics: Service Learning

This course critically analyzes ethical arguments and various positions on contemporary ethical issues. The Service Learning component provides concrete experience as students work with organizations dedicated to ameliorating the causes and effects of poverty, racism, gender inequality, and other social ills. Offered every semester.

Politics

Public Administration Internship

Students do interesting work six to ten hours per week in a federal, state, or municipal agency, giving them a chance to strengthen their skills, and network. They will prepare journal themes, read relevant assigned material, and meet every two weeks in a seminar. Permission of the instructor required. Offered every semester.

Fieldwork in Public Interest Organization

Field placement with Bay Area public interest groups, including peace, human rights, legal, media, and community organizations. Students work 6 to 8 hours per week, complete common readings, and write final reports.

USF in DC: Internship

USF in DC is a semester-long program in Washington, DC that integrates a full-time internship with relevant coursework taught by USF faculty and University of California Washington Program (UC DC) faculty.

Participants can choose from a range of elective courses and internship opportunities that meet their interests and skill sets. Students will spend their semester engaging with peers from across the country in the heart of the capital, where they will live, learn, and explore all that DC has to offer.

McCarthy Fellows in Sacramento: California Politics and Governance

In this summer program, McCarthy Fellows spend 12 weeks in full time internships at Sacramento institutions that contribute to the California policy-making process. Student engage in everything from conducting legislative research to responding to constituent concerns to drafting

policy memos. Concurrently, they participate in a California Politics course focused on exposing and analyzing the structures and systems that frame our state's policy making processes and helping students make meaning of their first-hand experience. Students live, work, and learn in the state capital, while taking advantage of powerful learning opportunities within the context of their internships, their academic course, and the co-curricular offerings that abound in their thriving host city.

Psychology

Positive Psychology

Building on the foundation of humanistic psychology, positive psychology will offer students the opportunity to study, explore, and experience the conditions that allow individuals and communities to thrive and maximize their human potential. How do people experience and promote happiness and other positive emotional states like mindfulness, flow, compassion, gratitude, and love? What values, virtues, and talents are prized by individuals and communities and how are they lived in practice? The course will explore the historical foundations and contemporary understanding of positive psychology as well as offer opportunities for applied learning. Class time will concentrate on readings, discussion, and applied exercises.

Psychology Practicum

Service Learning in a variety of community settings relevant to psychology (e.g., hospitals, mental health and youth guidance centers, old age homes, pre-school and day care centers, and other public service organizations).

Rhetoric and Composition

Martin Baro Scholars: Writing and Speaking in Community

The Martín-Baró Scholars program is a yearlong living-learning community intended for first-year students at the University of San Francisco. Now completing its twelfth year, the program integrates five core requirements into a single, comprehensive curriculum that examines issues of poverty, social justice, and diversity. Using the city of San Francisco as an experiential springboard, students develop their abilities in observation, discussion, analysis, and writing through a multidimensional lens.

Students will be proactive in engaging with the societal problems they examine by doing significant service with one community partner for an entire academic year.

Sociology

Asians and Pacific Islanders in US Society

This course examines the long and diverse experiences of people of Asian and Pacific Islander descent in the United States. Looking at historical and contemporary issues, we can understand how the presence of Asian Pacific Americans has affected U.S. society and what it means to be American.

Fieldwork In Sociology

This course combines 90-100 hours of volunteer or internship work in the San Francisco Bay Area; reading-based discussion of fieldwork research techniques, ethics, and writing; and classroom workshop discussions of students' projects. Requirements include weekly class meetings; extensive written field notes; class presentations; commentaries on other students' projects; literature review; and a final paper.

Sociology Capstone Seminar

This course provides students with an opportunity to engage in focused study on a thematic topic using theoretical readings, primary and secondary social research, and by working with a social-justice oriented organization. Required for senior Sociology majors.

Esther Madriz Diversity Scholars: Social Problems

An analysis of the ways in which problems come to be socially defined, understood, debated, and resolved. The course will focus on the varied processes through which problems reflect underlying social conflicts.

Esther Madriz Diversity Scholars: Community Organizing

Drawing upon student internships in social change organizations and readings that address community organizing, this course provides an opportunity to learn how to become an effective agent of social change. The course culminates with student-led social change projects.

Spanish

Build Bridges: ESL

This Service Learning course is designed for Spanish majors and minors as well as for those interested in the Spanish speaking community living in the US, in the study of gender and immigration issues, in grassroots activism, and in the languages and cultures of Latin/o America. The class will work directly with different community organizations that focus on the Spanish-speaking community of San Francisco. Different service tasks include: tutoring, translation and labor advocacy. Class topics include: immigration in the US, problems of discrimination based on citizenship, sexuality, gender and ethnicity, collective and individual responses to such forms of oppression, and the role of education and the arts in challenging injustice.

Prerequisite: SPAN 206 or instructor's permission.

Theatre

Performance and Cultural Resistance

Performance & Cultural Resistance studies how creative expression is central to the understanding, formation, and self-definition of historically marginalized communities across the United States of America. Students will study how socio-political theories and concepts manifest themselves as embodied practice in the realm of ritual and performance, and how the latter represent, record, and disseminate relationships of power, cultural resistance, and cultural affirmation.

Latin@ American Performance and Culture

This course explores the history, theory and practice of Latin@/Chican@ and Latin American Performance with a particular focus on contemporary works. Performance, in the context of this class, will not be limited to traditional theater productions and plays. Students will be asked to study the subject with a broader lens that includes western-style theatre, but also focuses on culturally specific forms such as pageants and parades, rituals and other spectacles associated with the life of the community, as well as the discipline of performance art, a vibrant form of expression for U.S. Latino artists.

Theology and Religious Studies

Catholic Social Thought

This course provides an in-depth look at Catholic Social Thought as well as movements within the Catholic Church inspired by Catholic Social Thought which engage social issues and moral problems. Ways in which Christian thinkers and activists view Catholic Social Thought as a public calling are addressed.

Buddhist Paths in Asia and North America

This course will tour the centuries as we try to understand the traditions, people, teachings, rituals, cultures, and allure of diverse "Buddhisms" in the world today. Of particular concern will be local Buddhist institutions and their global links to Buddhist communities and traditions, near and far.

Community Internships

This internship course assists you in setting up an internship in a nonprofit organization in the San Francisco Bay Area in the fields of theology-religious studies and environmental studies, and is designed to help you and this particular group of students explore issues of spirituality and work.

Yuchengco Philippine Studies Department

Knowledge Activism

Knowledge Activism is an introductory course in activism focusing on Filipino and Asian American communities. The course explores issues that are paramount to the Filipino American community, as well as the Asian American community in general.



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