Fall 2007

What Worlds May Come: Reimagining Possibilities for the Future (UHON 495-001)

and Senior Service Learning (UHON 496-001)

INSTRUCTOR: Dr. Leslie Donovan
OFFICE HOURS: Mondays 11:30-1:30, Thursdays 12:30-2:30, and by appointment
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WEBSITES: Main course website accessed through Vista WebCT, http://vista.unm.edu,
you can login through the URL above or a link to our class from LoboWeb
Most course materials may also be found at http://www.unm.edu/~ldonovan/
under Current Courses, click on link to What Worlds May Come

DESCRIPTION:
In this two-part course exclusively for UHP seniors, students will earn 6 credit hours for enrollment in both Senior Colloquium (3 CR) and Senior Service Learning (3 CR). While we will integrate these two parts of the course as much as possible, students must be prepared to perform work and meet assignments equivalent to earning 6 credits. Since these courses are intended to serve as a capstone experience for Honors seniors, substantial work in terms of assignments and personal effort will be expected of all students.

Colloquium description
French writer and aviator Antoine de Saint-Exupery once wrote that “When it comes to the future, our task is not to foresee it, but rather to enable it to happen.” In this Senior Colloquium, we will explore a myriad of near and far futures as a means for enabling graduating UHP seniors to create the new worlds we all want and hope to live in. To accomplish this seemingly daunting task, we will study present-day visions of the future in science fiction literature, contemporary U.S. politics, television and film, sociology, architecture, and modern technology, among others. While many contemporary perspectives on the future are bleak or apocalyptic, this class will focus its investigations primarily on texts and materials that offer decidedly optimistic views. In our efforts to comprehend the possibilities of tomorrow, we will work with three modes of examination: 1) Research, using traditional academic methods and source materials to develop assignments; 2) Imagination, in which students’ creativity will be given free rein to envision the future through short exercises in writing and art; and 3) Service, providing practical assistance that enhances and improves the future of people served by present-day non-profit organizations.

Service Learning description
Service Learning represents UHP’s commitment to education for civic responsibility. It gives students the opportunity to integrate academics with service in an experiential way and to reflect on that experience. As Shirley Chisholm, the first African American woman elected to the U.S. Congress, once said “Service is the rent that you pay for room on this earth.” But perhaps even more significant for our purposes is noted anthropologist Margaret Mead’s remark, “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.” Your experience in this course is intended to give you a small glimpse into how you personally might change the world. Because all community organizations have their own perspectives and investments in the future (our course subject), any organization you choose to serve will have an appropriate connection to our topic. Further, since the community organizations with which you will be working deal with issues of the here and now in the present-day, you will not be required to find a placement at an organization specifically related to the theme of our course.
TEXTS:
-I’m Working on That: A Trek From Science Fiction to Science Fact, by William Shatner and Chip Walter
-Viable Utopian Ideas: Shaping a Better World, edited by Arthur B. Shostak
-What the World Needs Now, by Steven M. Johnson
-Service Learning Reading Packet

GRADES:
You will earn 2 grades, one for the Colloquium and one for Service Learning. Assignments for each portion of the course will earn up to 100 points distributed as follows.

Colloquium Requirements
- Class Attendance and Participation .................................................. 15 points
- Class Blog ..................................................................... 15 points
- Peer Reports ................................................................. 10 points
- Research Analysis Paper or Creative Project........................................... 10 points
- Workbook ...................................................................... 35 points
- Synthesis Project ................................................................ 15 points

Service Learning Requirements
- Community Service Work (40 hours minimum) ........................................ 40 points
- Statement of Purpose ................................................................ 5 points
- Praxis Notebook ..................................................................... 40 points
- Service Learning Legacy Project .................................................... 15 points

Grading scale: A = 93-100 points CR = 70-92 points NC = 0-69 points

TECHNOLOGY
Since both the colloquium and Service Learning components of this course are about the future, we will be making extensive use of web-based, educational technologies, primarily through UNM’s Vista/WebCT, to facilitate our work. The main site for WebCT is accessed either through http://vista.unm.edu or by logging in to LoboWeb and accessing our course WebCT page through your course schedule. While many of our course materials may also be found on my website (http://www.unm.edu/~ldonovan/), some portions of our work (such as the Blog and Service Learning Notebook) may be accessed only through WebCT.

For those of you who have never used WebCT before, don’t panic. You will not need extensive experience with computer technology to succeed in this class. I am happy to help you learn to use such technology for the purposes of our course. Specific instructions on how to use WebCT may be found on the main WebCT site. If you have problems accessing our site on WebCT, contact me or the WebCT staff promptly, so that we can work out the problems as quickly as possible. Otherwise, you will get behind in your work and it will be very hard for you to catch up and earn full points for your requirements. Regardless of any technical problems you might be having with the WebCT, it is part of this course and this is your responsibility to learn to make it work for your needs.
Colloquium

OBJECTIVES:
In the Colloquium portion of this UHP Senior Capstone experience, the student objectives will be as follows:

- To provide graduating seniors with an opportunity that allows them to recognize their own ability to work toward a better future for themselves and others by means of the skills they learned as undergraduates;
- To further develop and enhance critical reasoning and writing skills as well as creative thinking;
- To explore various ideas about decidedly optimistic possibilities for the future from a variety of disciplines in terms of what such visions of the future might mean to the lives of today’s students;
- To highlight the ways ordinary citizens and producers of various forms of popular culture, as well as scientists and inventors, can have an impact on the path to the future; and
- To encourage students to understand that the future is theirs to determine and direct, rather than something set in stone by others.

REQUIREMENTS:
Class Attendance and Participation (15% of total grade)
A substantial amount of learning in Honors courses takes place in the classroom. If you don’t come to class, your learning experience suffers and you deny others the opportunity of learning from what you have to contribute. Material missed may never be made up completely, no matter how many notes you get from classmates. In order to get the most out of this educational experience, it is essential that you attend every class. Therefore, you will earn ½ point for every class you attend in full and in which you actively participate. Since we have 30 class meetings, you will earn the maximum 10 possible points, if you attend and participate actively in every class. However, be aware that no distinction will be made between excused and unexcused absences (see Policies #4).

It is not only crucial that you attend class, but it is equally important that you participate actively and regularly in our discussions. Contributing actively and openly will not only earn you higher points, but doing so will make classes more enjoyable and rewarding for all of us. To participate effectively, you need to be well prepared for every class discussion, which means having carefully read the entire reading assignment. But, effective participation in Honors courses involves more than simply coming to class well prepared; it also means voluntarily sharing ideas. While all students cannot express ideas in class all the time, I expect you to contribute your thoughts as often as possible. All seriously considered views are equally valuable to our collective learning process. If, for whatever reason, you keep such ideas to yourself, then the collaborative educational exchange this class is meant to be becomes impossible.

To encourage our exchange of ideas, short in-class assignments, group exercises, freewrites, and other homework will be given frequently. The majority of these assignments should take about 15-30 minutes to complete. These assignments are designed to generate class discussion and to offer starting points when analyzing our subject. Although some of these short assignments will be included in your Final Portfolio, they will not be graded or collected during class. Nevertheless, you are expected to perform such assignments to the best of your ability and to have them ready when I ask for them. Responsible and serious effort on these exercises will form a substantial portion of your participation score. If you miss class, you may not make up in-class activities.

Blog (15% of total grade)
In addition to traditional class participation, you will also share ideas about our course topic and your community service experiences on a Blog, which is accessed only through WebCT. This class Blog is designed to encourage you to discuss ideas or questions in an informal, but highly accessible manner. In addition, this Blog provides more avenues for inquiry than our regular in-class discussion time allows and gives you the opportunity to explore issues raised in class or in the readings any time you wish. Since your responses and discussion on this electronic forum may be used to stimulate or expand class discussion, it is important to keep up-to-date with material posted on our Blog by checking it as often as possible during the week.

You will be expected to make at least 30 postings spread out through the semester to this Blog. Many of you will
make substantially more postings than the minimum requirement, which will help ensure that you earn the maximum number of points possible for this requirement. However, postings to our class Blog must be made regularly and consistently throughout the term to earn a high score. In other words, you will not earn full points for this requirement if you make many of your postings together in a short period of time (at the beginning or end of the term, for example). Postings may be written in standard electronic forum or journal style, meaning they need not reflect any specific structure or organization. Topics for the Blog will be generated primarily by you and your classmates, though I will also frequently suggest topics to help you get started discussing issues and ideas.

The 30 postings required to earn full points for this portion of your grade must include:

- At least 3 original postings in which you share ideas or questions that are not responses to anyone else;
- At least 3 responses to one of my questions or topics;
- At least 3 responses to one of your classmates’ postings (these are in addition to the Service Learning Blog responses described below); and
- At least 1 selection from each of the 5 worksheets included in your Workbook (see below).

Further, each individual posting will earn the maximum of 1/3 point as long as it:

- Discusses content material related to our texts or our larger class subject;
- Consists of at least 4-5 substantial sentences; and
- Presents ideas in relatively error-free writing (i.e., few typos, grammatical errors, etc.).

Peer Reports (10% of total grade)
Now that you are seniors, it is time for you to show what you have learned during your time in the Honors Program. Therefore, you will take responsibility for teaching a set of readings and leading class discussion on that reading assignment. During the first week of class, you will be randomly assigned two reading selections from one of our texts. For one reading selection, you will act as a Peer Report Leader, while for the other selection you will serve as the Peer Report Responder. You may work alone or collaborate with the person paired with you for the Peer Report.

Peer Report Leader (5 points maximum)
When you act as the Leader for your Peer Report, you will be responsible for teaching your classmates about your assigned selection and leading class discussion on that reading. Although your class peers are encouraged to read your selection, they are not required to do so. However, your Responder (see below) will be as familiar with your selection as you are and will be expected to add to, correct, or challenge material you include in your report. This means that you need to know and understand your selection extremely well, which will require careful, thorough reading of the text(s), probably multiple times. These Peer Reports are meant to be informational and analytical; they are not to be simply reviews of the texts. In other words, do not structure your entire report around what is good or bad about the text. Instead, explain the information and analyze how your ideas on the subject agree or disagree with the author(s). Keep your audience (i.e., your classmates) firmly in mind as well as the subject of our course, so that you can tailor your remarks for our specific purposes. Since points for your Peer Report will be based on anonymous evaluations from your classmates, your primary goal should not be to please me, but rather to satisfy your classmates’ needs for learning about the material. When working on your Peer Report, think about what you would want to know if you had not read the assignment in order to understand and assess its importance to our topic. In addition to these general guidelines, your Peer Report must include all of the following items, but not necessarily in this order:

- A clearly and coherently organized summary of your reading that takes no longer than 15 minutes (plus 5-10 minutes for questions and discussion);
- Brief examples from your selection to summarize and explicate the content of your text(s);
- At least 2 specific ways your reading addresses our course subject of future possibilities;
- Be prepared to address issues or questions raised by your Responder, your classmates, or me; and
- An outline of your reading selection (1-3 pages) turned in at the end of your report.

Peer Report Responder (5 points maximum)
In addition to serving as a Peer Report Leader, you will also act as a Peer Report Responder for a different reading
selection from one of our texts. For this requirement, you will respond to the Peer Report made by the Leader for that selection. When you are serving the role of Responder, you will be responsible for asking the Leader specific questions about your assigned section and engaging the Leader in a discussion that will improve your classmates' understanding of the text. This means you need to know and understand your reading selection extremely well, which will require not only one careful reading, but probably several readings of the material. Other class members will not be responsible for reading this selection, although the Peer Report Leader to whom you are responding will be as familiar with it as you are. Like the Peer Reports made by the Leader, these responses are meant to be informational and analytical; they are not reviews or critiques of the reading assignment. In other words, do not structure your response around what was good or bad about the reading selection. Instead, your job as a Responder is to enhance the report made by the leader and thereby improve your audience's comprehension of the selection. If you disagree with anything in the Peer Report, it is up to you to present alternative views in a useful and constructive manner that will broaden discussion rather than dictate appropriate interpretations. However, it is also your job to correct any obviously faulty readings of the section that the Leader might make. Above all, one of your most important tasks is to be prepared to ask intelligent, useful questions of the Leader. As for the Report Leader, your efforts as a Responder will earn a score based on anonymous evaluations from your classmates. In addition to these general guidelines, your response must include the following, but not necessarily in this order:

- Take no longer than a maximum of 10 minutes of class time;
- Ask the Peer Report Leader at least 2 specific questions;
- Make at least 1 comment that further explains material presented in the Peer Report, or that broadens it by challenging some interpretation it makes;
- Correct any faulty readings of the text made by the Peer Report Leader;
- Be prepared to discuss the selection analytically with the Peer Report Leader; and
- After your Response, turn in at least 2 typed questions you were prepared to ask the person making the Peer Report, even if you end up asking different questions in class.

**Research Analysis Paper OR Creative Project (10% of total grade)**

For this class, you will choose either to write one research analysis paper or to construct one creative project. To encourage you to plan this assignment carefully in advance, you will turn in a brief 1-page proposal for your paper or project that includes a summary of what you plan to work on in the paper or project (your topic), how you plan to approach your work (your methods, approach, or medium), and a bibliography of sources you expect to consult.

**Research Analysis**

Write 1 fully developed paper (5-7 pages) that bases its analysis on research as well as your own ideas. For this paper, use research from secondary sources to explore some future issue you identify from ideas raised in class discussion, Blog postings, or your Workbook. For example, in working on your science fiction novel assignment, you might wonder if present conceptions of a community center could be altered to make such centers more useful to more types of people. Then, in your paper, you might do additional research on alternative types of centers and construct a paper that argues for a new type of center different from those in your research. Or, if you intend to pursue a career in international business, you might want to research an area on the future horizon for a specific type of global industry.

When developing your topic, make sure to ground your work in research and defend your ideas through standard analysis. Because you are seniors, your work on this paper should reflect serious attention to your topic. Since it will be one of the last analytical papers you write for college, push yourself to go beyond the obvious and make an argument that truly matters to you. Your paper must include a bibliography of sources, presented in proper MLA style.

Consider as your audience for these papers a group of highly intelligent readers, such as your classmates, who are highly engaged in the subject of the future, but not yet completely experts in the field. Imagine your readers as people your writing has to engage enough to make them want to read your paper. Understand that it is your job to make them think about your topic in a way that they would not have thought about on their own, without your help. Since such an audience does not have to read your paper, you will need to capture their attention and persuade them to view the topic differently than they would if they had not read your paper.
The effectiveness of your Research Analysis Paper will be assessed for the success of the finished product (how well it meets the assignment, displays serious and significant thought, stands alone without oral explanation, establishes and supports an appropriate logical structure, meets acceptable standards of written English, etc.). The gradesheet used to score this paper is on our WebCT site. If you need ideas for topics or help with your writing, I am happy to work with you as long as you make arrangements with me well before the paper’s due date.

Creative Project

This project is composed of two parts, a creative work and a short explanatory paper (each part 5% of total grade).

- **Original Vision of the Future**: Using any medium you wish, create your own vision of the future. To do this, you may write a short story (8 pages minimum), paint or draw a series of artworks or sculptures (1 large piece or 2 small pieces minimum), draw a comic book (6 pages minimum), write a long poem (10 pages minimum), compose and perform (or have performed) original music (minimum 5 minutes long), write an act or section of a play/screenplay (8 pages minimum). If you wish to complete another type of creative project, clear it with me before you start on it. For example, you might choose to write a series of love letters between two people living on different planets, compose an epic song about the first settlement on Mars, draw a series of images of how Siberia might be transformed into a model Green community, etc. While this project is based on a creative format, I expect you to incorporate solid, significant thought into your work. I hope you will be astounded by your own creativity; however, for you to earn a high score, I expect only that you make a sincere effort, not that the result be professional in quality.

- **Explanatory Paper**: Write a short paper (3 pages minimum) in which you explain the reasons behind the choices you made in your creative vision of the future. In particular, explain what choices you made and why you made these specific choices for your project. Further, I expect you to demonstrate that you are conscious of how other works (texts/films/television we have discussed in class as well as others you may have read or seen) and ideas influence your particular perspective. For example, let me know if you think your alien is more indebted to *Aliens* or *Alf*. Or, describe how your images of a future residential home evoke concepts in *Star Wars: Return of the Jedi*. In your explanatory paper, also discuss any research or secondary source material you used in the making of your creative effort. As part of your paper, include a bibliography of sources you consulted, presented in proper MLA style. Even if you do not consciously perform research for your creative expression, you have been influenced by other works in your past experience. Since no creative work ever comes totally out of your head without any background, any works that influenced your project must be cited.

In addition, literary projects and explanatory papers that do not attend carefully to appropriate conventions of form and grammar will not earn a high score. If you need assistance with mechanical aspects of presentation (grammar, punctuation, MLA style for citing sources, etc.), please see me or someone at CAPS well before the project is due. The gradesheet used to score your Creative Project is on our WebCT site. One point will be deducted automatically from your score if you omit the bibliography for the explanatory paper.

Workbook (5 parts, each = 7%, 35% of total grade)

The Workbook is the central piece of this course that most other assignments revolve around. Your work for this assignment will generate materials for class discussion, your Blog postings, your Research Analysis Paper, and perhaps some parts of your Final Portfolio. The Workbook will include 5 sections that deal with specific materials you will be assigned during the first week of class. For each of these 5 parts of your Workbook, you will fill out a worksheet containing 3-5 questions that ask you to summarize, analyze, or otherwise consider material in a thoughtful paragraph or two. The worksheets for each section of the Workbook are on our WebCT site. You may work on the assignments for the Workbook individually and at your own pace. In other words, you may complete the 5 parts of the Workbook in any order you wish, as long as all parts are completed by the final due date.

You will turn in your Workbook for 2 Progress Checks before the final due date. Each of these Progress Checks will evaluate your Workbook efforts up to that point and will earn either a + for outstanding work, ✓ for acceptable work, or – for unsatisfactory work. Since you can perform the assignments for the Workbook on your own schedule,
meaning as quickly or as slowly as you wish, you are free to complete all the required parts of the Workbook by the first Progress Check, and then spend your time improving on your work for the remaining Progress Checks. Your Workbook will earn a grade only on the final due date listed on the syllabus. However, Workbooks that have exhibited only minimal effort at the Progress Checks are unlikely to earn high scores after the final due date. Therefore, it is to your advantage to work as diligently as possible throughout the semester on your Workbook. The form for the Progress Reports is on our WebCT site. The 5 parts of your Workbook are described below.

**Drawings (7 points):** After reading Steven Johnson’s book, *What the World Needs Now*, draw two inventions that you come up with yourself and fill out the worksheet for this section of your Workbook. Do not worry about your drawing abilities; do your best to draw what you envision, no matter how good your drawing is. You will have the opportunity to use words to explain your drawings and you will be graded on your effort, not on your artistic ability. Your inventions may be as silly or serious as you wish, but they should be items that are not normally on the market now. You may brainstorm with others to come up with the ideas for your inventions, but you must draw those inventions by yourself.

**Website (7 points):** During the first week of classes, you will choose a website related to some aspect of our course from a list I will provide you. On the worksheet for this part of your Workbook, explore and evaluate the website you have chosen in terms of its interest to your classmates in our course. As much as possible, assimilate the content of your website enough that you can share ideas from it with your peers in our class discussions and on the Blog throughout the semester.

**Nonfiction Book (7 points):** During the first week of classes, you will be randomly assigned a nonfiction book related to some aspect of the future. For the worksheet in this part of your Workbook, read and review your nonfiction book in as much detail as possible. Some of these books are short, while some are quite long. While the short books will not be a problem for you, for the long books, please read as much of them as you possibly can. Nevertheless, for some of the longer and more complex books, you may not be able to read the entire book or read it carefully enough to assimilate it fully, even if you work on it throughout the semester. As long as you make a diligent effort to read and sincerely think about a healthy portion of your nonfiction book, that will be acceptable for this requirement. I will lend you these nonfiction books from my own personal library, but make sure you return them to me in good condition at the end of the semester. As much as possible, I want you to do your best to become an expert in your book’s perspective on our topic of the future and share ideas and material from your book in class discussion and on the Blog throughout the semester. Students who incorporate ideas from their books into our discussions in class or on the Blog will be demonstrating their willingness to take this educational opportunity seriously and responsibly. I will notice such attention to the aims of this course favorably, which will be to your advantage when I determine your final course grade.

**Science Fiction Novel (7 points):** During the first week of classes, you will be randomly assigned a science fiction novel. For the worksheet in this part of your Workbook, read your science fiction novel carefully, paying particular attention to its ideas about future technologies, social structures, interpersonal relationships, etc. These novels may not all be written from the “decidedly optimistic” viewpoint that is the primary focus of this class, but they all have something important to say about how the future may be imagined. You will be responsible for buying or borrowing this novel from whatever source you wish. All the novels should be widely available, but if you have serious difficulty finding the novel you have been assigned, ask me for help. As with the nonfiction books, some of these novels are long, but most of them are fairly short. Yet, even the longest novels should not be difficult for you to read completely in a reasonable amount of time. Whenever appropriate, it is your responsibility to raise ideas from your book in class discussions or on the Blog.

**Movie or Television Show (7 points):** During the first week of classes, you will choose one entry from a list I will provide you of movies and television shows that have some relevance to the future. The individual entries on this list include both movies and television shows; you will choose which one of these you want to examine for the worksheet in this portion of your Workbook. In other words, you are responsible for viewing either the movie
or the TV show included in your entry from the list, but not both. While some of the movies or TV shows on the list take place in the present day and some are not “decidedly optimistic,” all of them have something interesting to say regarding possibilities for the future. The TV selections are shows that were on in the past or that are currently running. If you choose the TV selection, you are not required to watch all the episodes. Instead, watch as many episodes as you need to feel comfortable with the primary themes and ideas related to the future explored in your show. If you choose the movie selection, you are required to watch it in its entirety. While you may choose any entry of movies and TV shows from the list, I strongly encourage you to choose one that has at least one movie or TV show that you do not already know well. Doing so will allow you to think about the future through a new vision. All the movies and television shows on the list are currently on the air or are readily available on video or DVD. If you do not have access to a TV, VCR, or DVD player, I can make arrangements for you to watch your movie or show in the Honors Center on UHP equipment. You are also free to watch your movie or show with friends or others in the class, if you wish.

Synthesis Project (15% of total grade)
At the end of the semester, you will choose one of 2 options for your final Synthesis Project. Whichever option you choose, work to synthesize your thoughts on what you have learned about the future and your role in that future or in creating the kind of future you wish. You may include material from your Service Learning Project, if you wish, but a substantial portion of this Synthesis Project should focus on material from the Colloquium (i.e., readings, discussions, blog postings, workbook materials, etc).

When preparing for this project, review the course description and objectives, as well as your own notes. While you may use any title you wish for your Synthesis Project, the following suggested draft title may help you focus your work: “Your Name Here’s Worlds to Come: A 2007 Senior’s Possibilities for the Future.” To develop your project, you may wish to think about questions such as: How do you personally hope to create the kind of future you would like to see? What does the future hold for your chosen field of study? What might the future hold for the world in general? What can individuals do to affect the future of their community? How has art or literature, as well as science and technology, made a difference in the way you perceive the possibilities for the future? In what ways has community service changed the way you understand yourself or others? In other words, this paper gives you the opportunity to express what you most want to say about what you have learned about the future through this course. Through it, work to establish a clear and meaningful summary of what this semester’s experiences have meant to you personally and professionally.

Since this is a major portion of your capstone experience, spend concerted effort to produce a project that shows off your academic abilities to their best advantage. Also, a copy of this project will be kept in the UHP archives for future UHP students and faculty to review, so give a lot of thought to what you want to say in this project and how you want to say it. The gradesheet used to score your Synthesis Project is on our WebCT site. The 2 options are:

Option 1 – Paper: Write a final paper of 8-10 pages that synthesizes your work for the Colloquium course. You are not required to include of all our texts in this paper, but most should play some part in your discussion. Make sure to include correctly cited references and a bibliography of sources in proper MLA style.

Option 2 – Interdisciplinary Project: Construct a final interdisciplinary project that synthesizes your work for the Colloquium by combining creative expression along with analysis/research about course materials. You may include visual art or creative writing combined with or accompanied by more standard analytical writing or traditional research-based approaches. If you wish to pursue this option, work with me about your ideas, so that we can determine an appropriate length for he project. For this option, your work need not follow traditional paper formats, but it must include correctly cited references and a bibliography of sources in proper MLA style.
Service Learning

OBJECTIVES:
In the Service Learning portion of this UHP Senior Capstone experience, student objectives will be as follows:

- To learn from community services clients, co-workers, and/or supervisors about topics and issues unfamiliar to students in ways that will allow students to better understand their own community;
- To begin to understand how their own education can be important in service to others by donating a substantial amount of time and effort to a single community service organization or other nonprofit agency;
- To think critically about how people articulate goals, form alliances, struggle for power, respond to and engage in leadership roles in community situations;
- To gain community-based research skills by successfully completing an Integrated Service Learning Project;
- To develop a stronger sense of themselves as empowered members and citizens of a larger community through the supportive and mutually respectful exchange of ideas and information among many constituents.

REQUIREMENTS:
Community Service Work (40% of total grade)
A substantial part of your Integrated Service Learning Project (ISLP) will be to donate a minimum of 40 hours of your time and serious effort to a community service organization or other nonprofit organization that you choose. Ideally, your community service work should be for an organization whose cause you feel passionate about or whose work relates in some way to your future career goals. However, you may not receive any pay or other remuneration for your Service Learning work. Also, it is important that you choose a place at which you have not worked or volunteered in the past. The reason for this is that I want your Service Learning work to bring you fresh, new experiences. Such new experiences will allow you to get the most out of this opportunity. Further, working outside your usual comfort zone will encourage fresh perspectives that are more likely to lead to stronger work on all your assignments.

Depending on the needs of your community service placement, the work you perform may consist wholly or in part of somewhat menial labor or substantial work that requires complex skills. Regardless of the nature of your work, please remember that your role is not to use your gifts to change or redirect the actions or efforts of others. Instead, your role is to provide service for your agency from which you learn more about yourself and others, hence the term “Service Learning.” Throughout your Service Learning experience, we will be working under the standard definition that “Service Learning combines service objectives and learning objectives with the intent that the activity change both the recipient and the provider of the service. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content” (National Service Learning Clearinghouse).

Your work for your community service placement will provide you with the core source material for your ISLP. While the needs of your placement may vary throughout the semester, I strongly encourage you to schedule your work for 3-5 hours every week through the 12th week. Whether you accomplish this amount of work once a week or spread over 4-5 days each week is up to you. But, by performing some of your Service Learning work every week, you will build stronger relationships with the clients your organization serves and with your co-workers. In addition, you will have a richer and more engaging learning experience than if you completed 6-10 hours of work every other week. You must complete all of your 40 required hours no later than the end of the 12th week of classes. Finishing your Service Learning work by this time will allow you sufficient time to complete a strong Combined Synthesis Project.

To document your Service Learning hours, you are required to complete a Service Log on which you will record the date, start and finish time, and the initials or signature of your supervisor for each time you work at your facility. These logs will be turned in at various points in the semester, so I can verify your work. I will be contacting your Service Learning supervisor at random times during the semester to confirm your hours and to check on how well your work is meeting the needs of your placement. The form for the Service Log is on our WebCT site.
Statement of Purpose (5% of total grade)
Early in the semester, you will turn in a Statement of Purpose that provides a rationale for your choice of Service Learning placement. This rationale must be 2-3 pages long and include all of the following (not necessarily in this order): Name and address of your placement facility; a description of the mission of your facility and the clients whom it services; contact information (name, phone number, and email address) of the person who will supervise your community service work; a tentative schedule of the regular hours and days you expect to perform your work at the facility (if this changes substantially after this statement is turned in, you are expected to notify me as soon as possible); the assets and needs of your Service Learning site; skills you have which would benefit the assets and needs of the site.

Praxis Notebook (40% of total grade)
Your Praxis Notebook is intended to accomplish for your Service Learning component what your Workbook is designed to accomplish for your Colloquium requirements. As the term “praxis” can be defined as the “practical application of a theory,” the Notebook portion of your ISLP is the written documentation of the learning you will be doing in your service work. However, your Notebook must be more than a simple record of your experience. It must also function as a place for reflection that leads to growth in your ideas about community and service, growth that in turn encourages you to develop a clearer understanding of your self and role in the community. Notebooks will be collected periodically for Progress Checks as listed on the syllabus. Your Notebooks will consist of the 4 parts described below:

Information and Media Release Form (5 points)
As part of your ISLP, you will gather information and document your work by interviewing or photographing important people at your facility or aspects of your work. These information resources will be especially useful for your Combined Synthesis Project. It is unprofessional and illegal to use material from sources without permission. Therefore, your Notebook must include a Permission Release Form that includes the signatures of everyone you acquire information from or photograph. This form is on our WebCT site for Senior Service Learning.

Reflections (20 points)
Compose a Notebook entry for each time you work at your community site. Take a few minutes before you leave the facility to handwrite your entry (and then type it up later) or type it up soon after your experience to facilitate making an accurate entry. Each of your Reflections will be posted on the appropriate section of our Service Learning WebCT site. Since you will be called on frequently to share some of your Reflections in class discussions, you are expected to print out your Reflections, insert them into your Notebook, and bring your Notebook with you to class on the days designated on the syllabus for Service Learning Discussion. The gradesheet used to score Reflections is on our WebCT site. Each Reflection should be 1-3 typed pages and is expected to include the following elements:
- **Facts** – What are the facts of your experience on that day? What happened? Who was there? What specifically did you see or do? This should be an objective description of mostly external observations with no personal opinions or feelings. Use pseudonyms to refer to people with whom you work to protect their privacy.
- **Personal Opinions/Feelings** – What did you feel about your work that day? How did the work or interactions with others give rise to personal emotions or opinions? Were there emotions or opinions expected or unexpected? Did you learn anything about your own biases/assumptions? This part should focus on internal, subjective feelings and opinions, rather than on objectivity or analysis.
- **Interpretation/Explanation** – Why did you pay attention to the observations you recorded above? How did those facts make you feel, think or behave? Do you think you understand your own behavior or the behavior of others while you were performing your work? What does the day’s experience mean to you? What can you learn about yourself from your feelings or opinions? What can these feelings or opinions teach you about your place in the community? This part should explain, interpret or analyze the facts of your work as well as honestly scrutinize your personal feelings and opinions about that work.

Critical Incident Reflections (optional; only as necessary)
In addition to your regular Reflection entries, there may be times in your service when incidents happen that require
additional Notebook work in a process known as the Critical Incident Reflection. These incidents are experiences that you consider important obstacles in whether you will have a successful Service Learning experience. They may be incidents that you precipitated or that others precipitated, but you were involved in. While you may never feel a need to write a Critical Incident Reflection, if you find yourself writing more than 2 of these, come see me as soon as possible, because this indicates problems at your site. Please note which Notebook entries are Critical Incident Reflections. If they are not noted as such, your entries will be assumed to be regular Reflections. Critical Incident Reflections may be posted on the Service Learning section of the Class Blog or not. However, since your peers may gain valuable learning from your incident or be able to share helpful insights with you, I encourage you to seriously consider posting these incidents on the Blog. Each Critical Incident Reflection should include the following:

- **Describe your role in the incident** – What did you do? How did you react? How did others react?
- **Analyze the incident** – How well or poorly did you understand the situation? Was your reaction (or others) well informed or based on misinformation? How did you handle it? What would you do differently next time?
- **Discuss the impact of the incident on you** – Why do you view it as “critical”? How has it influenced your feelings about working at your placement site? What have you learned? Has your perspective on yourself and others changed and/or been reinforced by this incident? Where do you go from here in your placement?

**Blog Responses to Reflections (5 points)**

In addition to the Blog postings you make for the Colloquium portion of our course, you will respond to at least 5 Service Learning Reflections made by your classmates. For these Responses, you are asked to provide new insights, constructive criticism, additional commentary, or helpful feedback about the experience shared in the Reflection. The goal of these responses is not to pick apart someone else’s work, but to encourage collaborative work that leads to mutual learning between peers. You are expected to be respectful in your Blog Responses to Reflections and to do your best to understand and appreciate the efforts of others who may respond to your work. Since others may not have read the same Reflection you have, make sure to reference the work to which you are responding in direct quotes. You will earn 1 point for each Blog response that attends to these expectations. While you are free to post more than 5 Blog Responses to foster the learning process, only 5 will be counted toward your grade.

**Service Learning Exercises (10 points)**

Five short additional exercises on specific Service Learning topics will be included in your Praxis Notebook. These exercises are designed to help you consider larger Service Learning issues that span more than a single day’s work experience. Worksheets for each of these exercises are on our WebCT site for Senior Service Learning. You will earn 1 point for each of these exercises, as long as you meet the expectations listed on the individual worksheets.

**Service Learning Legacy Project (15% of total grade)**

As the culmination of your Service Learning experience, you will produce a tangible effort that documents a legacy to your Service Learning facility. In most cases, this will be a physical product such as an informational packet, a folder of handouts that can be copied, a video your facility can show to others, a section of a website, a visual display that your organization can use in the future, etc. This will be something you leave behind to benefit your facility. In other words, this is your beginning effort in making a difference in and improving the future of your Service Learning facility. Since each Legacy Project will be different depending on your interests and the needs of your facility, you will need to work with me individually on an appropriate length for your project. However, this is a substantial part of your grade, so it needs to represent serious work. In addition, you will need to work closely with your supervisor and/or other workers or clients at your facility to produce a Legacy Project that will be truly beneficial to your facility.

The hours you spend on this should not form a substantial part of your Community Service Work hours, even though in some case portions of your project may need to be accomplished while you are at your facility. As part of this project, you will include a 3-5 page paper in which you explain why you chose this legacy as your project and the describe the most important choices you made in constructing it. Make sure to produce 3 copies of your SL Legacy Project— one to turn in to me, one for your facility, and one for the UHP archives. Gradesheets for the SL Legacy Project are on our WebCT site for Senior Service Learning. Make sure to cite references in whatever style is appropriate for your media.
POLICIES and SUGGESTIONS:

Classroom Behavior
1. Respect for your own education, classmates, and me is essential in making this class meaningful for all of us. While you may sometimes rather be somewhere else, non-related activities (reading newspapers, texting friends, whispering, passing notes, playing solitaire on your laptop, etc.) are inconsiderate, hinder your and others’ ability to learn effectively, and will not be tolerated. Also, please turn off your cell phones and MP3 players before class.
2. You may express any idea you wish in class, as long as you back it up with evidence from the texts on the syllabus. While unsupported opinions may be acceptable in conversations with friends, they are not acceptable in academic discourse that is focused on encouraging critical thinking skills such as in Honors courses.

Grades and Absences
3. Although I am usually considered a tough grader, I honestly want you to learn and succeed in this class. By following the guidelines here and putting forth diligent effort, you have ample opportunity to pass the course. While only truly superior work will earn an A, work making sincere effort rarely earns lower than a CR.
4. If you miss class, informing me of a valid reason demonstrates a willingness to take your responsibility to the class seriously, which will count in your favor when I determine participation scores. However, I make no distinction between excused and unexcused absences. An absence is counted as an absence, regardless of the reason.
5. If you miss class, you are responsible for acquiring notes from classmates. In-class work may not be made up.
6. I do not automatically drop students who stop attending class. Therefore, you must take responsibility for dropping or withdrawing or be willing to accept the consequences.
7. Incompletes will be given only if you complete work through the 12th week with a passing grade.

Written Work
8. All assignments must be turned in on the due dates listed. Late work will have 2 points automatically deducted for each class period after the due date. Work turned in more than 3 class periods late will not be accepted.
9. All papers and written portions of projects must:
   ● Be typed (12 point Times or similar), double spaced, 1" margins, on white 8½" x 11" paper, all pages numbered and stapled;
   ● Include your name, date, and assignment on the first page above an appropriate paper title (Research Analysis Paper is an assignment NOT an appropriate paper title!);
   ● Include a bibliography formatted according to the latest MLA Handbook for Writers of Research Papers.
10. For your own protection, keep copies of all work you turn in for a grade.
11. Each student is expected to maintain the highest standards of honesty and integrity in all academic and professional matters. You must do your own work and should not, under any circumstances, let others use your work or ask others to do your work for you. If you copy from others or sources without acknowledging them, you are guilty of plagiarism. If you have someone else write assignments or allow another person to copy work, you are guilty of dishonest scholarship. In addition to risking being expelled from UNM, if you are found guilty of plagiarism or dishonest scholarship, you will receive a 0 for the assignment and probably a NC for the course.

Extra Credit
12. You may earn a maximum of 3 extra credit points toward your final score. Although other voluntary forms of work may benefit your learning, only extra credit work earned as follows will count toward your grade:
   ● 1 point if you attend a public lecture and summarize it on the class Blog within 2 days after the lecture;
   ● 1 point if you maintain perfect attendance throughout the semester (i.e., miss no classes at all!);
   ● 1 point if you attend class on the day Course Evaluations are given. These will be given sometime during the last 2 weeks of class, but you will not know the exact date beforehand.

Special Circumstances
13. Students with disabilities or other unusual circumstances are encouraged to see me as early as possible concerning any special accommodations that need to be made in order for you to succeed in this class.
14. Under EXTREMELY extraordinary circumstances exceptions to these policies may be made if you discuss the situation with me personally and provide written documentation (doctor’s note, death certificate, etc.).
SYLLABUS (subject to change)

You are expected to read all assignments before class on the day they appear on the syllabus. Due dates for assignments appear in **bold italics**. Page numbers in parentheses correspond to the texts ordered for this class, but may vary depending on the edition. Abbreviations: C = Colloquium assignments; SL = Service Learning Assignments.

**Week 1**
- Tues. 8/21/07 Introduction/Syllabus
- Thurs. 8/23/07 Backgrounds and Beginnings
  *Additional Readings from Senior Service Learning Packet, all pages*

**Week 2**
- Tues. 8/28/07 *I'm Working on That*, Prologue-Part 1: Getting Around (pp. 1-103)
- Thurs. 8/30/07 *I'm Working on That*, Part 2: The Bitstream (pp. 104-77)

**Week 3**
- Tues. 9/4/07 Service Learning Discussion
  - SL: Service Log Due
  - SL: Statement of Purpose Due
- Thurs. 9/6/07 *I'm Working on That*, Part 3: Aliens Among Us (pp. 178-264)
  - C: Peer Report #1 Due

**Week 4**
- Tues. 9/11/07 *I'm Working on That*, Part 4: Playing God-Epilogue (pp. 265-384)
  - C: Peer Report #2 Due
- Thurs. 9/13/07 *What the World Needs Now*, Clothing-Office Furnishings (pp. 1-80)
  - SL: Praxis Notebook Due for Progress Check

**Week 5**
- Tues. 9/18/07 Service Learning Discussion
- Thurs. 9/20/07 *What the World Needs Now*, Gardening Gadgets-end (pp. 81-152)
  - C: Workbook Due for Progress Check

**Week 6**
- Tues. 9/25/07 *Viable Utopian Ideas*, Intro.-I: Challenges–Personal in Nature (pp. 3-22)
  - *Viable Utopian Ideas*, II: Challenges–Conceptual in Nature (pp. 22-46)
- Thurs. 9/27/07 *Viable Utopian Ideas*, III: Methods: Even Better Tools (pp. 47-64)
  - C: Peer Report #3 Due
  - *Viable Utopian Ideas*, IV: Methods: Information Tech. (pp. 65-79)
  - C: Peer Report #4 Due

**Week 7**
- Tues. 10/2/07 Service Learning Discussion
  - SL: Service Log Due
  - C: Proposal for Research Analysis Paper or Creative Project Due
- Thurs. 10/4/07 *Viable Utopian Ideas*, V: Looking Inward (pp. 80-90)
  - C: Peer Report #5 Due
  - *Viable Utopian Ideas*, VI: Looking Homeward (pp. 91-112)
  - C: Peer Report #6 Due

**Week 8**
- Tues. 10/9/07 *Viable Utopian Ideas*, VII: Schooling Possibilities (pp. 113-26)
  - C: Peer Report #7 Due
  - *Viable Utopian Ideas*, VIII: High-Schoolers on Utopia (pp. 127-40)
  - C: Peer Report #8 Due
- Thurs. 10/11/07 FALL BREAK — No Class
Week 9  
Tues. 10/16/07  Service Learning Discussion  
Thurs. 10/18/07  *Viable Utopian Ideas*, IX: Choices: Very Personal (pp. 141-60)  
  **C: Peer Report #9 Due**  
*Viable Utopian Ideas*, X: Choices: Societal (pp. 161-80)  
  **C: Peer Report #10 Due**  
  **C: Workbook Due for Progress Check**  

Week 10  
Tues. 10/23/07  *Viable Utopian Ideas*, XI: Nation-Building Aids (pp. 180-96)  
  **C: Peer Report #11 Due**  
*Viable Utopian Ideas*, XII: The Big Picture (pp. 197-222)  
  **C: Peer Report #12 Due**  
Thurs. 10/25/07  *Viable Utopian Ideas*, XIII: Looking Forward (pp. 223-36)  
*Viable Utopian Ideas*, XIV: Drawing it Together (pp. 237-54)  
*Viable Utopian Ideas*, Epilogue (pp. 255-59)  
  **C: Research Analysis Paper or Creative Project Due**  

Week 11  
Tues. 10/30/07  Service Learning Discussion  
  **SL: Praxis Notebook Due for Progress Check**  
Thurs. 11/1/07  *Worldchanging*: Foreword, Introductions, and Stuff, pp. 11-138  

Week 12  
Tues. 11/6/07  *Worldchanging*: Shelter, pp. 139-224  
  **C: Peer Report #13 Due**  
  **C: Peer Report #14 Due**  

Week 13  
Tues. 11/13/07  Service Learning Discussion  
  **SL: Praxis Notebook Due**  
Thurs. 11/15/07  *Worldchanging*: Community, pp. 307-78  
  **C: Peer Report #15 Due**  

Week 14  
Tues. 11/20/07  *Worldchanging*: Business, pp. 379-408  
  **C: Peer Report #16 Due**  
  **C: Workbook Due**  
Thurs. 11/22/07  THANKSGIVING HOLIDAY — No Class  

Week 15  
Tues. 11/27/07  *Worldchanging*: Politics, pp. 409-72  
Thurs. 11/29/07  *Worldchanging*: Planet, pp. 473-537  

Week 16  
Tues. 12/4/07  Wrap-up discussion and Sharing of SL Legacy Projects  
  **SL: Service Learning Legacy Project Due**  
Thurs. 12/6/07  Wrap-up discussion and Sharing of Synthesis Projects  
  **C: Synthesis Project Due**  
Fri. 12/7/07  12:00 midnight, deadline for Blog postings