

**School of Policy, Planning, and Development
University of Southern California**

**PPD 372m
Public Service in an Urban Setting**

Spring 2004
Tuesday/Thursday
10:00a.m. -11:30 a.m.
RGL 215

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Office Hours (RGL324): Tuesday
2:00p.m.-3:30p.m. Or by appointment

Course Description

This course examines the concept of public service in an urban, multicultural context -the meaning of service, the theory and practice of service learning, southern California as the multicultural context for public service and volunteers, historical traditions, diverse practices, motivations, relationship to a better community, problems and limitations, public policies, the role of higher education, and models of leadership. Also, it provides students with the opportunity to practice service in an urban setting.

This course was developed four years ago in response to a request by the USC Student Senate that the School of Policy, Planning, and Development design and offer a service learning course that deals with issues of diversity in the United States. I would like to thank those students who assisted with the development of this course, as well as Richard Cone (USC's JEP) and Robert Reich and Tim Stanton (Stanford University) for their assistance.

The broad course objectives are to enable students to meet academic and personal goals through the integration of a cognitive and experiential understanding of public service. Students successfully completing the class will have:

- (1) Attained a critical understanding of the concept of public service: its meaning, history, practices, motivations, relationship to a better world, problems, public policies, practices, and issues.
- (2) analyzed and understood the ways by which the dynamics of American society related to race, class, gender, and religion have defined and shaped the provision, availability, and need for service among diverse groups;
- (3) analyzed and appreciated the resources for and practices of service and mutual aid by diverse groups;
- (4) performed a service learning activity in a multicultural setting and reflected upon that experience through discussion and a written project;
- (5) experienced and critically analyzed the concept and practice of service, as well as their own roles and relationships to others, sufficiently to be prepared to carry out future service either at USC or in their citizen roles.

Diversity Credit Students who successfully complete this course will have fulfilled the university's undergraduate Diversity Course Requirement. The rationale for this course is that, while community service and volunteerism have attracted an enormous amount of public interest and participation as a strategy to address significant societal problems, how one carries out service and what constitutes effective service, especially in diverse cultural settings, are often problematic. In order to be effective public service providers, it is essential to understand and be sensitive to the diversity of American society; that is, what are the conditions and processes, such as oppression, poverty, inequality, and discrimination, that have resulted in the need to give and receive services? What are the traditions and practices of service and sources of mutual support that have developed within cultural specific groups? What problems arise when members of one cultural group define and provide for the service needs of other groups? While this course will cover several aspects of human diversity and its relationship to public service, it will emphasize the dimensions of poverty and race/ethnicity.

The format of the class will include brief lectures by the instructor, discussion regarding readings and students' service activities, guest speakers from nonprofit and voluntary organizations that utilize volunteers, and videos.

Assignments

Class participation Each student is expected to (1) participate in classroom (and, possibly, blackboard) discussion of the assigned readings, (2) assist in teaching through leading a class discussion regarding journal entries and/or assigned readings, and (3) complete various brief non graded assignments including the following: (a) a brief oral presentation of a current event regarding service from a newspaper or magazine to be completed by February 25; (b) a brief oral presentation obtained from a Web site that describes a service program or project to be completed by April 22; and (c) timely completion of eight weekly journal entries and sharing in class.

Small group presentation Teams will report in class on service practices of different American cultural and ethnic groups during our focus on "diverse traditions and practices of services" (February 12-24). It should be based on selected parts of the assigned reading and other sources, including an interview with a representative of a ethnic based service organization. A 2-3 page paper should accompany the report.

Service learning project and paper The objective of this assignment is that students will perform a service learning activity in a multicultural setting and reflect upon that experience through discussion and a written report related to the topic of this course: service in an urban, multi cultural setting.

Toward that goal, you will complete a service-learning project (2-4 hours per week) with a local organization (preferably in the greater Exposition and University Park area) that serves one or more of the following groups: racial/ethnic, gender, sexual orientation, or low income in the field of social services, health care, community development, housing, environmental protection, or education. You may be involved in assisting in the direct provision of a service to the organization's clients or constituency, organizing activities or events related to the organization's mission, or teaching others about a topic with which are familiar (or about to become familiar!).

During the period of the service project, you will be expected to reflect upon your activities on a regular basis through weekly journal entries on specific topics to be provided by the instructor and through classroom discussion. Such reflection will call on you to think about your

experiences in the context of what we have been studying in the classroom and assigned readings. Each week we will devote some time to a discussion of your reflections so please be prepared to share these with your classmates. Using concepts and theories covered in the course, this reflective process will culminate in a paper that describes, analyzes, and evaluates the project in terms of the service provided and its relationship to the issues of poverty and/or cultural differences. For example, the following questions might be addressed: What is the relationship between the socio economic conditions and the need for service? In what ways have class, racial, ethnic, gender, and/or age discrimination led to the need for service? How has public policy impacted this problem and need for service? What are the sources of support that come from this person's or group's culture? What insights has this experience provided you in being a more effective service provider to one or more of these groups? How are the assigned readings related to your topic?

The term paper – not to exceed 12 pages – will be due on April 27. On April 27 and 29, students will present their findings to the class (accompanied by a one-page outline to be handed out in class). The basis for this paper will be information obtained during your experience through participant observation and informal interviewing and supplemented by analysis of available written and Web materials.

While the instructor will provide assistance in identifying an organization for the service project and samples of appropriate service, it is expected that students will take initiative in developing and arranging the activity in conjunction with the organization. During the first and second week of the semester, representatives from the Volunteer Center, Joint Educational Project, and the Office of Community and Civic Relations will make presentations regarding possible service opportunities in the area.

The key mile stones and dates for the service learning project and paper are the following:

Selection of a service site/project	January 29 (JEP sign-up deadline is January 23)
Begin service activity	February 3 (JEP training is week of January 26, service begins February 16)
Weekly journal topic	Due February 23 and each Monday thereafter until April 26 via email
Mid semester meeting with supervisor	Week of March 2
Specific topic of term paper	March 11
End of semester evaluation with Supervisor	Week of April 20
Final paper	April 27
Oral presentation (one page outline)	April 27 and 29

Examinations: A mid term and final examination will be given and will include the materials covered in the reading assignments and classroom discussions.

Grading:

Participation (see above)	15%
Small group presentation	5%
Mid term examination	25%
Service project paper	30%
Final examination	<u>25%</u>
	100%

Books

Available at the USC bookstore and on reserve at Leavey Library:

Coles, Robert. 1993. *The Call of Service*. NY: Houghton Mifflin (COS).

Course Reader (CR) - available at the USC bookstore

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down*. NY: Noonday Press.

Poppendieck, Janet. 1999. *Sweet Charity: Emergency Food and the End of Entitlement*. NY: Penguin.

Available on reserve at Leavey Library:

Ehrenreich, Barbara. 2001. *Nickel and Dimed: On (Not) Getting By in America*. New York: Owl Books. (This book is available also at most bookstores.)

Smith, Bradford, Sylvia Shue, Jennifer L. Vest, and Joseph Villarreal et al. 1999. *Philanthropy in Communities of Color*. Bloomington: Indiana University Press (PCC)

Trattner, Walter. 1994. *From Poor Law to Welfare State*. NY: Free Press.

"Background," pp. 1-15;

"The Civil War and Scientific Charity," pp. 79-109;

"The Settlement House Movement," pp.163-192

Note: All books and the Course Reader are on two-hour reserve in Leavey Library.

Disability Services Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Possible Summer Stipends: Over the past two years, we have received a limited number of summer stipends from foundations and the university available for students in this class during the summer. We are currently trying to secure funding for a similar program in summer 2004. If funded, students selected for the program will be expected to work for two months with the organization to which they have volunteered for this class in the area of fund raising, grant writing, and program development. More details regarding this will be provided in class.

Course Outline and Reading Assignments

January 13, 15 - The meaning and definition of public service

What is meant by public volunteer service in a diverse, urban setting? Are there multiple meanings and types of service, including informal helping, individual volunteering/community service, and organized social change? Is there a need to expand/modify the definition of service? If so, why?

Coles, Robert, *COS*
Introduction, pp. xi-xxviii
Ch. 2, Kinds of Service, pp. 31-67

Ellis, Susan and Katherine Noyes. 1990. "Introduction," *We the People: A History of Americans as Volunteers. SF: Jossey Bass, pp. 1-12. (CR)*

January 20, 22 - The meaning and practice of service learning

Service learning is a concept growing in use and importance in education at all levels. What are the intellectual and theoretical roots of service learning? What are the various models of service learning? What is successful service learning? What is expected of students and faculty in service learning? How does service learning relate to diversity?

Coles, Robert, Ch. 5, Doing and Learning, *COS*, pp. 145-173

Cone, Richard and Susan Harris. 1996. "Service-learning practice: Developing a theoretical framework," *Michigan Journal of Community Service Learning* (Fall), pp. 31-43. (CR)

Battistoni, Richard. 1997. "Service learning and democratic citizenship," *Theory into Practice* 36 (3), pp. 150-156. (CR)

Independent Sector. 2001. *Ten Tips on Volunteering Wisely*, pp. 1-2 (CR)

January 27, 29, February 3 - Issues of economic and racial inequality-Southern California as the local context of public service:

The context for public service in Los Angeles is one of extremes in wealth and poverty and numerous distinctive ethnic/racial communities. We can advance the provision of service in urban areas, and especially Los Angeles, with an understanding of the factors underlying poverty and its relationship to race/ethnicity. How has Los Angeles become a city of "haves" and "have nots"? How does this intersect with race and ethnicity? What are the relevant indicators of poverty and lack of resources in the region, e.g., income, education and literacy, housing, employment, and health? What are examples of responses to these problems by public service activities and programs? While Ehrenreich did not carry out her study in Los Angeles, the dilemmas she found among service workers occurs in southern California, as well.

Waldinger, Roger and Mehdi Bozorgmehr. 1996. *Ethnic Los Angeles*. New York: Russell Sage Foundation. (CR)

“The making of a multicultural metropolis,” pp. 3-31
“Ethnicity and Opportunity in the Plural City,” pp. 445-470

Ehrenreich, Barbara. 2001. *Nickel and Dimed: On (Not) Getting By in America*
“Introduction,” pp. 1-10
“Evaluation,” pp. 221
and one of the following:
Ch. 1 “Serving in Florida”, Ch 2. “Scrubbing in Maine,” or Ch. 3
“Selling in Minnesota”

Institute for the Study of Homelessness and Poverty,
“The puzzle of the LA economy: A look at the last thirty years,” pp. 1-7 (CR)
“Poverty in LA,” pp. 1-3 (CR)
“Who is homeless in LA?,” pp. 1-3 (CR)
“Hunger and food insecurity in LA,” pp. 1-3 (CR)
“Housing and poverty in LA,” pp. 1-3 (CR)

February 5 - Participant Observation Workshop

In order to prepare for your field research in your service site, we will devote the session to discussing and practicing participant observation skills and related methods.

Hamner, D. 2002. “Tips on doing field research: A how to guide on participant observation,” *Building Bridge: Allyn and Bacon Student Guide to Service Learning*, pp. 31-46 (CR)

February 5 and 10 - Religious and Historical perspectives on public service: Threads and contexts of service

What have been the traditional doctrines and practices by major religions in assisting people in need?

Trattner, Walter. 1994. *From Poor Law to Welfare State*. NY: Free Press.
(Leavey Library)
“Background,” pp. 1-15;
“Zakat – obligatory charity” (CR)
Yanong, “Doing the act of charity” (CR)

Throughout its history, American society has responded to the plight of the poor in various ways. How have attitudes toward the poor and the concept of service developed and changed? Who tended to provide services and what were their values? What were the characteristics of those receiving services? What is the legacy of 19th and early 20th century poor laws, charitable traditions, voluntary action, and reform movements in the U.S.?

Trattner, Walter. 1994. *From Poor Law to Welfare State*. NY: Free Press.
(Leavey Library)
“The Civil War and Scientific Charity,” pp. 79-109;
“The Settlement House Movement,” pp.163-192

February 17, 19, 24, 26 - Diverse traditions and practices of service

What are the practices of service to others among cultural and ethnic groups in America, e.g., African Americans, Asian Americans, and Hispanic Americans? How have they developed in the context of their minority status? How do they differ and what accounts for the differences? Are there common themes among the varying models?

All read the introductory and conclusion sections of assigned reading in Smith et al (they are part of the Course Reader), and select two specific groups from Smith.

Introduction:

Smith, Bradford et al, "Introduction," *PCC*, pp. 1-8 (CR)

African Americans:

Smith, *PCC*, pp. 9-27

Latin Americans (Mexicans, Guatemalans, Salvadorans):

Smith, *PCC*, pp. 28-87

Asian Americans (Chinese, Japanese, Koreans, Filipinos):

Smith, *PCC*, pp. 88-139

Smith, "Conclusion," pp. 140-49 (CR)

February 19 – Special Class: “The Politics of Doing Good,” lecture by Professor Leslie Lenkowsky, Former CEO of the Corporation for National and Community Service, 4-5:50pm, Town and Gown (in lieu of a class later in the semester)

March 2 - Midterm Examination

March 4, 9 - Motivation to do volunteer service

Why do people do service? Altruism, self-interest, social responsibility, religious and civic duty. How do these rationales and values compare to the diverse traditions of benevolence and service covered in the previous section of the class?

Martin, Mike. 1994. *Virtuous Giving*. Bloomington, Indiana U. Press. (CR)

"Preface," pp. ix-x

"Mixed Motives," pp. 151-172

Coles, Ch. 3, Satisfaction, COS, pp. 68-90.

Besides individual motivations for giving to and helping others, there are other factors, more structural in nature, that influence and shape our service-oriented behavior, such as, socio economic status, race, organizational memberships, and place in the life cycle.

Smith, D. 1994. "Determinants of volunteer behavior: A literature review," *Nonprofit and Voluntary Sector Quarterly* 23 (3), pp. 243-263. (CR)

March 11 - The relationship of service to community

How does volunteer service contribute to community?

Gardner, John. 1991. *Building Community*, pp. 5-29. (CR)

Lenkowski, Leslie. 2003. "Can government build community: Lessons from the national service program," pp. 1-13 (CR)

March 16, 18 - Spring Vacation

March 23, 25, 30, April 1 - Issues and dilemmas of public service

Volunteer services is not without its problems and critics and in this section of the class we will explore some of the personal costs, obstacles to cross cultural service, and limitations of service in solving serious social problems.

a. What are the personal costs, frustrations, and problems of volunteer service?

Coles, Ch. 4, Hazards, *COS*, pp. 115-116.

Eisner, Jane. 1997. "No paintbrushes, no paint: The realities of volunteer work," *The Brookings Review* 15 (4), pp. 39-41. (CR)

b. How can racial/ethnic and socio economic diversity hinder the effective provision of service? Cultural conflict and misunderstandings between server and served; service as social control and paternalism; the importance of partnerships; servers' assumptions about recipients, e.g., poverty as individual failure vs. a consequence of structural inequities.

Illich, Ivan. 1968. "To Hell with good intentions," pp. 314-319.
(CR)

Fadiman, Anne. 1997. *The Spirit Catches You and You Fall Down*.

c. What are the limitations of service in solving problems related to poverty and inequality? Competing values of charity vs. social change, the alleviation of symptoms vs. prevention of problems, private vs. public initiatives.

Poppendieck, Janet. 1998. *Sweet Charity: Emergency Food and the End of Entitlement*

"Introduction," pp 1-19.

Ch. 1, "Charity for All" pp. 20-48.

Ch. 2, "Who Eats Emergency Food," pp. 49-80.

Ch. 6, "The Seductions of Emergency Food," pp. 141-172.

Ch. 8, "Charity and Dignity," pp. 230-255.

Ch. 9, "The Ultimate Band-Aid," pp. 256-287.

"Conclusion," pp. 288-218.

Alterman, Eric. 2000. "The volunteer gap," *Worth* (October), pp. 53-55. (CR)

April 6, 8 - Service as public policy

Current programs, processes, and issues, e.g., National and Community Service Trust Act, California's proposed service in K-12, CSU, and UC; participation in the neighborhoods; national service and mandated service for students; the role of service in a changing welfare state.

Bass, Melissa. 2003. "National service in America: Policy (dis)connections over time," pp. 1-15 (CR)

Corporation for National and Community Service, *About Us*, pp. 1-9 (CR) or website: www.nationalservice.org

Recommended:

James Irvine Foundation. 1999. *Policy Recommendations from a Statewide Dialogue on Service and Volunteerism in California*. (To be distributed in class.)

April 13, 15 - The role of educational institutions in public service

Do universities, including faculty and students, have a responsibility to serve the communities in which they are located? What roles do they and can they play in reducing the effects of discrimination and inequality? USC and its community.

Academic Senate Committee, USC. 2001. *White Paper: The Community and Academic Life at USC*, pp. 1-13 (CR)

Sommerfeld, M. 2000. "Offering more than a degree." *Chronicle of Philanthropy*, November 30, pp. 1, 31, 34-5 and E. Schwinn, "Maine college forges community ties through students' service work," pp. 32-33 (CR)

April 20, 23 - Public service and leadership

Descriptions of diverse forms of leadership in public service initiatives: their values, practices, and impacts. Read two of the following:

Forrest, Jim. "A biography of Dorothy Day" Pp. 1-8. (Leavey)
(www.catholicworker.org/dorothyday/ddbiographytext.cfm?Number=72)

Fuller, Millard, 1995. "How did it all begin? The personal story behind Habitat for Humanity," *A Simple, Decent Place to Live*. Pp.13-27. (Leavey)

Joseph, James. 1995. *Remaking America. How the Benevolent Traditions of Many Cultures are Transforming our National Life*. San Francisco: Jossey Bass (Leavey Library):

"Chief Seattle: Every Part of the Earth is Sacred," pp. 23-36 (RA)

"Zikala-Sa: On the Razor's Edge between Tradition and Change," pp. 49-58 (RA)

"Maggie Walker: Self-Help and Social Reform," pp.97-108 (RA)

"Madame C.J. Walker: Entrepreneurial Philanthropy," p. 109-120 (RA)

"Patrick Okura: In Quest of Justice," pp. 147-158 (RA)

"An Wang: Humanity Without Benevolence Invites Destruction," pp. 159-170 (RA)

"Sister Isolina: The Mother Teresa of Puerto Rico," pp. 193-203 (RA)

"Cesar Chavez: Apostle of Nonviolence," pp. 213-228 (RA)

April 27, 29- Student Presentations Students will present the findings of their papers reflecting upon and analyzing their service project/activities.

May 6 - Final Examination 11:00am - 1:00pm

ACADEMIC RESPONSIBILITY

"Students, faculty, and administrative officials at the University of Southern California, as members of the academic community fulfill a purpose and a responsibility.

The University must, therefore, provide an optimal learning environment, and all members of the University community have a responsibility to provide and maintain an atmosphere of free inquiry and expression. The relationship of the individual to this community involves these principles: Each member has an obligation to respect:

1. THE FUNDAMENTAL HUMAN RIGHTS OF OTHERS
2. THE RIGHTS OF OTHERS BASED UPON THE NATURE OF THE EDUCATIONAL PROCESS
3. THE RIGHTS OF THE INSTITUTION

ACADEMIC DISHONESTY

The following statements and examples explain specific acts of academic dishonesty.

1. Examination Behavior: Any use of external assistance during an exam is considered academically dishonest unless expressly permitted.
 - a. Communicating in any way with another student during the examination.
 - b. Copying material from another student's exam.
 - c. Using unauthorized notes, calculators or other devices.
2. Fabrication: Any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.
 - a. Inventing or altering data for a laboratory experiment or field project.
 - b. Resubmitting returned and corrected academic work under the pretense of grader evaluation error, when, in fact, the work has been altered from its original state.
3. Plagiarism: Plagiarism is the theft and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgment of the original source must be made through recognized referencing practice.
 - a. Direct Quotation: Any use of a direct quotation should be acknowledged by footnote citation and by either quotation marks or appropriate indentation and spacing.
 - b. Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgment must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrase material.
4. Other Types of Academic Dishonesty:
 - a. Submitting a paper written by another;
 - b. Using a paper or essay in more than one class without the instructor's express permission;
 - c. Obtaining an advance exam copy without the knowledge or consent of the instructor;
 - d. Changing academic records outside of normal procedures;
 - e. Using another person to complete homework assignment or take-home exam without the knowledge and consent of the instructor.

The above information is taken directly from the SCampus and the Academic Affairs Unit of the Student Senate in conjunction with the Academic Standards Committee.

Appendix A: Academic Dishonesty Sanction Guidelines

VIOLATION UNDERGRADUATES	RECOMMENDED SANCTION FOR (assuming first offense)
Copying answers from other students on exam.	F for course.
One person allowing another to cheat from his/her exam or assignment.	F for course for both students.
Possessing or using material during exam (crib sheets, notes, books, etc.) which is not expressly permitted by the instructor.	F for course.
Continuing to write after exam has ended.	F for course.
Taking exam from room and later claiming that further disciplinary action the instructor lost it.	F for course and recommendation for (possible suspension).
Changing answers after exam has been returned.	F for course and recommendation for further disciplinary action (possible suspension).
Fraudulent possession of exam prior to administration.	F for course and recommendation for suspension.
Obtaining a copy of an exam or answer key prior to administration.	Suspension or expulsion from the university; F for course.
Having someone else take an exam for oneself.	Suspension or expulsion from the university for both student; F for course.
Plagiarism.	F for course.
Submission of purchased term paper or papers done by others.	F for course and recommendation for further disciplinary action (possible suspension).
Submission of the same term papers to more than one Instructor, where no previous approval has been given.	F for both courses.
Unauthorized collaboration on an assignment.	F for the course for both students.
Falsification of information in admission applications	Revocation of university admission without opportunity to

(including supporting documentation).

Documentary falsification (e.g., petitions and supporting documentation).

Plagiarism in a graduate thesis or dissertation.

reapply.

Suspension or expulsion from the university; F for course when related to a specific course.

Expulsion from the university when discovered prior to graduation; revocation of degree when discovered subsequent to graduation.

***Source:** *SCampus* 2003/2004, Page 80.