CAPA

THE GLOBAL EDUCATION NETWORK

LNDN SOCY 3349:
Community Engagement:
Service-Learning in London

CAPA LONDON PROGRAM

Course Description

This is an interdisciplinary course providing a unique opportunity to become directly involved in the realities of community engagement and grassroots activism and project work. It is designed to stimulate critical thought and reflection on the challenges and opportunities of community service and support students' personal and professional development, as well as introducing students to topical debates about how best to manage and respond to the challenges of a diverse, unequal city. The course will explore the historical, sociological, and political context of community and service in the UK and theories and models of leadership, organizational behaviour and management in the context of community work. It will also examine in depth forms of social, economic and political exclusion, such as uneven access to health care, education, financial resources and political representation, and analyse the social dynamics within and between the multiple communities which co-exist in London.

CAPA is committed to experiential learning, intercultural comparison, diversity, community service and personal and professional development in our community-based service experience. The course therefore combines classroom learning (3 hours 20 minutes / week) with practical exposure in placements (20 hours / week) to foster knowledge and understanding of community service in the UK today. Weekly seminars and readings enable participants to understand contemporary social dynamics and illuminate such topics as the theory and practice of community service; social inequalities; uneven access to services; and the changing role of the state, business and non-profit sector in community engagement and welfare provision.

Course Aims

CAPA's 'Service-Learning in London' course will prepare students with the critical, experiential and analytical tools to understand the history, context and practical operation of non-profit agencies in the UK. Students will actively participate in the everyday life of their host society through a service-learning placement. The aim of the project placements is to create a connection with local communities, their hierarchies and structures, in order to challenge students' preconceptions and stereotypes and enable them to look critically at issues of power and privilege, as well as address questions relating to identity, such as citizenship, class, gender, race, sexuality, age and (dis)ability. Students will have the opportunity to develop their ability to reflect critically on their experiences, to relate to others in diverse settings and to communicate their knowledge of service and community in oral presentations and in writing efficiently and confidently.

Weekly seminars and readings enable participants to understand contemporary social dynamics and illuminate such issues as the history of welfare provision, urban regeneration, political power, social deprivation, and the interplay of class, gender and ethnicity in the city. Three key interrelated themes will be followed throughout the semester in order to provide a structured reflection on questions which affect society today: **urban life** – including topical issues such as social polarization

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and neighbourhood change; **super-diversity** – multiculturalism and the impact of immigration on identity politics and community relations; **welfare and exclusion** – marginalized groups, uneven access to services, the changing role of the state, poverty, housing and homelessness.

Requirements and Prerequisites

There are no specific prerequisites for this course. It assumes no previous knowledge of the city or of previous community service experience. Relevant concepts and ideas will be introduced and explained as needed. It is vital, however that students come to class having read the set texts carefully and with ideas to contribute to the discussion, and that they are interested in undertaking practical work in partnership with others in a variety of different community contexts.

Learning and Developmental Outcomes

At the end of this course, students will have the skills and knowledge to:

a. Develop individual initiative and self-reliance in real world contexts as voluntary work and new experiences help to develop new skills and confidence; develop generic key skills in communication, teamwork and co-operation as well as relevant higher order skills.
b. Share and develop existing specific skill sets and interests related to the voluntary work they are undertaking, such as ICT, languages, numeracy or writing.
c. Develop global competency and awareness of global citizenship: a sense of empathy towards others, responsibility for the social and natural environment and active engagement as potential catalysts for progressive change; understand the self as part of a diverse community and foster aspiration for leadership amongst peers and the wider community.
d. Critically analyse social structures, power and inequalities in the UK and possess an enhanced understanding of how in London at the grassroots level regional, national or global issues have local outcomes, as well as the ways in which local decisions may be regional, national or global in scope.
e. Demonstrate responsibility and accountability, independence and interdependence, goal orientation, self-confidence, resilience, appreciation of diversity.
f. Be able to communicate their ideas, experiences and research findings effectively in both oral and written forms.

Class Methodology

The community-based service experience, combining an academic course with experience in the field, is a semester-long academic experience with a strong educational philosophy that utilizes community service, community-based research, and other civic engagement activities along with regular reflection to meet course goals and community needs. Students will be placed with non-governmental organizations and other community-service organizations where they will fulfil their on-site service-learning requirement. Participants are directly engaged in community-based projects which integrate service, research and formal academic study. Through a combination of theory and practice, participants have an opportunity to learn from, participate in, and observe, community leaders and activist groups in one of the most diverse and dynamic urban environments in the world. Participants will learn about the social contradictions of the city whilst participating in the everyday life of a neighbourhood.

The course consists of weekly seminars and workshops of 3 hours 20 minutes per week and 20 hours of community-based placement experience per week. Classroom sessions include lectures, training workshops and discussions, supplemented by field studies and site visits appropriate to the community work being undertaken by students in the class. Weekly seminars will analyse the interface between the theory and practice of community project work in the context of the challenges facing London, and wider British society today, using an academic framework which includes readings, discussion of current events and news items, visits to relevant local agencies and open dialogue. Time is also dedicated to reflection on the progression of students' project work and workplace experiences. Seminars will create space and opportunity for students to reflect,

individually and collectively, on how they personally relate to the issues being studied, including how their British experience affects their ideas about community engagement in the USA. Discussion time will be devoted to challenging students to re-examine and redefine their own values in the light of their classroom learning and service experiences, in the hope that students will return from Britain and continue to provide service, coupled with critical reflection, in their home communities.

Unlike in an internship, where the focus may be on professional development, the primary focus in this program is for students to serve local communities and reflect on their project goals in an academic setting. The service-learning placements will be assigned by CAPA and the projects will meet needs identified by the community, to be determined by the instructor and the organization. Students will benefit both personally and academically from this experience in terms of reciprocity and co-learning. While there will be opportunities to gain professional skills at the placement, the primary focus of the experience will always be on the impact on beneficiaries being served.

Readings

Required Textbook:

Cress, Christine M., Peter J, Collier, Vicki L, Reitenauer et al. (2013):
Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement across Academic Disciplines and Cultural Communities (2nd edition), Stylus, Sterling, VA

Also available as an e-book.

All other required readings will be made available in Xerox, electronic format or hyperlinks via Canvas and will be supplemented with a wide range of reading suggestions. Students will be expected to comment on the readings both in class and in their writing. Key texts on London are also available in the CAPA Library and Course Reserves. Refer to the CAPA Library Guide for many more additional libraries and learning resources available in London.

It is imperative that students do the assigned readings before the class for which they are assigned, as they will be required to discuss and evaluate these ideas in the sessions. Readings will be supplemented with video footage to foster comparative analysis and introduce historical and contemporary London and UK, as well as illuminate issues of topical concern.

Field Components

CAPA provides the unique opportunity to learn about the city through direct, guided experience. Participation in field activities for this course is required. You will actively explore the global city in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the papers and projects assigned in this course.

The assigned field components are listed in the weekly schedule below.
Students are responsible for ensuring that they arrive at field study classes on time. The instructor will send electronic directions to field study sites in advance of the relevant class – please consult the Transport for London website to plan travel arrangements: http://www.tfl.gov.uk/

Students are also strongly encouraged to participate in co-curricular program activities. Also see the (free) LSE Public Lecture Series for relevant talks and events: http://www.lse.ac.uk/publicEvents/eventsHome.aspx

We will make use of other relevant *My Global City* events and activities in class discussion where appropriate, as well as draw on students' own individual travel experiences in the UK and Europe during the semester, such as the opportunity to visit another global city (Paris) as appropriate, to draw comparative conclusions.

Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7-1.0
Fail	F	<40	<60	0

Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Signed Learning Agreement	0%	a, b, e	Week 4
Class Participation, including weekly logbook and Paper 1 presentation	20%	All	Weekly
Research Journal: 4 entries, each 350 words max 1. My Single Story (week 3) 2-3. Service-Learning reflections (weeks 6 & 9) 4. Informational Interview (week 11)	10%	All	Wks 3, 6, 9, 11
Paper 1: Individual's Contribution to Service (Non-certificate students: 1000 words) (Certificate students: 1500 words)	10%	All	Week 5 (paper) Week 9 (presentation)
Paper 2: Organisation and Project Work (Non-certificate students: 2000 words, Parts 1-3)) (Certificate students: 3500 words, including Part 4)	30%	b, c, d, f	Wk 13 (Parts 1-3 - ALL) Wk 14 (Part 4 – Certificate students ONLY)
Service-learning Site Evaluation	10%	a, b, c, e	End of semester
Final Presentation	20%	b, c, d, f	Week 14

Assignments

Class Participation (20%):

This is a vital part of your grade. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. CAPA has a mandatory attendance policy. I trust there will be a supportive and friendly atmosphere for class discussion. Students are expected to think carefully about the assigned readings, to read assigned readings in advance of the class, and come in on time. I expect everyone to contribute fully to class discussions, and to respond thoughtfully to the field studies. Silent attendance of class is not

enough for a good participation grade. Persistent lateness or lack of attention in class, e.g. reading materials other than the work set, may result in a low or zero grade for participation, and possible referral to the Associate Director of Academic Affairs.

If students need to miss class for medical reasons or for a family emergency, they must let CAPA know in advance of meetings, so plans can be made accordingly –they will need to provide evidence of the reason for the absence. If any meetings are missed without an excused absence, the final grade will be dropped accordingly. Students are responsible for making up any missed assignments or other class work.   It is the student's responsibility to ensure on the day that they are on the register for classes and field studies.

For the __academic__ and reflective components students will be treated as young professionals and are expected to be as punctual and as eager to engage as at their internship sites. A series of discussion-based sessions will take place within a trusting and cohesive group environment where honesty about experiences is essential. Students will share ideas, test thoughts and theories, and develop a strong sense of self and key communicative and collaborative skills.

Class participation will be assessed according to the following guidelines:

Grade	Discussion	Reading
A range	**Excellent: consistent contributor;** offers original analysis and comments; always has ideas on topics of the readings and relationship with internship; takes care not to dominate discussion	Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+	**Very Good: frequent, willing, and able** contributor; generally offers thoughtful comments based on the readings and internship experience	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	**Satisfactory: frequent contributor; basic** grasp of key concepts but little original insight; comments/questions are of a general nature and does not relate to the internship often	Displays familiarity with some readings and related concepts, but tends not to analyze them.
C range	**Poor: sporadic contributor;** comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways and makes little or no connection with the internship	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	**Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion; merely quotes text** or repeats own comments or those of others with no connections made to the internship	Little to no apparent familiarity with assigned material or application to relevant experience.

As a component of class participation, students are also required to keep a concise __weekly logbook__ which will be submitted __weekly__ to the instructor on Canvas_, starting in week 2_. The purpose of the logbook, for which a template will be supplied by the instructor, is to provide regular feedback on the service experience, for example:

- review and critique of their participation in their service-learning placements.

- evaluation and reflection on the volunteering process and the impact and value of the activity itself.

- reflection about challenges encountered and strategies for their management.

Learning Agreement: 0% of final grade but mandatory completion

All students will type up their service placement objectives agreed with their site supervisors, together with their plans for achieving them, in the Learning Agreement template provided. Students will submit a draft for their instructor to comment on. Once finalized, students will submit a scanned copy, signed by both themselves and their supervisor.

Research Journal (10%):
The research journal is intended as a showcase of volunteering activities and a forum for discussion around themes such as strategies for effective participation in voluntary placement, the ethics and challenges of cross-cultural volunteering, differing workplace cultures, and topical issues related to the placement activities.

For this assignment, you will maintain a **semester journal, submitted electronically on Canvas,** with evidence of reflection and substantial research into the 'lived text' of your community placement.

Journals will be graded according to the degree to which readings are integrated and students identify their own ideas and reactions to the course content. Journals will NOT be shared with the organisation with which you are working but will be archived at CAPA for future semesters. Multimedia materials such as videoclips or diaries (vlogs) using Kaltura, podcasts or photo albums may also be posted on the site to create a resource for your presentations and showcase of the CAPA London service-learning program.

Journals will be due in four instalments Weeks 3, 6, 9 and 11 – they will not be graded at this stage, but will receive feedback. Your cumulative journal will be graded at the end of the semester. Each entry should be a maximum of 350 words.

Journal Components:
Journal Entry 1 (Week 3): My Single Story, 350 words
Students, having watched *The Danger of a Single Story* in Week 1 must write a personal / critical reflection on what they consider their own "single story' to be and also consider what they feel people in the UK might perceive their single story to be.
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Journal Entries 2 and 3 (Weeks 6 and 9)
Service-Learning Reflections (350 words each)
Your journal should be a synthesis and integration of the readings, field experiences, and class activities. Here, you will write your reactions and thoughts regarding the course components and key course themes. I will be looking for evidence of reflection and research into the social, cultural and political context of your community placement, including use of quality newspapers as sources. Journals should also demonstrate personal development analysis, i.e. personal experience from living and working in the voluntary sector - what did you learn from this experience that you did not know before? What effect did you have there, e.g. how did you impact the people with whom you worked? How has the community experience changed what you thought you knew about organisations such as this? What has your work taught you about yourself, your community and your country?

Journal Entry 4 (Week 11)
Informational Interview (350 words)
Students will select two individuals with whom they are working on their service projects and interview them. This exercise gives you the opportunity to gain practical insights into the steps needed to be successful in your field, build your verbal and written communication skills and help you to become more confident in interacting with professional colleagues. After your interviews, write a brief reflection about your meeting, including a summary of the interviewees' general biographical background; what you learnt about your interviewees' career paths and how the interview confirmed or challenged your professional aspirations.

Paper 1: The Impact of Service: Individual Biography (10%) due Week 5
Non-certificate students: 1000 words
Certificate students: 1500 words
Students will present their findings to one another in Week 6

Students will choose a British individual who is involved significantly in community service and research their work, the organisations and issue(s) with which they are involved, and the impacts that their work has had in British society and potentially in an international context. Potential examples might include, but are not limited to individuals working in the fields of global health, homelessness, mental health, refugees and migrant advocacy, youth, education, prisoner rehabilitation, human rights.

Paper 2 (30%): double-spaced, 12 point font, due in class week 13
Non-certificate Students: 2000 words
Certificate Students: 3500 words (including Part 4)
Students will work individually or in small groups to conduct research on the status and needs of their project organization and community – this research may incorporate a specifically-tailored project set by the organisation, CAPA and the instructor, or be based on direct service work with beneficiaries undertaken by students at their chosen placement.

This paper should be analytical rather than descriptive, in the format of a research report.
The final paper will be shared with the organisation, in order to benefit both them and the community with which they work. The specific focus and data collected will reflect the organisation in which you are doing direct service or project work and the nature of your service activities.

Please Note:
Paper 2 will comprise three parts for non-certificate students and four parts for certificate students

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Part 1: *Introduction:* In this section you will identify, research and describe the characteristics of your particular community and/or organisation, its mission and its wider context in the field, and resources available to it. You will also outline the specific project, if any, that you have been set by the organisation. Include a short summary of organisational structure, including yourself and your own work. What is the name of the organisation? Who are the clients? What are the goals of the organization? What constraints and opportunities are there? Your primary sources will be your own observations at your organisation, supported by reference to relevant documents such as mission statements, policy documents or publicity material, which may include website material where appropriate. All sources should be cited appropriately and listed in your final bibliography.

Part 2: *Methodology and Results:* Through your experiences in your placement, as well as researching and learning about your organisation and the local community in general, you will now be able to analyse your organisation's role and the significance of your own work in contributing to community benefits. To what extent, and in which ways do the activities of the organisation contribute to structural changes in the local community? What else could/should be done to foster effective change? You should address the themes of the course where appropriate to support your analysis and make specific reference to course concepts, theories and ideas where appropriate.

Part 3: *Analysis and Implications:* In order to provide continuity from one semester to another for other interns and for the organization itself, each student will write a summary analysis of the activity they were involved in with their organisation – this will be a detailed write-up and conclusions from project work or 'direct' service with beneficiaries, which will contribute to your organisation's future development and goals. This paper should directly address such questions as: What role does your organization have in UK society, and/or London? What impact does the organization have on its clients and on the wider community? How are the issues it seeks to address visible in the city, its communities and in the wider UK, as well as at a global scale? Consider the ways in which your organisation's work has a wider impact, and the ways in which its activities compare with similar organisations in the USA. What is the future of such organisations, and how and why are they changing? In writing this report, think about what kind of information your group would have wanted for working with the community this semester. This report should be written so that students in subsequent semesters will know what your group did, what worked, and what you recommend that they do. Your primary sources will be your own observations at your organisation, which must be supported with reference to at least eight secondary sources including academic literature, set reading, as well as relevant concepts and theories.

Remember that this paper and the project will also be shared with the organization and future students, in order that this might benefit the community organisation or project with which you have been working.

Part 4: (Certificate Students ONLY): 1500 words (due Week 14)
This part of the research paper is designed to encourage and support students' understanding of the field of service in which their community organization or project operates and its local, national and international context, focusing on particular topics as appropriate to their placement activities and elective Community Engagement courses, such as, for example, human or civil rights, refugee or migrant advocacy, LGBTQ rights, prisoner rehabilitation, housing and homelessness, grassroots activism, youth support and education etc.

In this part of the research paper, Certificate students should examine the key elements of knowledge and understanding, intellectual skills, practical skills, and values that they have taken from the other courses they have taken in the Certificate program. How does what they have learned influence their understanding of the world and their place within it, and build their capacity to act with others for the public good? Students will reflect on and analyse what they have learned about the critical challenges faced by British society, the inequalities, systems and structures that underlie these problems and the lived experience and everyday coping strategies of those people confronted by them. In conclusion, students will also consider potential alternatives to these systems and structures and the pathways leading towards them. They should also reflect on and analyse the skills they have developed and consider the social and political values required for effective community work. Your analysis must be supported with reference to <u>at least eight</u> secondary sources including academic literature as well as relevant concepts and theories.

<u>Please Note</u>: while Certificate students will draw on what they have learned in their other Certificate courses, they must not reproduce work already submitted in assignments for those courses.

Service-Learning Evaluation (10%): While overall emphasis is placed on the processing and analysis by students of their service-learning experience, this is also a collaborative effort involving the student, organisation and CAPA, with beneficial community impact as its primary goal, alongside your own personal and professional development. Your contribution to the organisation will be directly assessed in terms of your consistent and active participation at the site, following of objectives, effort, as well as implementation of training and learning in attentive and thoughtful ways. There will be open and consistent communication between the staff at the site and the instructor, who will work with the placement to evaluate student progress and achievement, including site visits where appropriate. You are responsible for arranging an interim meeting with your site supervisor at mid-term to gauge progress and achievement to date, as well as identify any areas for further development, as well as an exit interview at the end of the semester which will form part of your final site evaluation. Your site supervisor will submit a detailed report on your work at the organisation **and your weekly logbook will also form an important part of this evaluation.** It is therefore essential that this is done and sent regularly.

Presentation Session (20%): Week 14. Students, either singly or in groups as appropriate depending on class size and placements, will prepare a presentation to communicate the results of their service placement projects. You can be as creative as you wish in the presentation format – see the instructor to discuss techniques and ideas. Site representatives may be present, as well as other members of the CAPA community. Your presentations will be marked individually: if you are working as a group, it is important that each member makes a significant contribution to the presentation. Ideally, each person should contribute equally.

Each student will be asked to present for 15-20 minutes on the project or direct service work in which they are participating and set it within the context of relevant challenges, social structures and systems. Student presentations will be assessed on each of the following criteria:

- Preparation and organisation, including effectiveness as part of a team
- Quality of content and analysis, including connection with core themes of the course and elaboration of their institution's / project's social and historical context
- Quality of delivery
- Ability to generate effective discussion and class questions

Assignments Policy:
All assignments should be submitted as indicated in Canvas and uploaded to Turnitin according to the due dates listed. Please keep a hard copy of all written work.

Late Assignments: You must complete all required components by the established deadlines. Late submission will incur a 3% per day penalty without the instructor's prior approval of extension and may result in a grade of F for the course. If all work is not submitted by the end of the program, you will receive an F for the course.

Additional course materials:

The suggested readings below will help you to gain a broad perspective on British culture, politics and society as well as contemporary issues of topical concern – extracts from some of these may be used in class. You are also encouraged to read at least one 'quality' British newspaper each week, such as *The Guardian, Independent* or *Financial Times* to keep abreast of current political and social affairs in the UK. The *London Evening Standard* is useful for London news and commentary on topical issues of concern to Londoners.

Recommended texts on British social history, society, politics and topical social issues:

Alcock, Peter, (2003): **Social Policy in Britain**, Macmillan; 2 Rev Ed edition

Alibhai-Brown, Yasmin (2000): **Who Do We Think We Are? Imagining the New Britain** London: Allen Lane

Alibhai-Brown, Yasmin (2001): **Mixed Feelings: The Complex Lives of Mixed-Race Britons**, Women's Press, London

Bennett, Simon (2009): **Londonland: An Ethnography of Labour in a World City**, Middlesex University Press, London

Bloom, C. (2012): **Riot City: Protest and Rebellion in the Capital**, Palgrave Macmillan, London

Cannadine, David, (2000): **Class in Britain,** Penguin

Crossley, Stephen (2018): **In Their Place: The Imagined Geographies of Poverty**, Pluto Press, London

Crouch, Colin, (1999): **Social Change in Western Europe**, Oxford University Press

Dench, Geoff, Kate Gavron & Michael Young (2006): **The New East End: Kinship, Race and Conflict**, London: Profile Books

Dorling, D. (2010): **Injustice: Why Social Inequality Persists**, Bristol: Policy Press

Dorling, D. (2011): **Bankrupt Britain: An Atlas of Social Change**, Policy Press, Bristol

Dorling, D. (2018a): **Do We Need Economic Inequality?** Polity Press, Cambridge

Dorling, D. (2018b): **Peak Inequality: Britain's Ticking Time Bomb**, Policy Press

Dorling, D. & B. Thomas (2007): **Identity in Britain: A Cradle to Grave Atlas**, Policy Press, Bristol

Gilroy, Paul (2002): **There Ain't No Black in the Union Jack: The Cultural Politics of Race and Nation**, London: Routledge

Hall, Lesley A, (2000): **Sex, Gender and Social Change in Britain since 1880 (European Culture & Society)** Macmillan

Hall, Peter (2007): **London Voices, London Lives: Tales From a Working Capital**, Policy Press, Bristol

Hampshire, James (2003): **Citizenship and Belonging,** Houndsmills: Palgrave

Harvey, D. (2012): **Rebel Cities: From the Right to the City to the Urban Revolution,** Verso, London

Hills, John et al (eds.) (2002): **Understanding Social Exclusion**, Oxford UP.

Jones, Owen (2011): **Chavs: The Demonization of the Working Class**, Verso: London

Lammy, D. (2012): **Out of the Ashes: Britain After the Riots,** Guardian Books, London

Marwick, Arthur, (2003): **British Society Since 1945: The Penguin Social History of Britain**, Penguin

Massey, D. (2007): **World City**. Cambridge, Polity.

McDowell, L. (2013): **Working Lives: Gender, Migration and Employment in Britain 1945-2007**, Wiley-Blackwell, Chichester

Porter, R. (1994): **London: A Social History**. London, Hamish Hamilton

Rosen, Andrew, (2003): **Transformation of British Life 1950-2000: A Social History,** Manchester University Press

Routledge, Paul (2018): **Space Invaders: Radical Geographies of Protest**

White, Jerry (2008): **London in the 20th Century**, Vintage, London
Wilkinson, R. & Pickett, K. (2010): **The Spirit Level: Why More Equal Societies Almost
    Always Do Better**, London, Allen Lane
Winder, Robert (2004): **Bloody Foreigners: The Story of Immigration to Britain**, Little Brown

Service-Learning manuals:
Berry, Howard A. & Linda A. Chisholm: **How to Serve & Learn Abroad Effectively**

Useful websites:

Coram Foundling Museum http://www.foundlingmuseum.org.uk/
Danny Dorling: Inequalities research and cartography: http://www.dannydorling.org/
Guardian Online: Society http://www.theguardian.com/society
Guardian Online: British identities and cultures: http://www.guardian.co.uk/uk/britishidentity
Londonist (London news and commentaries on topical issues and events): http://londonist.com/
UK Politics: http://www.ukpolitics.org.uk/
Untold London: the history of the city's diverse communities: http://www.untoldlondon.org.uk/
Volunteering Matters (a national charity): http://volunteeringmatters.org.uk/
The Women's Library at the London School of Economics (LSE):
http://www.lse.ac.uk/library/newsandinformation/womenslibraryatLSE/home.aspx

A sample of community organisations in London:
Baytree Centre, Brixton, South London: http://www.baytreecentre.org/
Castlehaven Community Association, Camden, North London: http://www.castlehaven.org.uk
Masbro Community Centre, Shepherd's Bush, West London: http://masbrocentre.org.uk/
St Hilda's East London Community Centre, Bethnal Green, East London http://www.sthildas.org.uk

Weekly Schedule – may be subject to change

Week 1: Introduction to Service-Learning and Global London

Introduction to the course: the purpose of community projects; the relationship between learning and doing. **Discussion:** what makes service-learning distinctive? What might it mean for someone to live a life committed to community engagement and public service? Discussion of students' sites and projects, and the role and function of journaling and reflection. How has the population of Britain changed since 1945, especially in London? What are the major social and community issues facing Britain today?

Screening and Discussion: Adichie, Chimamanda Ngozi (2009): TED TALK, 'The danger of a Single Story': https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Equality and Human Rights Commission (2018): *Is Britain Fairer?*
Video: https://www.equalityhumanrights.com/en/britain-fairer

Follow-up reading:
Cress, C.M. (2013): 'What are Service-Learning and Civic Engagement?', in C.M. Cress, P.J. Collier et al., *Learning through Serving: A Student Guidebook*, Stylus, Stirling, VA, pp. 9-18

Collier, P. J. & D. R. Williams (2013): 'Reflection in Action: The Learning-Doing Relationship', in C.M. Cress, P.J. Collier et al., *Learning through Serving: A Student Guidebook*, Stylus, Stirling, VA, pp. 95-111

Week 2: Unequal Nation: The Changing Face of Modern Britain

Discussion: Socio-economic inequalities are one of the most serious challenges facing the world today. What are their causes and consequences? Do societies need to be unequal? How do

different forms of inequality interact and why do they persist? Why do we accept them? What are the implications of greater equality?

Readings:
Dorling, D. (2017): *The Equality Effect: The Equality Effect: Improving Life for Everyone*, Chapter 1, pp. 9-51, New Internationalist, Oxford

Konnikova, M. (2016): 'America's Surprising Views on Income Inequality', *The New Yorker*, 17 November, online, available at:
https://www.newyorker.com/science/maria-konnikova/americas-surprising-views-on-income-inequality

Assignment: Choose a British individual who is involved significantly in community service and research their work, the organisations and issue(s) with which they are involved, and the impacts that their work has in British society and potentially in an international context

Submit draft Learning Agreements for discussion and amendment

Week 3: Socio-economic Inequality, Welfare and Social Relations

Changing the Face of Britain Post-1945: From philanthropy to state intervention, from the 'Cradle to the Grave': a contextual and historical examination of the British vision of the Welfare State and the 1942 Beveridge Report: post-war idealism versus contemporary challenges. How 'healthy' is the welfare state? What is the support system for someone who loses a job through illness, disability or for any other reason?

Comparative approaches to welfare and philanthropy – examining the British vision of the Welfare State and the 1942 Beveridge Report: post-war idealism versus contemporary challenges. How 'healthy' is the UK welfare state? Universalism versus market-driven approaches. Comparative studies of the welfare state in Europe and North America.

Screening and Discussion: *The Divide* (2015), dir. Katharine Round
https://assemble.me/uploads/websites/74/files/571e067c22d99.pdf

Readings:
Alcock, P. (2008): 'Introduction: The Development of Social Policy', *Social Policy in Britain*, 3rd edition, Palgrave Macmillan, Basingstoke, pp. 1-14

Lowe, R. (1994): 'The Welfare State in Britain Since 1945', *Recent Findings of Research in Economic and Social History*, 18, Spring, online, available at
http://www.ehs.org.uk/dotAsset/33604d78-9369-4a77-b95f-9c1d70a27e5a.pdf

Marwick, A. (2003): 'The Welfare State', from *British Society Since 1945*, Penguin, London, pp. 27-39

Wilkinson, R. & K. Pickett (2010): 'Community life and social relations', in their *The Spirit Level: Why Equality is Better for Everyone*, pp. 49-62

First Journal Entry due this week: 'My Single Story', discussion in class of stories.

Week 4: Cultural Dimensions of Service: Navigating Difference and Working with Communities

Discussion and workshop: intercultural sensitivity, competence and ethnocentrism. Investigating power, privilege and social location. Social justice and enacting effective change: the 'social change wheel'. **Participant observation and ethical considerations**. Training in pertinent and effective research methods which can be utilised at – and by - the site.

Communication Styles; Ethics of being an agent of change in another culture. What are some of the ethical considerations for working with communities? Overview of questions and concepts. What

are some of the tensions we encounter in working with communities? What are some of the ethical considerations for working with communities and the tensions we encounter in working with them? How can we manage community relationships effectively? What are the skills we need to work toward the common good, and how do we understand the values associated with this work?

Readings:
Klein, M. (2017): 'Social Change Wheel Analysis: Beyond the Dichotomy of Charity or Justice', pp. 177-188 in C. Colon, A. Gristwood & M. Woolf, eds., *Civil Rights and Inequalities*, CAPA: The Global Education Network, Boston, MA

Reitenauer, V.L., A. Spring, K. Kecskes et. al. (2005): 'Building and Maintaining Community Partnerships', in C.M. Cress, P.J. Collier et al., *Learning through Serving: A Student Guidebook*, Stylus, Stirling, VA, pp. 17-31

Reitenauer, V. L., C. M. Cress & J. Bennett (2013): 'Creating Cultural Connections: Navigating Difference, Investigating Power, Unpacking Privilege', pp. 77-91 in C.M. Cress, P.J. Collier et al., *Learning through Serving: A Student Guidebook*, Stylus, Stirling, VA.

Sweitzer, H.F. & M.A. King (2009): 'Essential Skills', from *The Successful Internship*, 4th edition, Brooks / Cole, pp. 54-64

Zenger, J. & Folkman, J. (2016): 'What Great Listeners Actually Do', *Harvard Business Review Blog*, 14 July. https://hbr.org/2016/07/what-great-listeners-actually-do

Signed Learning Agreement due

Week 5: Social Dynamics and the Global City

Workshop and Discussion: Poverty and Wealth in contemporary London. What is 'class', and how different is it from class in other countries? What is an 'underclass'? What inequalities can you see immediately in London, and what are the main issues facing Londoners today in daily life? What barriers do community members face, especially those from immigrant communities, and what impact has immigration had on the social composition of London?

Screening & Discussion: *Megacity London: Ever Growing, Ever More Unequal?* (Dorling, 2013)
https://www.youtube.com/watch?v=dGT7R8PyTJM

Doreen Massey (2012): *On London*,
https://www.youtube.com/watch?v=zhHeeIvwEN0

Readings:
Hall, P. (2007): 'Making Ends Meet', in *London Voices, London Lives: Tales from a Working Capital*, Policy Press, Bristol, pp. 269-289

Hennig, B.D. & D. Dorling (2014): 'The London Bubble', *Political Insight*, April
Massey, D. (2007): 'A Successful City…But', in her *World City*, Polity, Cambridge, pps. 54-72

Moore, Rowan (2015): 'London: The City That Ate Itself', *The Guardian*, online, available at:
https://www.theguardian.com/uk-news/2015/jun/28/london-the-city-that-ate-itself-rowan-moore
Paper 1 due in class

Week 6: Service in Action I: The Development of Philanthropy and Welfare in London

Case Study: Coram Foundation http://www.coram.org.uk/
Meet at Russell Square tube station (outside, street level) at the usual class time.
Field Study: site visit to the Coram Foundation and Foundling Museum, Bloomsbury
The Foundling Hospital was London's first home for babies whose mothers were unable to care for them, established in 1729. Today, the Thomas Coram Foundation for Children has developed new approaches to childcare and education, informed by developments in child psychiatry which have highlighted the importance of children's emotional wellbeing and need for secure family placement.

Readings:
Gillian Pugh (2012): *London's Forgotten Children: Thomas Coram and the Foundling Hospital*, Gresham College Public Lecture
Available on Youtube at https://www.youtube.com/watch?v=E6g0_TYmAzA and as a podcast and transcript at: https://www.gresham.ac.uk/lectures-and-events/londons-forgotten-children-thomas-coram-and-the-foundling-hospital

Coram Foundation http://www.coram.org.uk/

Second Journal Entry due (Service Reflection 1)

Week 7: Mid-term break: no class

Week 8: Service in Action II: Inequality, Philanthropy & Consumption: UK Charity Shops

Field Study: The charity shop landscape: Kensington High Street
Comparative investigation of the Octavia Foundation, Oxfam, and Cancer Research UK shops in the local area. Charity shopping has become a widespread form of popular philanthropy in the UK. What does this form of charity reveal about social dynamics and identity politics, as well as the intersection of local action and global social movements?
Class meets at the CAPA Centre as usual.

Guest Speaker / Q and A: Working as a Charity Shop Volunteer (TBC)

Readings:
Edwards, D. & L. Gibson (2017): 'Counting the pennies: the cultural economy of charity shopping', *Cultural Trends*, 26 (1): 70-79

Field, J. A. (2016): 'Consumption in lieu of membership: reconfiguring popular charitable action in post-World War II Britain', *Voluntas*, 27: 979-997

Flores, R. (2014): 'From personal troubles to public compassion: charity shop volunteering as a practice of care', *The Sociological Review*, 62: 383-399

Martin, A. (2000): 'Class Conscious', *New Statesman*, 2 October

Week 9: Urban Poverty and Homelessness / Group Dynamics and Working in Teams

Urban Poverty and Homelessness: Q & A with a Homeless Person (jointly with LNDN SOCY 3350, TBC). Screening and discussion – excerpts from: *Cathy Come Home* (1966) and *Born Equal* (2006).
Discussion: Group dynamics and team working; communication styles and strengths. Group development; the Belbin Test and experiences of group dynamics. Working in a diverse, multicultural environment.

Student Presentations on chosen individuals, organisations and their work

Reading
Collier, P. J. & J. DeCarrico Voegele (2013): 'Groups are Fun, Groups are Not Fun: Teamwork for the Common Good', pp. 51-75 in C.M. Cress, P.J. Collier et al., *Learning through Serving: A Student Guidebook*, Stylus, Stirling, VA.

Cloke, P., J. May & S. Johnsen (2010): 'Big City Blues: Uneven Geographies of Provision in the Homeless City', in their *Swept Up Lives? Re-envisioning the Homeless City*, Wiley-Blackwell, Chichester, pps. 181-210

Dorling, D. (2011): 'The Human Mosaic: Neighbours and Neighbourhoods', in his *So You Think You Know About Britain?*, Constable, London, pps. 123-151

Third Journal Entry due this week (Service Reflection 2)

Week 10: Social Exclusion, Community Action and Protest

Contentious politics and social and political dissent. The role of social movements at local and global scales. Sites and spaces of intervention and social action. Does protesting / direct action work?

Understanding the 2011 London Riots. What happens when support structures fail individuals? What avenues are left to those individuals in despair? What is the government doing to tackle such issues? What are community projects doing and how effective are they? Social exclusion and alienation: how can these issues best be addressed by government and by communities?
Screening and discussion: *Plan B: Ill Manors; The 2011 Riots*

Reading:
Bloom, C. (2012): '2010: Occupy Everything', pp. 17-28 in *Riot City: Protest and Rebellion in the Capital*, Palgrave Macmillan, London

Mishra, P. (2011): 'London's Rioters are Thatcher's Grandchildren', *Bloomberg View*, August 11, online, available at https://www.bloomberg.com/view/articles/2011-08-12/london-s-rioters-are-thatcher-s-grandchildren-commentary-by-pankaj-mishra

Suleyman, C. (2017): 'A moment that changed me: walking home through the London riots in 2011', The Guardian Online, available at: https://www.theguardian.com/commentisfree/2017/aug/04/a-moment-that-changed-me-london-riots-2011

Week 11: Cosmopolitan London: Immigration, Diversity & Community Cohesion

Cosmopolitan London: Immigration, Diversity & Community Cohesion
What are the barriers community members face, especially those from immigrant communities? What impact has immigration had on the social composition of London in the last 30 years? The national political debate on immigration and asylum. Comparative analysis of North, South, East and West London for the historical and contemporary composition of their populations. Can a city ever be truly integrated and 'multicultural', or is this a dangerous utopian ideal? Is 'multiculturalism' still a useful term to describe ethnic diversity in London?

Readings:
Ackroyd, P. (2001): 'Maybe it's Because I'm a Londoner', in his *London: The Biography*, Vintage, London

Judah, B. (2015): 'A Tale of Two Cities', *The World Today*, February/March

May, J., J. Wills et al. (2010): 'Global Cities at Work: Migrant Labour and Low Paid Employment in London', *The London Journal* 35: 1, pps. 85-99
Fourth Journal Entry (Informational Interviews) due this week

Week 12: Active Citizenship, Volunteering and Society

Discussion: Does civic responsibility at a local level undermine global responsibility (or vice versa)? How does Service lead to community engagement? What are the barriers to community engagement, and how are these best tackled? How much responsibility do, and should, individuals versus groups bear? When can community service be a bad thing? How can ideals go wrong, or even be harmful, given the limitations of time and money, or lack of research and context?

Case Studies: Active Citizenship: London 2012 Olympics 'Games Makers' and the Occupy Movement http://occupylondon.org.uk/ Discussion of Informational interview results.

Readings:

Crabtree, J. (2009): 'Citizenship first: the case for compulsory civic service', *Prospect*, March, http://www.prospectmagazine.co.uk/2009/03/citizenshipfirstthecaseforcompulsorycivicservice -

Koutrou, N., A. Pappous & A. Johnson (2016): 'Post-Event Volunteering Legacy: Did the London 2012 Games Induce a Sustainable Volunteer Engagement?', *Sustainability* 8, pp. 12-21

Putnam, R.D. (1995): 'Bowling Alone: America's Declining Social Capital', *Journal of Democracy* 6.1, pp. 65-78

Week 13: Thinking and Working Creatively; Presenting the Self

Workshop and discussion: The importance of thinking skills; the concept of multiple intelligences; improving your creative and lateral thinking. Identifying your assets and resume building: incorporating your London placement experience. Representing your experience.

Resumé Workshop: Identifying your assets and resume building: incorporating your London placement experience.

Readings:
Anderson, A. & Bolt, S. (2013). 'Chapter 14: Resume package', in *Professionalism: Skills for Workplace Success*. New Jersey: Pearson, 226-258

Gardner, H. (1999). Chapter 3: The theory of multiple intelligences, in *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books, 27-46.

"Changing Education Paradigms", 2009 TED Talk by Sir Ken Robinson, https://www.ted.com/talks/ken_robinson_changing_education_paradigms
Paper 2 (Parts 1-3) due in class

Week 14: Service Showcase and Review

Final reflections. What have you learned about the organization and community dynamics in your neighbourhood? What have you learned professionally and personally as an individual? How will this experience affect your understanding of your own communities and service-related projects at home? Showcase of student project work; representatives of service placement sites are invited to attend and contribute to discussion.

Student In-Class Presentations on Service Work and Organisations

Paper 2 Part 4 (Certificate students only) due this week

Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, his/her grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in

failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact his/her instructor and make up any missed assignments.

Class Participation: Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

Academic Accommodations: *Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss your specific needs.*

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behaviour. **Plagiarism, self-plagiarism and cheating can result in dismissal from the program.** Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of Electronic Equipment in Class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs at the beginning of Term.

Use of Electronic Translators: In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" will be given for the assessment.

Behaviour during Examinations: During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.