

Public Service in an Urban Setting
Sol Price School of Public Policy
University of Southern California
PPD 372m
4 units – Spring 2016

Instructor: Professor Grace R. Dyrness, D.P.D.S.

Time and classroom: Tuesday/Thursday 4:00 – 5:50 p.m. VPD 112

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.

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 journals, 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 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 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 on **February 18**; (b) a brief oral presentation of a personally important cultural artifact on **March 3 or 8**, and (c) a brief oral presentation obtained from a Web site that describes a service program or project to be completed by **April 14**.

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 23, 25 and March 1**). It should be based on selected parts of the assigned reading and other sources, including an interview with a representative of an ethnic based service delivery organization and other materials from websites or books and journals. A 2-3 page paper should accompany the report.

Service learning project, journal, 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 for least 8 weeks) 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 you 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 the assigned readings and class discussions. Each week we will devote some time to a discussion of your reflections so please be prepared to share these with your classmates. These journals should be posted on Blackboard.

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 would you assess the organization's use of volunteers? How are the assigned readings related to your topic?

The term paper – not to exceed 12 pages – will be due on **April 28**. On **April 19, 21, and 26**, 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. Late papers will be penalized a half of a grade per day.

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.

Reading Assignments: Students must be prepared for class by reading the assigned texts/articles in time. **On occasion there will be pop quizzes about these readings.**

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

Selection of a service site/project	January 28
Begin service activity	February 1
Weekly journal	Due February 23 and each week thereafter until April 12 via blackboard
Current service event report	February 11
Small Group Presentations	February 23, 25, and March 1
Cultural artifact presentation	March 3, 8
Specific topic of term paper	March 8
Mid semester meeting with Supervisor	Week of March 21
Term paper progress report	April 5 (Journal Essay #5)
Web site presentation	April 14
Final paper	April 28
Individual Oral presentation (one page outline)	April 21, 26, 28

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)	10%
Journals	5%
Small group presentation	5%
Pop quizzes on assigned readings	10%
Mid-term examination	20%
Service project paper	30%
Final examination	<u>20%</u>
	100%

Books

Available at the USC bookstore and 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 commercial bookstores.)

Edin, Kathryn J. and H. Luke Shaefer. 2015. *\$2.00 A Day: Living on Almost Nothing in America*. New York: Harcourt Publishing Company. (This book is available at most commercial bookstores).

Ching Yoon Louie, Miriam. 2001. *Sweatshop Warriors: Immigrant Women Workers Take on the Global Factory*. MA: South End Press. (Available also at most commercial bookstores)

On reserve only in Leavey Library (may not be in the bookstore):

Poppendieck, Janet. 1999. *Sweet Charity: Emergency Food and the End of Entitlement*. NY: Penguin. (Available also at most commercial bookstores)

On line materials:

You may access reserves via the Ares link (<https://usc.ares.atlas-sys.com/>) or some are posted on the Blackboard link: <http://blackboard.usc.edu/>. Students need to login to Blackboard and Ares and add the class in order to see materials on reserve for a specific course. Materials available in electronic format will be accessible in Blackboard. Materials available in physical (hardcopy) format will have a pointer in Ares as to where it may be found in the library.

Additional Student Responsibilities:

1. Be on time for class.
2. Turn off your cell phone before coming to class.
3. Do not text message or surf the web during class.
4. Read the section in this syllabus that describes academic violations and recommended guidelines for violations. If you do not understand any parts of this section, you are responsible for asking the instructor.
5. Take the final exam on the scheduled date.

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.

OFFICE HOURS

I work out of the adjunct faculty office of the Price School of Public Policy. You can reach me on my cell phone: 626-675-8245. Please call only before 9:00 p.m. My email is dyrness@usc.edu. I check it every day. My office hours will be Tuesday from 2-4 p.m. I am also available by appointment. I look forward to meeting with you.

COURSE OUTLINE AND READING ASSIGNMENTS

I. Introduction: Public Service and Service Learning

January 12, 14 – An overview of public service: Its meaning and definition and why we engage in it

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? Also, why do we engage in service? What motivations typically underlie these activities?

Patel, L. 2003. "Theoretical perspectives on the political economy of civic service," *Service Enquiry: Service in the 21st Century*, pp. 87-100 (BB)
www.service-enquiry.org.za/downloads/chapter%207.pdf

January 19 - 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?

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

McBride, A. and M. Sherraden, 2004. "Toward a global research agenda on civic service," *Nonprofit and Voluntary Sector Quarterly* 33(4): pp. 3-7 (LL)
http://nvs.sagepub.com/cgi/reprint/33/4_suppl/3S

January 21 -- Presentation of Possible Service Opportunities

Neighborhood Academic Initiative, Joint Educational Project, Our Place Housing Solutions Kingdom Causes, Redeemer Community Partnership

II. Framing the Context of Service: Poverty and Diversity

January 26, 28 - 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?

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

“The making of a multicultural metropolis,” pp. 3-32

Beyond the Poverty Line. <http://www.ssireview.org/articles/entry/2093/> (and BB)

Facts on poverty in Los Angeles. <http://www.city-data.com/poverty/poverty-Los-Angeles-California.html>

Los Angeles 2010: State of the City.
<http://www.patbrowninstitute.org/documents/StateoftheCityReport2010-ShortVersion.pdf> (and BB)

Just the Facts. June, 2015. *Poverty in California*. Public Policy Institute of California: (www.ppic.org) (BB)

Additional Resources:

Ablemann, Nancy, and Lie, John. *Blue Dreams : Korean Americans and the Los Angeles Riots*. Cambridge, MA, USA: Harvard University Press, 1995. ProQuest ebrary. Web. 27 November 2015.

February 2, 4 -Two Examples of urban poverty

Feb. 2: Service Workers: While Ehrenreich did not carry out her study in Los Angeles, the dilemmas she found among service workers occur in southern California, as well. Edin and Shaefer report that in 2015 there are people in America that are living on \$2/day. How do these two reports compare? What do they say about poverty in America fifteen years apart?

Ehrenreich, Barbara. 2001. *Nickel and Dimed: On (Not) Getting By in America*
“Introduction,” pp. 1-10 (all will read)
“Evaluation,” pp. 193-221 (all will read)
and one of the following:
Ch. 1 “Serving in Florida”,
Ch 2. “Scrubbing in Maine,”
or Ch. 3 “Selling in Minnesota”

Edin, Kathryn and Luke Shaefer. 2015. *\$2.00 a Day: Living on Almost Nothing in America*.

“Introduction,” and “Conclusion” (all will read)

Ch. 1: “Welfare is Dead”

Ch. 2: “Perilous Work”

Ch. 3: “A Room of One’s Own”

Ch. 4: “By any Means Necessary”

Ch. 5: “A World Apart”

Feb. 4: Children: Children comprise nearly 40% of all poor persons in LA County; many of you will be working with youth who are recent immigrants and/or face problems of poverty.

Brooks-Gunn, J. and Duncan, G. 1997. “The effects of poverty on children.” *Children and Poverty*, pp. 55-68 (BB)

<http://www.jstor.org/view/10548289/ap050017/05a00060/0>

Moore, Kristin Anderson, Ph.D., Zakia Redd, M.P.P., Mary Burkhauser, M.A., Kassim Mbwana, M.P.P, and Ashleigh Collins, M.A. “Children in Poverty: Trends, Consequences, and Policy Options.” *Child Trends Research Brief*, Washington D.C. April #2009-11. (BB)

California Family Economic Security Profile, 2009. National Center for Children in Poverty, Mailman School of Public Health, Columbia University. (BB)

2009 The Great Recession and Poverty in L.A. County. September 28, 2010. LAANE Poverty Report. (www.laane.org) (BB)

Just the Facts. June, 2015. *Child Poverty in California*. Public Policy Institute of California: (www.ppic.org) (BB)

III. Responses to Poverty and Inequality Through Service

February 9, 11 - Religious and historical perspectives on service

What have been the traditional doctrines and practices by major religions in assisting people in need? A panel of interfaith leaders will discuss the specific ways their religion has perceived and responded to service.

Hsu, Becky, Conrad Hackett, and Leslie Hinkson. “The Importance of Race and Religion in Social Service Providers.” *Social Science Quarterly*, Vol. 95:2, pp. 393-410. June 2014. (BB)

Youniss, James, Jeffrey McLellan and Miranda Yates. “Religion, Community Service, and Identity in American Youth.” *Journal of Adolescence*. 1999, 22, 243-253. (BB)

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. 1999. "The Settlement House Movement," *From Poor Law to Welfare State*. NY: Free Press, pp.163-192 (LL)

February 16 - 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. Spend time observing a social setting, write up your notes of what you have observed and bring to class.

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 (BB)

February 18 – Current service event reports

February 23, 25, and March 1 - Diverse traditions and practices of service – Small group presentations

We will begin this section with a discussion of culture and then turn to the culturally based differences in the practices of service and caring among various ethnic and culture groups, 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 and select a specific group listed below from Smith et al, *Philanthropy in Communities of Color*. The latter are available in the book at the Leavey Library Reserve desk.

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

"Conclusion," Smith et al, *PCC*, pp. 140-49 (LL)

Select chapters for each group below from Smith, *PCC*:

1. African Americans: pp. 9-27 and Japanese (pp. 121-134)
2. Latino Americans: Mexicans: pp. 28-48, Guatemalans: pp. 49-68, Salvadorans: pp. 69-87
3. Chinese: pp. 105-120 and Koreans: 135-145

California Community Foundation, *Civically engaging immigrant boomers in LA County: How do we do it?* (BB)

March 3 and 8 - Individual Cultural Artifact presentations

March 10 - Midterm Examination

March 15, 17 - Spring Recess

March 22 - The relationship of service to community: How does volunteer service contribute to community?

Eckstein, Susan. 2001. "Community as gift-giving: Collectivistic roots of volunteerism." *American Sociological Review*, Vol. 66, No. 6, pp. 829-851. (LL & BB)
<http://www.jstor.org/view/00031224/sp030004/03x0035i/0>

Points of Light Foundation. 2000. *A Matter of Survival: Volunteering by, in, and with Low Income Communities*. www.PointsofLight.org/downloads/pdf/MatterofSurvival.pdf
(BB)

IV. Issues and Dilemmas of Public Service

March 24, 29 and 31

Volunteer service is not without its problems and critics. 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 through volunteer efforts.

March 24: a) Personal costs, frustrations, and problems of volunteer service

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

March 29: b) Cultural and socio-economic differences as hindrances to 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)
<http://www.altruists.org/f451> (BB)

Moore, Amanda et al. 2006. "Limitations of civic service: critical perspectives," *Community Development Journal*. (July), pp. 207-320. (BB)
<http://cdj.oxfordjournals.org/cgi/reprint/41/3/307?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&fulltext=Limitations+of+civic+service&searchid=1&FIRSTINDEX=0&resourcetype=HWCIT>

Ching Yoon Louie, Miriam. *Sweatshop Warriors*. Chapters 1, 2, 3, 6

March 31: c) 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.

Read the Introduction, Conclusion, and one other chapter (to be assigned in class):

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

- "Introduction," and "Conclusion" (All will read)
- 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

V. Public Service and Institutions

What responsibilities and roles do government and educational institutions have in providing opportunities for service? What has been done?

April 5 - Service as public policy

Overview of public policies regarding service, 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.

Stengel, R. 2007. "A time to serve" *Time* (Aug 30), pp. 1-8. (BB)
http://www.time.com/time/specials/2007/article/0,28804,1657256_1657317,00.html

Thompson, Mark. 2007. "Would national service be better than the draft: The case for national service." *Time* (August 28), pp. 1-8. (BB)
http://www.time.com/time/specials/2007/article/0,28804,1657256_1657626_1656898,00.html

Corporation for National and Community Service, *About Us*, website:
www.nationalservice.gov

April 7 - 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.

Look up the USC website (www.usc.edu/neighborhoods/community/) plus one of the following websites dealing with service of other universities and colleges:

- Http:// haas.Stanford.edu
- centerforsocialconcerns.nd.edu
- www.grinnell.edu/offices/communityservice
- students.berkeley.edu/calcorps
- www.college.ucla.edu/up/ccl/
- www.princeton.edu/~cbli

April 12, 14 - Public service and leadership

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

Forrest, Jim. "A biography of Dorothy Day," pp. 1-8 (BB)
(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), to be read in small groups during class time:

- "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 19, 21, 26 - Student Presentations Students will present the findings of their papers reflecting upon and analyzing their service project/activities.

April 28 – Final paper due
– Review for Final Examination

May 3: Study Day

May 5 - Final Examination 4:30-6:30 p.m. VPD 112

(SEE BREAKDOWN OF WEEKLY COURSE SCHEDULE BELOW)

PPD 372m Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings and Homework	Deliverables/Due Dates
Week 1 Jan 12,14	Overview of Public Service	Patel	Read
Week 2 Jan 19	Meaning and practice of service learning	Ellis, Mcbride and Sherraden,	Read
Jan 21	Presentation of Possible Service Opportunities		
Week 3 Jan 26	Issues of Economic and Racial Inequality	Waldinger L.A. 2010 State of the City Facts about Poverty in L.A. Just the Facts 2015 “Poverty in California”	Read
Jan 28		Beyond the Poverty Line Flaming & Patrick	Read
			Submit site for service project
Week 4 Feb 2	Examples of Urban Poverty: Service Workers	Ehrenreich, Intro, Evaluation, and choose either Chapter 1, or 2, or 3	Read
Feb 4	Examples of Urban Poverty: Children	Brooks-Gunn and Duncan, Moore et.al, LAANE Poverty report, CA Family Econ Sec Profile Just the Facts on Child Poverty	Read
Week 5	Responses to Poverty and Inequality thru Service		
Feb 9	Religious Perspectives: Interfaith Panel	Hsu, Hackett and Hinkson, Youniss, McLellan & Yates	Read
Feb 11	Historical Perspectives	Trattner	Read
Week 6			
Feb 16	Participant Observation Workshop	Hamner	Read
Feb 18	Current Service Event Student Reports		Be prepared to report on a current service event you found in the newspaper
Week 7	Diverse Traditions and practices of service	Smith et. al. Introduction and Conclusion	Read
Feb 23		Smith, pp. 9-27, 121-134	Small Group Presentation: African Americans & Japanese
Feb 25		Smith, pp 28-48, 49-68, 69-87	Small Group Presentation: Latino Americans
Week 8			
Mar 1		Smith , pp. 105-120, 135-145	Small Group Presentation: Chinese & Koreans
Mar 3	Cultural Artifacts		Individual presentations
Week 9			
Mar 8	Cultural Artifacts, cont’d Review for mid-term		Individual presentations
Mar 10	MID-TERM EXAM	MID-TERM EXAM	MID-TERM EXAM
Mar 15, 17	SPRING BREAK	SPRING BREAK	SPRING BREAK

Week 10 Mar 22	Volunteer Service and the Community	Eckstein, Points of Light	Read
Mar 24	Issues and Dilemmas of Public Service: a) Personal costs, frustrations	Eisner, Illich	Read
Week 11			
March 31	Issues and Dilemmas: b) Cultural and Socio-Economic differences	Moore, Ching Yoon Louie (Ch 1, 2, 3, 6)	Read
March 31	c) Limitations of Service	Poppendieck (Intro, Conclusion, and one other chapter)	Read – chapters to be assigned in class
Week 12			
April 5	Service as public policy Special Guest/s: public official/s	Stengel, Thompson, Corp for National & Community Service	Read
April 7	The Role of Educational Institutions Guest Speaker		Read and look up websites listed in syllabus
Week 13			
April 14	Public Service & Leadership	Guest Panel: Peace Corps, AmeriCorps, City Lights	
April 16	Public Service & Leadership Website Presentations	Forrest, Fuller, James	Read Select website that promotes public service and be prepared to present briefly to class
Week 14			
April 19	STUDENT PRESENTATIONS		Bring 1-page outline to hand out
April 21	STUDENT PRESENTATIONS		Bring 1-page outline to hand out
Week 15 April 26	STUDENT PRESENTATIONS		Bring 1-page outline to hand out
April 28	REVIEW FOR FINAL EXAMINATION		SUBMIT FINAL PAPER
May 3	STUDY DAY	STUDY DAY	STUDY DAY
May 5 4:30 p.m.	FINAL EXAMINATION	FINAL EXAMINATION	FINAL EXAMINATION 4:30 – 6:30 p.m.

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. Integrity: Students should maintain strict adherence to standards of academic integrity, as described in SCampus (<http://www.usc.edu/dept/publications/SCAMPUS/>). In particular, the University recommends strict sanctions for plagiarism defined below:

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.

- The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
- Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts that are not the final version. If any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars.

- 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.

5. Academic Accommodations

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 the instructor or to a TA 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.

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 (including supporting documentation).	Revocation of university admission without opportunity to reapply.
Documentary falsification (e.g., petitions and supporting documentation).	Suspension or expulsion from the university; F for course when related to a specific course.
Plagiarism in a graduate thesis or dissertation.	Expulsion from the university when discovered prior to graduation; revocation of degree when discovered subsequent to graduation.