Course Description:

In this course we will explore the historical factors influencing the construction of cities in general and Chester, in particular. We will discuss youth experiences in and outside of schools and gain an understanding of the current school climate and context. Civic engagement, service learning and social action are the key frameworks that will guide our study of community service through education and advocacy.

Student volunteer experiences will become the text and cases for our coursework. We will begin with scenarios and dilemmas from practice and apply course materials to analyze these experiences and identify appropriate courses for action. The research literature related to urban communities and out of school learning will undergird our analysis of youth experiences. Our final assignment for the course will be a theoretically grounded action research project completed individually or in small groups. This project is intended to expose students to a methodology for doing research with community members, teachers, or students as participants. Group members will analyze jointly collected data to identify challenges, re-design programs, curricula, or other work central to their service project.

Course Materials:

You can order the following books on-line or borrow a copy from the Education Materials Center or McCabe Library. The EMC (Room 220) is open during the day and from 7:30-9:30 on Sundays; books are not to be removed from the Educational Studies area. Other materials will be available on blackboard.

- Chester Historical Preservation Committee, Images of America: Chester, Arcadia Publishing, South Carolina.

Course Expectations and Requirements:

You are expected to come to class prepared with reading and assignments completed. A rich discussion and successful class will depend upon your active engagement. The course will be run as a seminar incorporating a combination of lecture, discussions, and activities. Assignments handed in after the due date will be penalized unless there are extenuating circumstances that we have discussed in advance. Class participation, assessed upon regular attendance, thoughtful participation and class presentations will be a significant part of your grade. You are expected to be in class! If due to a health issues or an unexpected obligations you are not able to attend class please contact me via email.
Evaluation:

Class participation & presentations: 15%
Reflection papers (3): 30%
Researcher identity & analysis paper: 15%
Journals: 10%
Action Research Paper: 30%

Course Topics and Readings:

Week 1: January 22\textsuperscript{nd}  \textbf{Introduction & Overview}

January 23\textsuperscript{rd}  \textbf{Chester 101 Orientation}

St. Luke Community Church (2\textsuperscript{nd} & Tilghman St. – Chester)
Depart: Bond parking lot at 8:30 am.
Return to: Bond parking lot at 1:30 pm
Breakfast and lunch will be provided.

Week 2: January 29\textsuperscript{th}  \textbf{The Making of Cities & the Politics of Chester}

Chester Historical Preservation Committee, Images of America: Chester, Arcadia Publishing, SC.
Chester Upland School District’s Strategic Plan (DRAFT) 2009-2010
Foster, S. (1998). Justice from the Ground Up: Distributive Inequities, Grassroots Resistance and
Petras (1991). \textit{From Paternalism to patronage to pillage: Chester PA, a chronicle of the
embedded consciousness of place in the second most economically depressed city in the US}

Speaker: Kae Kalwaic, Swarthmore College Staff & Delco Alliance member

Week 3: February 5\textsuperscript{th}:  \textbf{Civic Engagement for What?}

Youth in Social Justice. In Beyond Resistance: Youth Activism and Community
Albany: State University of New York Press.

Week 4: February 12th  Snow Day

Week 5: Feb 19th  **Community Involvement and Social Action**


Week 5: February 26th  **Considering our Positionality: Who serves whom?**


Week 6: March 5th  **Culturally Responsive Engagement**


Week 7: March 19th  **Literacy Development and Service**


Schultz (2003). Listening to the Social, Cultural, and Community Contexts of Students’ Lives (Ch. 4) In *Listening: A framework for Teaching Across Differences*. Teachers College


---

Week 8: March 26th  **Serving English Language Learners**


**Speaker:** Dr. Ana Celia Zentella – Lang Visiting Professor for Social Change

---

Week 9: April 2nd  **Engaging Science, Technology and Numeracy**


Lawrence Earlbaum: Mahwah, NJ.

Speaker: Dr. Ellen Clay, Drexel University / Math Forum

Week 10: April 9th  Preparation for Life


Speaker: Nafis Nichols – Chester Youth Collaborative

Week 11: April 16th  Program Start-up and Program Support


Week 12: April 23rd  Community-Based Research


Lang Center Staff (2009). Project Pericles Proposal, Swarthmore College


Week 14: April 30th  Presentations & Reflections

Lunch with CU School of the Arts (1st Grade) – Will attempt to move start from 11:40 to noon
Course Assignments

Reflection Papers:

Critical Incident Assignment - You will be expected to write in as much detail as possible about an incident that occurred within the last day, week or month. Try to describe the setting, who was present, what was said, how did people interact with one another, what statements or questions do you remember from this incident. You may write about anything that stuck out to you during the recent past. The purpose of this assignment is to provide a text that evolves out of the context of your work in order to provide a professional learning experience for yourself and the group.

Due date: February 4th (Post to BBD) Page length: 3-5 double-spaced pgs

Analyzing Community – Write an essay that describes, defines and analyzes the community that is served by the program or project with which you are working. You should describe the community, how it is defined and who makes up this particular community. Your essay should include an analysis of the language practices and norms of the community. In this paper I would like you to craft and provide a rationale for your definition of community and how you are applying it to analyze the setting. Use examples from the literature we have read, journal entries from your field site, and other experiences to support your claims.¹

Questions to consider:

- What factors define the group?
- What is the history of the community?
- What patterns of sameness are evident within the community?
- How does the community express and negotiate key tensions?

Due Date: February 18th (Post to BBD) Page length: 3-5 Double-spaced pgs

Consultancy Dilemma² Assignment – You are going to write in detail about a concrete dilemma from your work in the service site. This paper will allow you to explore a particular challenge you are having, an issue that raises question for you, or something that you are just trying to ‘figure out’. This dilemma will be presented to a group of your peers so in addition to writing about the issue you should also pose a specific question for others to consider. Some questions that might help you think about and write up this dilemma:

¹ This assignment is adopted from Writing and Community Action, pg. 96

² This assignment is adopted from the consultancy Protocol Overview published by the National School Reform Faculty, Harmony Education Center
• Why is this a dilemma for you?
• What have you done already to try to remedy or manage the dilemma?
• What do you assume to be true about this dilemma, and how have these assumptions influenced your thinking?
• What is your focus question? [The focus question summarizes your dilemma and helps focus the feedback you will receive from others]

Due date: March 4\textsuperscript{th} (Post to BBD)  
Page length: 3-5 double-spaced pages

\textit{Journal} - Each time you go to your service site you will be expected to record observation and reflect on your work and interactions. The purpose of the journal is to record the progress you are making and to have a log of your work, activities, and issues that surface. One section of the journal will be for you to record the activities and what happens another section should be reserved for a reflection on those events. This is a space for you to inquire, to make sense of what is going on, and to think about what you would like to learn more about.

Due date: March 5\textsuperscript{th} (in class) / April 30\textsuperscript{th} (in class)

\textit{Data analysis and Researcher Identity Paper} – This paper will be the first phase of your action research project. It is an opportunity to situate yourself in the study and begin to make sense of the data. You will have an opportunity to do some analysis with colleagues in the class and hopefully at your site. This can also be an opportunity to for a member-check with participants at your site.

Due date: April 16\textsuperscript{th} (by email)  
Page length: 5 –8 pgs.

\textit{Action Research Project} - This project is intended to expose students to a methodology for doing research with community members, teachers, or students as participants. Students will ideally collect their data with other members of the community and the data will be jointly analyzed to identify challenges, re-design programs, curricula, or other work central to their service project.

Due date: May 14\textsuperscript{th}