**Master Syllabus for University Studies Course Proposal for Cluster 1E**

***(Revised on July 23, 2012)***

**HON-101: Scholarship in Community**

**Course Overview:**

Utilizing a multidisciplinary approach, this course will explore the relationship between scholarly inquiry and community. What are the responsibilities that accompany scholarly and professional service? What are the various ways one can understand the notion of a community within one's respective scholarly field, and what role do scholars serve within the broader communities of which they are a part? How are communities defined and redefined over time? How do a community’s norms impact scholarship within that community, and how do individual scholars impact community norms? What do we mean when we talk about diversity, and what is the relationship between diversity and community? What are the opportunities and problems that arise when individuals seek to maintain membership in multiple communities at the same time? What are the responsibilities that the scholar members of a community owe to one another, to future members of the community, and to the members of other communities? What is the relation between UMD and its surrounding environment?

This course will incorporate a service-learning component. Service-learning is a chance for future scholars and professionals to learn from all disciplines how their knowledge and skills-to-be are applicable to the real world. One example of a possible service learning project involves tutoring elementary students at the Letourneau Elementary School in Fall River. This exercise will allow us to apply our discussions of the relationship between scholarship and community directly to the “real world” in and around UMass Dartmouth, and will help us to understand how personal experience influences our ethical values, our perceptions of diversity, and our beliefs about our responsibilities and obligations toward the communities of which we are part.

**Learning Outcomes:**

**Course Specific Learning Outcomes:**

After completing this course, students will be able to:

1. Explain how community service involvement reflects personal values and affects the broader community.

2. Describe the variety of relationships among scholarly inquiry and community, including the ways in which different understandings of community influence one another and contribute to valuable scholarly inquiry.

3. Describe the variety of relationships among individual beliefs, cultural and value diversity, and community, drawing upon examples from across the disciplines.

4. Clearly define and explain differing multidisciplinary understandings of the concept of community.

5. Clearly articulate and defend their own beliefs about their own responsibilities as professionals and scholars.

6. Apply learning to the real world by extending the boundaries of the classroom and connecting theory with practice by way of successfully completing a service-learning project.

**University Studies Learning Outcomes:**

After completing this course, students will be able to:

**Cluster 1E:**

1. Express the rationale for a broad education, as described in the UMD Commitment to Student Learning.

2. Define engaged learning in the context of their major, discipline or community.

3. Apply the concept of engaged learning to their personal goals.

4. Explain how perspectives within one or more academic disciplines impact the community.

5. Explain how issues in the community can be understood within an academic discipline.

**Examples of Possible Texts and/or Assigned Readings:**

Sandel, Michael J. (2009). *Justice: What's the Right Thing to Do?* New York: Farrar, Straus and Giroux.

Arthur, John (1984). "World Hunger and Moral Obligation," in Timmons (Ed.), *Disputed Moral Issues*

(2006). Oxford: Oxford UP. Pp. 458-461.

Berlin, Isaiah. (1958). "Two Concepts of Liberty." Pp.1-10, 29-32. (Originally appeared in *Four Essays*

*on Liberty* (1969). Oxford: Oxford UP. Pp. 118-172.)

Buchanan, Allen (1998). "Community and Communitarianism," in Craig (Ed.), Routledge Encyclopedia

of Philosophy. London: Routledge. <http://www.rep.routledge.com/article/S010>.

Dewey, John (1916). "Education as a Necessity of Life," in *Democracy and Education*. New York: Free

Press. Pp.1-9.

Dewey, John (1916). "The Democratic Conception in Education," in *Democracy and Education*. New

York: Free Press. Pp.81-99.

Munson, Ronald (2004). "Foundations of Bioethics: Ethical Theories, Moral Principles, and Medical

Decisions," in *Intervention and Reflection: Basic Issues in Medical Ethics, Seventh Edition*. Belmont: Thomson Wadsworth. Pp. 743-755, 782-784.

Nagel, Thomas (1979). "Moral Luck." Pp. 352-358. (Originally appeared in *Mortal Questions*.

Cambridge: Cambridge UP. Pp. 24-38.)

Nozick, Robert (1974). “Minimal State,” in Cottingham (Ed.), *Western Philosophy: An Anthology* (1996).

Oxford: Blackwell. Pp.522-528.

Rawls, John (1958). "Justice as Fairness," in Sher and Brody (Eds.), *Social and Political Philosophy:*

*Contemporary Readings* (1998). Belmont: Wadsworth. Pp.517-533.

Singer, Peter (1972). "Famine, Affluence, and Morality," in Timmons (Ed.), *Disputed Moral Issues*

(2006). Oxford: Oxford UP. Pp. 453-457.

Taylor, Charles (1985). "Atomism and the Primacy of Rights," in Sher and Brody (Eds.), *Social and*

*Political Philosophy: Contemporary Readings* (1998). Belmont: Wadsworth. Pp. 725-738.

**Sample Course Outline:**

Week 1 : Introduction to course Chapter 1 of *Justice*

Week 2 : Community Buchanan reading

Week 3 : Community and Education Dewey reading

 Positive and Negative Liberty Berlin reading

Week 4 : Communitarianism & Atomism Taylor reading

TRAINING FOR LETOURNEAU

Week 5 : Communitarianism & Atomism Chapter 9 of *Justice*

TUTOR AT LETOURNEAU

J1 (Dewey) due

Week 6 : Communitarianism & Atomism Chapter 10 of *Justice*

TUTOR AT LETOURNEAU

J2 (Chapter 9) due

Week 7 : Virtue Ethics Munson reading pp.782-784 & Chapter 8 of *Justice* TUTOR AT LETOURNEAU

J3 (Chapter 10) due

Week 8 : Utilitarianism Munson reading pp.743-749 & Chapter 2 of *Justice*

TUTOR AT LETOURNEAU

J4 (Chapter 8) due

Week 9 : Deontology Munson reading pp.750-755& Chapter 5 of *Justice*

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J5 (Chapter 2) due

Week 10: Moral Luck Nagel reading

 TUTOR AT LETOURNEAU

Abstract due

J6 (Chapter 5) due

Week 11: Affluence and Poverty Singer/Arthur readings

TUTOR AT LETOURNEAU

J7 (Nagel) due

Week 12: Libertarianism Nozick reading & Chapter 3of *Justice*

Annotated Bib due

J8 (Singer/Arthur) due

Week 13: Markets and Morals Chapter 4 of *Justice*

TUTOR AT LETOURNEAU

Outline due

Week 14: Social Welfare Liberalism Rawls reading& Chapter 6 of *Justice*

 TUTOR AT LETOURNEAU

Rough Draft due

J9 (Nozick/Chapter 3) due

Week 15: Summary

Peer Review due

J10 (Rawls/Chapter 6) due

Finals Week: Final paper due

**Sample Assignment.** Please note that different instructors will each design their own equivalent assignments to satisfy each of the University Studies Learning Outcomes. The following assignment is an example or templates for how an assignment might satisfy the outcomes.

**Sample Assignment: Reflection Journal**

**(satisfies University Studies Learning Outcome IE-1, 2, 3, 4, 5)**

Throughout the course of the semester, you will be writing reflection journals over both your assigned course readings and your service experience. These journals require you to think critically about your overall service-learning experience and to extract meaning from your service-learning experience, in concert with what you have learned from class and the readings. Each reflection journal contains three parts, and you will be graded according to whether, and how thoroughly, you complete each of these 3 parts. You will include the following three components in each journal:

***(1) Summarize and explain the reading assigned for this week.***

In this section, provide a detailed summary and explanation of the reading assigned this week. What is it that you learned from the reading this week? How does the author's academic discipline affect his or her perspective on the community issues involved? Does the author's discipline bring him or her to different conclusions from those of authors from different disciplines? If so, explain how.

***(2) Summarize and explain your service experience for this week.***

In this section, provide a detailed narrative of your service experience for this week. In this narrative, explain what it is that you learned and experienced in your service project for this week. What happened? What did you accomplish? What were some of the events that puzzled you? Explain some interactions you had, decisions you made, or plans you developed, etc.

***(3) How does the week's reading specifically match up with this week's service experience? Analyze how the course content for that week relates to the service experience for that week, including key concepts that can be used to understand events.***

In this section, analyze how the course content from what we have talked and read about for this week relates to your service experience for this week. Does your service experience illustrate or highlight (or offer evidence against) any key concepts or issues from the course readings? Does any of the course material help you to analyze the service experience? What made your experience significant, or why does it matter? Also, do you now have any questions that you want to answer?

Please number each of the three sections in your journal. Each reflection journal should be typed and a **minimum of 4 double-spaced pages in length**. You will complete 10 reflection journal assignments and turn them into the instructor for a grade. Deadlines for each of these journal assignments will be posted on MyCourses and announced in class.