

## **Term Information**

Effective Term Spring 2017

## **General Information**

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts  
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 4189.01S  
Course Title Reproductive Rights and Justice  
Transcript Abbreviation Repro Rights  
Course Description This class takes an interdisciplinary feminist approach to investigating the history and contemporary politics of reproduction. It focuses on both US and global contexts and links the academic investigation to service learning in the Columbus community. Students will work with organizations who seek to further the goals of reproductive justice in policy, activist, legal, and healthcare contexts.  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Field Experience, Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## **Prerequisites and Exclusions**

Prerequisites/Corequisites WGSST 1110  
Exclusions

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code 05.0207  
Subsidy Level Baccalaureate Course  
Intended Rank Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Students acquire knowledge about feminist scholarship on reproductive justice in local and global contexts.
- Students make connections between feminist scholarship and praxis through their work in the classroom and in community organizations.
- Students think, speak, and write critically about feminism and reproductive justice, bringing together their scholarly knowledge and experiences with community organizations.
- Students make connections between concepts and skills learned in an academic setting and community-based work.
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service learning activity.

### **Content Topic List**

- History of reproductive rights in the United States
- Law, policy, and reproductive health
- Global reproductive politics
- Population control
- Reproductive technologies

## Attachments

- WGSST 4189.01S Syllabus.docx: Syllabus  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- New S-designationForm\_7.20.16.docx: S-Designation Form  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- Curriculum Map - All Courses.xlsx: Curriculum Map for All WGSST Courses  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- Curriculum Map - UG Major.xlsx: Curriculum Map for WGSST Major  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*
- John Glenn Concurrence Form for WGSST 4189.01S.pdf: John Glenn Concurrence  
*(Concurrence. Owner: Stotlar, Jacqueline Nicole)*
- Law Concurrence for WGSST 4189.01S.pdf: Moritz College of Law Concurrence  
*(Concurrence. Owner: Stotlar, Jacqueline Nicole)*
- WGSST 4189.01S Syllabus.docx: Revised syllabus w/accessibility statement  
*(Syllabus. Owner: Stotlar, Jacqueline Nicole)*
- 4189.01S Response to curriculum committee.docx: Instructor response addressing contingency  
*(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)*

**COURSE REQUEST**  
4189.01S - Status: PENDING

Last Updated: Heysel,Garett Robert  
10/18/2016

**Comments**

- See 10-17-16 e-mail to W Smooth and J Stotlar. *(by Vankeerbergen,Bernadette Chantal on 10/17/2016 12:51 PM)*
- Concurrence request from Moritz would be beneficial to add to this course request, Glenn College too. *(by Heysel,Garett Robert on 08/28/2016 07:40 PM)*
- The proposed course is highlighted in both the curriculum maps in yellow. *(by Stotlar,Jacqueline Nicole on 08/25/2016 03:46 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Stotlar,Jacqueline Nicole	08/25/2016 03:46 PM	Submitted for Approval
Approved	LaTorre,Guisela	08/28/2016 09:42 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	08/28/2016 07:40 PM	College Approval
Submitted	Stotlar,Jacqueline Nicole	08/31/2016 11:47 AM	Submitted for Approval
Approved	LaTorre,Guisela	09/21/2016 12:39 PM	Unit Approval
Approved	Heysel,Garett Robert	09/27/2016 11:12 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/17/2016 12:52 PM	ASCCAO Approval
Submitted	Stotlar,Jacqueline Nicole	10/17/2016 02:55 PM	Submitted for Approval
Approved	Winnubst,Shannon	10/17/2016 02:58 PM	Unit Approval
Approved	Heysel,Garett Robert	10/18/2016 02:53 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	10/18/2016 02:53 PM	ASCCAO Approval

## **WGSST 4189.01S: Reproductive Rights and Justice**

Meeting times: Twice per week

Format of Instruction: Lecture

Room number

Instructor: Dr. Mytheli Sreenivas

[Sreenivas.2@osu.edu](mailto:Sreenivas.2@osu.edu)

247-8057

Office Hours:

## **ACCESSIBILITY**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

**SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **COURSE DESCRIPTION**

Why is reproduction such a controversial issue, both in the US and in many parts of the world? What do we mean by reproductive rights, and what is the relationship between rights and reproductive justice? How do reproductive technologies—such as surrogacy, IVF, new contraceptives—shape reproductive politics? What is the relationship between reproductive rights, justice, and feminism?

This class takes an interdisciplinary feminist approach to investigating the history and contemporary politics of reproduction beyond a “pro-life” vs. “pro-choice” dichotomy. We will focus on both US and global contexts. Our classroom sources will include legal and historical documents, studies in reproductive and public health, ethnographies, and film.

We will link our academic investigation to service learning in the Columbus community. Students will work with organizations who seek to further the goals of reproductive justice in policy, activist, legal, and healthcare contexts. Throughout, we aim to probe the connections between academic coursework and feminist practice, and to link theoretical study to our work in local communities.

## STUDENT LEARNING GOALS

1. The following goals are specific to this course:
  - a. Students acquire knowledge about feminist scholarship on reproductive justice in local and global contexts.
  - b. Students make connections between feminist scholarship and praxis through their work in the classroom and in community organizations.
  - c. Students think, speak, and write critically about feminism and reproductive justice, bringing together their scholarly knowledge and experiences with community organizations.
2. The following goals are defined for all students in a service-learning course:
  - a. Students make connections between concepts and skills learned in an academic setting and community-based work.
  - b. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
  - c. Students evaluate the impacts of the service learning activity.

## COURSE MATERIALS

The following books are available for purchase at the University Bookstore. These books are also on closed (2 hour) reserve at the library.

1. Nancy Ehrenreich, ed. *The Reproductive Rights Reader: Law, Medicine, and the Construction of Motherhood* (2008).
2. Barbara Gurr, *Reproductive Justice: The Politics of Health Care for Native American Women*, (2014).
3. Betsy Hartmann, *Reproductive Rights and Wrongs: The Global Politics of Population Control* (rev. ed. 1999).
4. M. Catherine Maternowska, *Reproducing Inequities: Poverty and the Politics of Population in Haiti* (2006).
5. Dorothy Roberts, *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (1998).

Additional readings will be made available through the course Carmen site. Please bring either electronic or hard copies of these materials to class.

## COURSE EXPECTATIONS AND GRADES

1. Attendance and Participation [20%]: This is a discussion based course, so please come to class having done the readings and be prepared to discuss your questions and comments with your fellow students. Of course, in order to participate effectively, you will need to attend class regularly. Students who are absent will incur a grade penalty.
2. Journals [30%]: You will be expected to keep a weekly journal describing and critically reflecting on your work with a community organization. Students will share some of their journal entries with the class.

3. In-class assignments [15%] These include short quizzes and in-class writing assignments about our course materials. These brief assignments will be completed during class. You can expect that I'll have one of these assignments each week, and it will take about five to ten minutes of class time.
4. Final Project [35%] The final project asks you to explain and reflect on the relationship between feminist scholarship and your work with a community organization. The exact format and length of the project will vary based on the nature of your work in the community. There are many possibilities, and I will be working closely with you as you design and produce the project. Here are some potential examples:
  - a. A student working with the Women's Public Policy Network may have conducted policy-oriented research about the impact of abortion restrictions in Ohio. Your final project might include a write-up of your research, alongside a brief reflective essay bringing these policy questions into dialogue with feminist scholarship on the issue.
  - b. A student working with Planned Parenthood's Patient Advocacy Project may have conducted interviews with clinic patients, in which they shared their experiences. Your final project might be a paper that reflects on some important themes that emerged from your interviews, which you bring into dialogue with relevant feminist scholarship.
  - c. A student working with Columbus Public Health may have helped to design a website on sexual health for teens. Your final project might be the website, alongside a brief reflective essay that discusses the core ideas and concepts that shaped your decisions about what to include on the website.

## COURSE POLICIES

1. **Disability:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.
2. **Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.
3. **Class Cancellation:** In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

## TOPICAL OUTLINE OF COURSE MEETINGS

\*\* Readings marked as "CM" are available on the course Carmen site. \*\*

## Defining Reproductive Rights in the U.S.: Medicine, Law, and Feminism

### Week 1

- Leslie Reagan, “When Abortion was a Crime: Women, Medicine, and Law in the United States, 1867-1973,” in the *Reproductive Rights Reader*
- Kristin Luker, “Medicine and Morality in the Nineteenth Century,” in the *Reproductive Rights Reader*

### Week 2

- Dorothy Roberts, *Killing the Black Body*, chapters 1-2
- Barbara Ehrenreich and Dierdre English, “The Sexual Politics of Sickness,” in *The Reproductive Rights Reader*
- Alexandra Dundas Todd, “Delusions in Discourse,” in *The Reproductive Rights Reader*

\*\* This week, our community partners will make brief presentations about their organizations. Student placements will be based on your interests, and the needs of the organization. By the end of this week, you’ll know where you’ll be doing your service learning!

### Week 3

- *Roe v. Wade*, in *The Reproductive Rights Reader*
- Rosalind Petcheskey, “Beyond a Woman’s Right to Choose: Feminist Ideas about Reproductive Rights,” in *The Reproductive Rights Reader*
- Film: [screened in class] *I had an Abortion*, dir. Gillian Aldrich and Jennifer Baumgardner

\*\* This week, students will meet with their community partners for any required orientations or training sessions.

### Week 4

- Dorothy Roberts, *Killing the Black Body*, chapters 3-7

\*\* Service learning work begins this week, and continues throughout the semester.

### Week 5

- Deborah L. Rhode, “Politics and Pregnancy: Adolescent Mothers and Public Policy,” in *The Reproductive Rights Reader*
- Cynthia Dailard, “Sex Education: Politicians, Parents, Teachers, and Teens,” and Understanding ‘Abstinence’: Implications for Individuals, Programs, and Policies,” in *The Reproductive Rights Reader*
- “Circles of Sexuality,” <http://www.health.state.mn.us/topics/sexualhealth/circlesofsexuality.pdf>

### Week 6

- Barbara Gurr, *Reproductive Justice: The Politics of Health Care for Native American Women*, (2014). [selected chapters only]

## **Desired Numbers: Population and Reproduction**

### Week 7

- Betsy Hartmann, *Reproductive Rights and Wrongs*, introduction and chapters 1-5, 10-13

### Week 8

- Noel Sturgeon, “Penguin Family Values: The Nature of Planetary Environmental Reproductive Justice,” chapter 3 in *Queer Ecologies: Sex, Nature, Politics, Desire* (2010), [CM]
- *Something Like a War*, dir. Deepa Dhanraj, [screened in class]

### Week 9

- M. Catherine Maternowska, *Reproducing Inequities*, chapters 1, 3, 4, 6, 7

## **Reproductive Technologies Across Borders**

### Week 10

- Martha Ertman, “What’s wrong with a parenthood market? A new and improved theory of commodification,” in *The Reproductive Rights Reader*
- Laura Purdy, *Reproducing Persons: Issues in Feminist Bioethics*, chapters 10, 11; [CM]
- Lori Andrews, “Is there a right to clone? Constitutional challenges to the ban on human cloning,” in *The Reproductive Rights Reader*.

### Week 11

- Laura Mamo, “From Whence We Came: Sex without reproduction meets reproduction without sex,” and “Going High-Tech: Infertility Expertise and Lesbian Reproductive Practices,” in *Queering Reproduction: Achieving Pregnancy in the Age of Technoscience*, [CM.]
- *Conceiving Family* (film screened in class)

### Week 12

- Rayna Rapp, “How Methodology Bleeds into Daily Life,” and “Refusing,” in *Testing Women, Testing the Fetus: The social impact of amniocentesis in America*, [CM.]
- Marsha Saxton, “Disability Rights and Selective Abortion,” in *The Reproductive Rights Reader*

### Week 13

- Natalie Fixmer-Oraiz, “Speaking of Solidarity: Transnational Gestational Surrogacy and the Rhetorics of Reproductive (In)Justice,” in *Frontiers: Special Issue on Reproductive Technologies and Reproductive Justice* vol. 34, no. 3 (2013). [CM]



- *Made in India: A film about surrogacy*, dir. Rebecca Haimowitz and Vaishali Sina (screened in class)

#### Week 14

- Student Presentations of final projects

## WGSS 4189.01S

Contingency: For the first iteration, the instructor will have graduate student support. How will the course be sustained after the graduate student goes away? Explain

The main purpose of graduate student support, which was made possible through a grant from the Office of Service Learning, is to help establish connections with community partners. Once the course is offered, these connections will have been made, and so there will be less need for graduate student support in future iterations. The faculty member offering the course will maintain contact with community partners each time the course is offered.

During the first iteration, the graduate student, alongside the faculty member, will help to support undergraduate students if they encounter any difficulties in their service learning. This will help to ensure a smooth experience for both students and community partners the first time the course is offered. In subsequent iterations, the faculty member will take responsibility for helping students with any difficulties.

Consequently, the purpose of graduate student support was to help launch the course. Such support will not be necessary once the course is being offered regularly.

### Comments:

- This course seems to involve a lot of work. No percentage of the grade is set aside for the time spent doing service-learning work. Will organization give any feedback on students?

We have listed this as a 4000-level course to reflect the amount of work expected. No percentage of the grade is set aside for a student's *time* spent on service learning work. However, service-learning work will be evaluated as part of the student's grade through the student journals, in which students describe and critically reflect on their community work. It will also be part of the grade through the final project, which links the academic learning and service work. The instructor will be in regular contact with community partners to ensure that students are meeting their requirements.

- Update disability statement to "Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone [614-292-3307](tel:614-292-3307), [slds@osu.edu](mailto:slds@osu.edu);[slds.osu.edu](http://slds.osu.edu).

The syllabus has been updated.

## Service-Learning Designation Request Form

Please complete this form and attach it to your Course Request or Course Change Request when you request the S-Designation. If you have questions or need more information, please contact us at [slearning@osu.edu](mailto:slearning@osu.edu).

***(Note: This version of the S-Designation Request Form will only be used to determine assignment of the S-designation for submitted courses. If you would like to seek approval for the GE Open Option as well as the S-designation, please contact the Service-Learning Initiative at [slearning@osu.edu](mailto:slearning@osu.edu).)***

- |   |            |           |
|---|------------|-----------|
| 1. Has this class previously received an S-Designation?           | Yes        | <u>No</u> |
| 2. Is this class always taught with a service-learning component? | <u>Yes</u> | No        |

An effective service-learning course should include the following core premises:

- Connection to academic learning
- Analysis of connection between academic content and service
- Mutual benefit for all involved
- Student preparation and support
- Plan for evaluation
- Plan for sustainability

### COURSE CONTENT/PLANNING

3. Please describe the planned service activities to be performed by students in this course.

During the first semester it is offered, the course will be working with three community partners. Each student will be placed with one of the partners, based both on student preferences and each organization's needs.

- A. Planned Parenthood Advocates of Ohio: Students will work with Planned Parenthood's Health Center Advocacy Project. The project aims to empower patients to become reproductive justice advocates for themselves and their communities. Towards that goal, the Advocacy Project collects stories from patients about their experiences. Students will meet patients in a section of the waiting room in Planned Parenthood clinics in Columbus. They will introduce the Advocacy Project to waiting patients, and will collect contact information from patients who may be interested in sharing their stories. If students are interested in further involvement, they will be given opportunities to participate in follow-up interviews with patients, always under the direct supervision of Planned Parenthood staff. To prepare for this work, students will need to complete an

online training and an in-person training at the Planned Parenthood office in Columbus.

- B. Women's Public Policy Network: Innovation Ohio is a policy organization that convenes and facilitates The Women's Public Policy Network (WPPN). The WPPN is currently conducting research on the intersection of reproductive health and economic security. Students will work collaboratively on a research project that connects to this theme. Prior to the start of the semester, the course instructor will meet with the Development Director and Policy Director of Innovation Ohio to develop specific research questions to guide student work. Staff at Innovation Ohio will be available to support students as they produce their research, and students will conduct some of their work at the organization's office in Columbus.
  - C. Coalition for Sexual Health, Columbus Public Health: Students placed with this organization will pursue one of two tracks (1) develop youth-friendly technology/media-based sex education materials; (2) assist with planning the Adolescent Sexual Health Conference (Fall 2017). The goal of the first project would be to create materials that are accessible and relevant to adolescents. Students would help to design the project, and would likely work collaboratively. Staff at Columbus Public Health would assist students through the process. Students in the second track would help to choose themes and topics for the conference that engage with community needs and interests. They would also help with recruiting speakers, planning activities, and some logistical details. They would work closely with Columbus Public Health throughout the planning process.
4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s)?
- a. Planned Parenthood: The Health Center Advocacy Project is a new initiative of Planned Parenthood in Columbus, and they are eager to develop the project. They are in need of trained volunteers who can reach out to patients, and OSU students will help to meet that need.
  - b. Women's Public Policy Network: The WPPN wants to advance policy-oriented research on the intersection of reproductive health and economic security. OSU students will support this goal by designing and conducting research that is relevant to these questions.
  - c. Coalition for Sexual Health, Columbus Public Health: The Coalition for Sexual Health would like to make more, high quality, sex education materials available to teens online and through social media. They also would benefit from support in planning the Adolescent Sexual Health conference. OSU students will assist in meeting both of these goals of the organization.

5. Service-Learning activities are all based on an agreement between three parties each of whom has specific goals/expectations/responsibilities that are necessary to make it an effective service-learning experience.

Please describe goals/expectations/responsibilities for:

- a) Faculty: The instructor will ensure that each student is appropriately placed in a community organization. S/he will assist students in making connections between the academic coursework and the service learning through class discussions, and via individual meetings with students as needed. S/he will monitor students' service learning work via reading and commenting on their weekly journals. In addition to the instructor, a graduate student will work with undergraduates to support their service learning. The graduate student will be available to mentor undergraduates, and will form an additional point of contact for community organizations. (Note: During the first semester the course will be offered, graduate student support is made possible through a service-learning course development grant. In subsequent semesters, the course will be taught without graduate student support.)
- b) Students: Students are responsible for fulfilling their commitments to the community organization. This includes working the requisite number of hours on agreed-upon days and times, as well as completing independent work. They will also make efforts to connect their academic learning and service learning by sharing their experiences in class discussion, and via their weekly journals. Students will complete a final project that explains and reflects on the relationship between feminist scholarship and their service learning.
- c) The community partner(s): Community partners will be prepared for working with students for the requisite number of hours on agreed-upon days and times. They will explain their needs to students, and work with students (and the instructor, if needed) to determine specific student tasks that will help to meet these needs.

6. Please describe your plans for sustainability and departmental support for offering this service-learning course on a continuing basis.

The WGSS department supports offering this course once every two years. Dr. Mytheli Sreenivas will be the initial faculty member to offer this course, but it is open for other faculty to teach in the future. Over time, I hope to expand the network of community organizations, so that in the event one specific semester is not a good time for one community partner, there will be others for students to work with.

## **COURSE GOALS**

7. How does the service activity connect with the academic content of the course and how is this content in turn enhanced by the service component of the course?

The academic content of the course centers on the history and contemporary politics of reproduction in both US and global contexts. The service component focuses on several aspects of this academic content, namely reproductive law and policymaking in contemporary Ohio; reproductive justice activism in the Columbus community; and sexual education and reproductive health in Columbus and Franklin County. Consequently, service activities will allow students to delve more deeply into issues that we discuss in the course, especially in the units on “Defining Reproductive Rights in the US: Medicine, Law and Feminism,” and “Reproductive Technologies across Borders.” At the same time, I expect that students will bring their service experiences back into the classroom, so that we can consider how their work in our local communities shapes, and is shaped by, the broader history and contemporary politics of reproduction that we will be studying.

8. In addition to course-specific student learning goals, the following general Expected Learning Outcomes are defined for students in Service-Learning courses:

- Students make connections between concepts and skills learned in an academic setting and community-based work
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service learning activity.

a) What processes are in place to allow students to reflect on and make connections between concepts and skills learned in an academic setting and community-based work.

In addition to class discussions, students will regularly reflect on and make connections between the classroom and community-based work through their weekly journal entries. Some of these entries will be shared with the class, and this will allow students to think collaboratively about these relationships. As the instructor, I will also provide feedback on the journals. For some students, specific course readings will link directly to research projects in the community setting.

b) What aspects of the course insure that the students learn about the issues, resources, assets, and cultures of the community in which they are working.

In broad terms, the course will provide the theoretical tools and frameworks to understand reproductive politics in relation to differences of class, gender, sexual orientation, race, and nationality. Many of our readings focus on these themes (e.g. Hartmann, Roberts, Gurr, and others). Through the time spent working with community organizations, students will be expected to learn more about local resources, issues, assets and cultures, and consider potential connections between our theoretical tools and their local experiences. Students who are working with Planned Parenthood are also expected to participate in an orientation that will help them understand the communities with which they are working in the Health Center Advocacy Project.

- c) How does the course promote reflection on and evaluation of the impacts of the service learning activity.

Students are expected to complete their service learning in ongoing and close collaboration with community partners. This collaboration will also help them to assess the impact of their work through direct feedback from community partners. In addition, several course assignments—especially the final project—will ask students to reflect on the possible impacts of their work.

Measuring student learning outcomes can take many different approaches. For example, you may measure student success in achieving identified outcomes through written-papers, embedded test questions, pre and post-tests, reflection journals, discussions, successful completion of a specified product, focus groups, interviews, and observations.

9. Please describe how student learning, with respect to the goals in #8 above, will be assessed in this course.

Throughout the semester, the instructor will assess student learning with respect to the service activity through evaluating students' journals. Students will share some of their weekly entries with the class, and this will allow the instructor to offer further assessment and feedback through the class discussion.

At the end of the semester, the instructor will assess student learning by evaluating the students' final projects, which asks students to bring their classroom learning into dialogue with their service activity.