

Term Information

Effective Term Autumn 2018

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 2326S
Course Title Feminist Perspectives on Addiction, Service Learning
Transcript Abbreviation Fem Addiction SL
Course Description Combines the study of feminist scholarship on addiction and volunteer work at a local organization that provides services to persons with substance-abuse issues. Students will use the course material and tools of analysis to think and write critically about their volunteer experiences.
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
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, 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 an understanding of feminist perspectives on addiction and how the intersectionality of gender, race, class, and sexuality affects the development and social contexts of addiction.
- By providing service work, students gain first-hand experience with a community organization that offers services to persons with addiction problems.
- Students demonstrate an ability to analyze and reflect on their volunteer experiences through a feminist framework and in the context of course readings.

Content Topic List

- Intersections of gender/race/class/sexualities as contexts of addiction
- Feminist approaches to addiction
- Addiction and public policy
- Needs of special populations

Sought Concurrence

No

Attachments

- 2326 S-designation Request Form.docx: S-Designation Form
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)
- Syllabus 2326S.doc: 2326S Syllabus
(Syllabus. 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 Majors
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	12/21/2017 11:01 AM	Submitted for Approval
Approved	Winnubst, Shannon	12/21/2017 11:58 AM	Unit Approval
Approved	Heysel, Garrett Robert	12/22/2017 08:28 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	12/22/2017 08:28 PM	ASCCAO Approval

**Women's, Gender, and Sexuality Studies 2326S:
Feminist Perspectives on Addiction, Service Learning
Format of instruction: lecture/discussion
AU18, Tuesday/Thursday 9:35-10:55**

**Prof. L. Mizejewski, 286 D University Hall, phone 292-2467
email: mizejewski.1@osu.edu Office hrs: Tues. 12-2 p.m. & by appt.**

Accommodations for Students with Disabilities

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

I. Course description

The two components of this course are a) the study of feminist scholarship on addiction and b) service learning with a local organization that provides services to persons with substance abuse issues. Our focus is feminist addiction studies, an interdisciplinary field of research that includes sociology, social work, political science, and psychology. Topics will include feminist and traditional approaches to addiction and recovery, public policy on substance abuse, and the special needs of African American and LGBT populations, as well as persons with disabilities. In addition, students will do volunteer work to get first-hand experience with the addiction issues we cover as course material. Students will use the course material and tools of analysis to think and write critically about experience with a community organization. This experience, in turn, will provide insight about how institutions address the addiction problems analyzed in feminist scholarship.

II. Course objectives

These objectives are common to all 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.

The following objectives are specific to this course:

- Students acquire an understanding of feminist perspectives on addiction and how the intersectionality of gender, race, class, and sexuality affects the development and social contexts of addiction.
- Students gain first-hand experience with a community organization that offers services to persons with addiction problems.
- Students demonstrate an ability to analyze and reflect on their volunteer experiences through a feminist framework and in the context of course readings and discussions.

III. Course Content and Procedures

Throughout the semester, students will discuss key readings in feminist addiction studies. By the third week of the course, students will begin training at either Safe Point or Star House, the organizations that have agreed to provide volunteer opportunities for service-learning. Class sessions will then include discussion of weekly journal entries about students' experiences in the community with the goal of making connections between feminist scholarship on addiction and student interactions with programs and clients.

CARMEN AND TOP HAT: You will find the syllabus, readings, and other course material on Carmen. **TOP HAT** is the platform I'll use to take attendance and give quizzes. If you don't yet

have a TH account, here are instructions for getting one:

<https://success.tophat.com/s/article/Student-Creating-Your-Account?name=Student-Top-Hat-Overview-and-Getting-Started-Guide&fromCase=1>

IV. Requirements and Evaluation:

Attendance and participation (20%). Our in-class discussions of the readings and your service-work journals are essential in this course. You have two “free” absences (to use for illness, for instance) before your final grade goes down one-half grade: 3 absences = one-half grade; 4 absences=one full grade, etc..

Community and organization report (10%). This two-page report will a) gather information from local news organizations about the community you will be working with and b) compile information about the program with which you will be working. We will collate these reports in class in order to compile profiles of the programs and their clients before you begin your volunteer work, and we will revise these profiles at the end of the semester in light of your service-learning experiences. See the Paper Guidelines file on Carmen for assignment details.

Weekly journals (30%): Beginning in week four, students will submit a weekly one-page journal about their service-learning experiences. These journals will be posted on Carmen to share with the class for discussion.

In-class writing assignments: (15%) Expect weekly reading quizzes and short in-class written responses to the readings. We will use these as entry points into our discussions.

Final paper and portfolio (25%): Your final project is a portfolio of your journals and a research paper that reflects on and evaluates your experience as a volunteer in relationship to a particular issue we have covered in this course (i.e. pregnancy, criminalization, sexual identity, etc.) That is, this paper makes connections between the insights gleaned from your journals and feminist scholarship on addiction. See paper guidelines on Carmen.

Academic Misconduct Policy: 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 33355487). For additional information, see the [Code of Student Conduct](#).

Plagiarism: As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report

is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources' always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

V. Grading Scale

Grade	Percentage
D	60
D+	67
C-	70
C	73
C+	77
B-	80
B	83
B+	87
A-	90
A	93

VI. Required Texts

All texts can be found at Barnes and Noble. You may also choose to order books from a seller of your choice or via the library. Please be sure to secure the correct edition/publication year if you choose to obtain the texts somewhere besides Barnes and Noble. Any additional assigned readings will be posted to Carmen.

Allen, Cheney. *I'm Black and I'm Sober: The Timeless Story of a Woman's Journey Back to Sanity*. Center City, Minn.: Hazeldon, 1976.

Campbell, Nancy D. *Using Women: Gender, Drug Policy, and Social Justice*. New York and London: Routledge, 2000.

Zailckas, Koren. *Smashed: Story of a Drunken Girlhood*. New York: Penguin, 2006.

The article assignments on the syllabus are available on Carmen.

VII. Schedule of classes and assignments

1. Intersectional Approaches to Substance Abuse

Aug. 21 Introductions to each other and to feminist thought

Aug. 23 Hepola, "Women Who Drink"

- Pagliari/Pagliari, "Explaining Substance Abuse Among Women"
- Aug. 28 Campbell, "Reading 'Feminist Standpoint Epistemology' into Substance Use and Misuse."
Downing, "Sex Role Set Ups and Alcoholism"
- Aug. 30 Rhodes/Johnson, "A Feminist Approach to Treating African American Women"
hooks, "Growing Away from Addiction"
In-class response paper on key concepts
- Sept. 4 Barczyk/Thompson. "Alcohol/Drug Dependency in Homeless Youth"
Thompson, et al. "Estrangement Factors Associated with Addiction . . .among Homeless Youth"
- Sept. 6 **Community Report Due**
Begin training with Star House or Safe Point
- Sept. 11 Ford/Moore, "Violence, Substance Abuse, Disability, Gender"
Beatty, "Substance Abuse, Disabilities, Black Women"
- Sept. 13 Drabble/Eliason, "Treatment for Sexual Minority Women"
Journal 1 due
- Sept. 18 Terplan, "Women and the Opioid Crisis"
Penm et al, "Strategies for the Opioid Epidemic: Ohio"
- Sept. 20 Miller/Lopez. "Beyond 'Doing Gender': Incorporating Race, Class, Place, and Life Transitions into Feminist Drug Research"
Journal 2 due
- Sept. 25 Allen, I'm Black and I'm Sober, pp. 1-150
- Sept. 27 Allen, pp. 150-254
Journal 3 due
- Oct. 2 Zailckas, Smashed, Chapters 1-108
- Oct. 4 Zailckas, pp. 109-246
- Oct. 9 Zailckas, pp. 247-339
Journal 4 due

Oct. 11 Autumn Break

2. Addiction, Gender, Race, and Public Policy

Oct. 16 Campbell, Using Women, pp. 1-111

Oct. 18 Campbell, pp. 112-168
Journal 5 due

Oct. 23 Campbell, pp. 169-220

Oct. 25 Watson/Mallory, "The Criminalization of Addiction in Pregnancy"
Journal 6 due

Oct. 30 Young, "Punishment, Treatment, Empowerment: Three Approaches to
Policy for Pregnant Addicts"
Sanchez, "The Silent Anguish of Pregnant Women who Struggle with
Addiction"

Nov. 1 Hodge et al, "Emerging Legal Responses to the Opioid Epidemic"
Journal 7 due

Nov. 6 Netherland/Hansen, "White Opioids: Pharmaceutical Race"
Koch et al, "Coloring the War on Drugs"

Nov. 8 Discussion of assigned screening, The House I Live In (2012)
Journal 8 due

Nov. 13 Schneider, "Racism, Drug Policy, and AIDS"
Friedman, "Income Inequality, Drug-Related Arrests"

3. Reflections and evaluations

Nov. 15 Workshop: designing a final paper

Nov. 20 Draft of thesis paragraph due for in-class workshop

Thanksgiving Break

Nov. 27 Community and organization profiles: reflection and revision

Nov. 29 Reflections on key concepts

Dec. 4 Brief oral reports on final papers

Dec. 6: **Final paper/portfolio due**

VIII. Bibliography of essays on Carmen:

Abbott, Ann A., and Meltzer Olson. "A Feminist Approach To Substance Abuse Treatment And Service Delivery." *Women's Health & Social Work* (1994): 67-83.

Barczyk, Amanda and Sanna Thompson. "Alcohol/Drug Dependency in Homeless Youth." *Alcoholism: Clinical & Experimental Research* 32 (2008): 367-99.

Beatty, Lula. "Substance Abuse, Disabilities, And Black Women: An Issue Worth Exploring." *Women & Therapy* 26.3/4 (2003): 223-236.

Campbell, Nancy D. "Reading 'Feminist Standpoint Epistemology' into Substance Use and Misuse." *Substance Use & Misuse* 50.6 (2015): 806-819.

Downing, Elaine. "Sex Role Set Ups and Alcoholism." *Feminist Perspectives On Addictions*. Ed. Nan Van Den Bergh. New York: Springer, 1991.

Downs, Adam B., et al. "Shifting Perspectives in Recovery: Feminist-Informed Relationship Groups for Male Addicts." *Alcoholism Treatment Quarterly* 27.4 (2009): 409-420.

Drabble, Laurie, and Michele J. Eliason. "Substance Use Disorders Treatment For Sexual Minority Women." *Journal Of LGBT Issues In Counseling* 6.4 (2012): 274-292.

Ford, Jo Ann and Dennis Moore. "An Exploratory Study Of Violence, Substance Abuse, Disability, And Gender." *Social Behavior & Personality: An International Journal* 28.1 (2000): 61-71.

Friedman, Samuel R., et al. "Income Inequality, Drug-Related Arrests, and the Health of People Who Inject Drugs: Reflections on Seventeen Years of Research." *International Journal of Drug Policy* 32 (2016): 11-16.

Hepola, Sarah. "Women Who Drink." *Blackout: Remembering the Things I Drank to Forget*. New York: Grand Central, 2015. 5-23.

Hodge, James G., et al. "Emerging Legal Responses to Curb the Opioid Epidemic." *Journal of Law, Medicine & Ethics* 45.3 (2017): 460-463.

hooks, bell. "Growing Away from Addiction." *Sisters of the Yam: Black Women and Self Recovery*. Boston: South End, 1993.

- Koch, David W., et al. "Coloring the War on Drugs: Arrest Disparities in Black, Brown, and White." *Race and Social Problems* 8.4 (2016): 313-325.
- Miller, Jody and Kristin Carbone-Lopez. "Beyond 'Doing Gender': Incorporating Race, Class, Place, and Life Transitions into Feminist Drug Research." *Substance Use & Misuse* 50.6 (2015): 693-707.
- Netherland, Julie and Helena Hansen. "White Opioids: Pharmaceutical Race and the War on Drugs That Wasn't." *Biosocieties* 12. 2 (2017): 217-238
- Pagliari, Ann Marie and Louis A. Pagliaro. "Explaining Substance Abuse Among Women." *Substance Abuse Among Women: A Reference and Resource Guide*. Philadelphia: Taylor & Francis, 2000. 28-61.
- Penm, Jonathan, et al. "Strategies and Policies to Address the Opioid Epidemic: A Case Study of Ohio." *Journal of the American Pharmacists Association: Japha* 57 (2017): Supplement, S148-S153.
- Rhodes, Rita, and Ann Johnson. "A Feminist Approach To Treating Alcohol And Drug-Addicted African-American Women." *Women & Therapy* 20.3 (1997): 23-37.
- Sanchez, Erika. "The Silent Anguish of Pregnant Women Who Struggle With Addiction." *Truthout* 28 July 2014. <http://www.truth-out.org/news/item/25205-the-silent-anguish-of-pregnant-women-who-struggle-with-addiction>
- Schneider, Cathy Lisa. "Racism, Drug Policy, and AIDS." *Political Science Quarterly (Academy of Political Science)* 113.3 (2008): 427-51.
- Terplan, Mishka. "Women and the Opioid Crisis: Historical Context and Public Health Solutions." *Fertility & Sterility* 108.2 (2017): 195-199.
- Thompson, Sanna, et al. "Estrangement Factors Associated with Addiction to Alcohol and Drugs among Homeless Youth in Three U. S. Cities." *Evaluation and Program Planning* 33.4 (2010): 418-427.
- Watson, Cayce M. and April Mallory. "The Criminalization of Addiction in Pregnancy: Is This What Justice Looks Like?." *New Social Worker* 24.1 (2017) 14-16.
- Young, "Punishment, Treatment, Empowerment: Three Approaches to Policy for Pregnant Addicts." *Feminist Studies* 20.1 (Spring, 1994): 33-57

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.

(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 Office of Service-Learning at 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? | Yes | <u>No</u> |

(if no, please provide details)

This course may be offered as an online course as well.

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.

Students will do volunteer work with two local organizations, both of which have agreed to work with OSU students from this course. One organization is Safe Point, part of the nonprofit Equitas Health initiative, a harm-reduction, education, and outreach program for drug users: <http://safepointohio.org>. It provides overdose prevention education, basic health services and testing, access to new syringes, and direction to treatment.

The other local organization is Star House, the OSU drop-in center for homeless youths, ages 14-24: <http://starhouse.ehe.osu.edu>. Star House provides access to resources ranging from health needs to food and clothing. They need volunteers

who are willing to spend time with these young people, a large percentage of whom are dealing with substance abuse.

4. Please describe how the planned service activities reflect priorities and stated goals/needs of the community partner(s)?

Safe Point identifies three levels of volunteer service, requiring various degrees of training, that volunteers can provide: <http://safepointohio.org/volunteer/> The Safe Point outreach specialist is eager to have help from OSU students and has explained that her organization would benefit most from volunteers who could make a long-term commitment to do the training necessary to become an intervention specialist—the person who performs intake interviews to collect information and identify client needs. So Safe Point would benefit from an OSU course in which students were committed to do the training and to follow up with regular hours onsite doing interviews. In turn, students would get supervised personal experience with clients dealing with the issues we are analyzing in class.

Star House is especially interested in college students, who can serve as role models while interacting with the clients onsite. As with Safe Point, Star House is especially interested in volunteers who are willing to make a long-term commitment to help supervise youth activities in a more engaged way: <https://starhouse.ehe.osu.edu/get-involved/volunteer/> OSU students working with this organization would directly benefit a needy central-Ohio population and would learn a great deal about the resources available to this population.

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:** My first goal is to provide students with a feminist approach to addiction-- that is, to help them understand the relationships among gender, race, sexuality, and class issues involved in substance abuse. My second goal is to facilitate students' understandings of their experiences in the community organizations in relationship to our readings and reflections. Also, my responsibility is to maintain a good working relationship with the volunteer coordinators at Safe Point and Star House and to guide students in their analyses of their experiences there.
- b) **Students:** The first goal of students is to acquire an understanding of feminist perspectives on addiction and how the intersectionality of gender, race, class, and sexuality affects the development and social contexts of addiction. The second goal

is to gain first-hand experience with a community organization that provides services to persons with addiction problems and to provide responsible service work to that organization. Students will be expected to participate in the training provided by the community partner with which they are working, and they must follow up with volunteer hours weekly thereafter. The third goal of students is to evaluate the impact of their service work by clearly articulating the effects on the community in which they will work and the effect on their own engagement with course material.

- c) **The community partner(s):** Both Safe Point and Star House require and provide their own training for volunteers. Also, the volunteer coordinators at both places require sign-in and timesheets for volunteers and have agreed to make this information available to the instructor of this course.

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

My department has put this course into our curriculum rotation so that the service-learning version can be offered every autumn. Another faculty member has designated herself as willing to teach it as well.

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?

Students will use the course material and tools of analysis to think and write critically about experience with a community organization and their clientele. Their experience in the community organizations, in turn, will provide insight about how institutions address the addiction problems students have studied and also how the individual lives of clientele illustrate these problems.

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-class discussion of students' weekly service-work journals will focus on contextualizing their volunteer experiences with course readings. In addition, their final project will be a research/portfolio paper that makes connections between the experiences described in their journals and the scholarship on the topic they have chosen for the paper. This topic will be an aspect of addiction covered in the course—i.e. race and public policy, pregnancy and addiction, motherhood and addiction, criminalization, sexual minorities, etc.

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.

Before they begin their volunteer work, students will assemble local news reports and institutional reports (i.e. from the Coalition on Homelessness and Housing in Ohio, The Ohio Department of Health) about the communities in which they will be serving. They will write a short report explaining their understanding of the organization's role in the community—that is, the needs of the population being served by the organization and the role of the organization in the community. Students will present these to the class so that we can engage in a group process of putting together overall pictures of these communities' issues, resources, assets, and cultures. At the end of the course, we will revisit these summaries and, as a group, discuss how students' service work has amplified or altered the community profiles.

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

Students will submit regular journal entries about their ongoing volunteer experiences, and share these journals with the class. The rubric for these journals will be consideration of a) the impact of the student's volunteer work on the organization; b) the impact on clientele; and c) the impact on the student's understanding of substance abuse.

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.

a) Assessment of connections between concepts learned in an academic setting and experience in a community organization: Three weeks into the semester, before students have begun their volunteer work but after their first sets of assigned readings, students will write an in-class response paper describing what a feminist perspective on concepts such as “the crack mother,” fetal alcohol syndrome, and genetics and addiction would entail. They will be evaluated regarding their ability to talk about these concepts in a critical way through a feminist lens. During the final week of class, I will repeat the in-class response prompt but also ask students how their volunteer experience has affected their responses. I will use these sets of responses to discuss and assess the relationship between what they learned in the readings and what they learned in their volunteer work.

b) Assessment: 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? Toward the end of the semester, we will use focus groups to evaluate the community profiles we had assembled early in the course in order to discuss how the semester-long volunteer experience has shifted or altered students’ earlier understandings of the communities in which they worked

c) Assessment: How does the course promote reflection on and evaluation of the impacts of the service learning activity? The weekly journals that students write about the impacts of their volunteer work will be assessed in two ways. First, they will be posted on Carmen and discussed in class every week, so they become course material. Second, students will include and write about these journals in their final paper project.