UN 166
Global Service and Justice Seminar:
Contextualizing Service

Global Service and Justice Program
McGillycuddy-Logue Center for Undergraduate Global Studies

Boston College

Instructor: M. Brinton Lykes
Class meets in Carney 004
Phone & Email: 617-552-0670, lykes@bc.edu
Office Hours: Tuesday, 4:30 – 6:00; Thursday, 3:30 - 5:00 and by appointment.
Graduate Assistant: Patrick R Reynolds
Email: reynolpf@bc.edu

Fall, 2011
Wednesdays, 5-6 pm
Office: Campion Hall 308

Course Description:

As you learned in the GSJ Seminar last year, the concept of justice is one of the most compelling and challenging in the fields of philosophy, theology, and political science. It is no less challenging for those “on the ground” who seek to instantiate it through social service and social change activities organized alongside of those denied human dignity and marginalized from access to basic human resources including education, food, housing, health care, etc. Each of you will spend approximately one day per week working with one of these organizations in preparation for a similar but more intense experience in an international context later this year or in the upcoming summer. During our time together we will strive to create a teaching/learning experience through which we can critically reflect upon your service experiences towards developing a better understanding of the local and global systems and structures that give rise to and sustain social injustice. Specifically, we will explore your social positions at the intersection of ‘race’, gender, social class, sexuality, ethnicity, language, abilities, etc. As importantly, we will develop criteria for understanding how best to accompany those directly affected by social injustices in their efforts to secure their basic human rights and, in the best of
circumstances, engage collaboratively with them to transform unjust social conditions towards building a more just and equitable society. Through an action-reflection process we seek to further clarify your self-understanding and social position vis-à-vis service, call, and faith as you act locally in an increasingly globalizing world.

REQUIRED TEXTS can be found on the BlackBoard Vista site to which each of you has access as soon as you are enrolled in the course.

REQUIREMENTS:

- **Learning Contract**
- **Class Participation.** Active and regular participation is required of all students. This means that you must attend class and should be prepared to both ask and answer questions about the readings and about your service site. The best way to prepare for class participation is by thoughtful engagement within your site, critical reading of assigned texts before class, regular entries in your Praxis Journal, and by bringing at least two questions the integrate the reading and what you have done at your site during the previous or current week for discussion in class. Remember that your participation is (1) a way for you to practice action-reflection, (2) a way for you to contribute to collaboratively building a teaching/learning environment with the class, and (3) a way for you develop new ideas to test out in your site. Therefore, text messaging, answering email, surfing the web, watching YouTube, etc. during class is NOT permitted. Finally, if you are not able to attend class due to an emergency, please contact me by e-mail preferably ahead of time to let me know.

- **Towards a Teaching/Learning Community: Journaling and Class Presentations.**
  
  - Two students will sign up each week to make a class presentation of approximately ten (10) minutes at some point during the semester. The presentation must be accompanied by a jointly written Critical Reflection Paper of the key points from the readings for the week as they relate to your field site(s) – and this must be uploaded to BlackBoard Vista no later than midnight on the Monday before your class presentation. ALL students must have read your Critical Reflection Paper prior to coming to class. In addition to the previously uploaded Critical Reflection Paper you must bring two case examples (one from each of your field placements/service sites) of an issue/problem/conflict, etc. that either exemplifies or interrogates the readings. You must hand out a one page document which briefly describes the issue/problem/conflict, etc. and these are the basis for your presentation during the first 10 minutes of the class.
• Each student is responsible for keeping an INTELLECTUAL or ACADEMIC JOURNAL throughout the semester. You may constitute the journal in whatever way you like - that is, as a learning log, field notes, reflections - but you MUST include both:
  i. your critical reflections on weekly reading, class discussions, and your field/practicum/service site
  ii. your more personal encounter with readings, discussions, and in your field site.

You are encouraged to include reflections on readings from other classes (or leisure reading) as well as experiences from other contexts of your lives including your attendance at extra-curricular events that are related to the issues we are discussing, but this is not required. (See Handout and Assignments for details)

• Participating in the Wider Global Service and Justice Community
  By attending seminars, lectures or talks related to the topic of Global Service and Justice held either at BC or in the greater Boston Area, and providing me with a 1 page paper (250 words, double-spaced, typed) in which you explain the focus of the activity and how it has contributed to your understanding of social justice and praxis. These are due at the class subsequent to the event and will not be accepted after that date.

• Examination. There is one (1) midterm scheduled for this course.

• Final Paper, Project or Performance The paper, project, or performance (format determined in dialogue with instructors and class no later than Wednesday October 26) must be submitted to my office (Campion 308) no later than 5 pm on Wednesday, December 14. All performances will be presented in class no later than Wednesday December 7. Projects and Performances must be accompanied by a 2-3 page (typed-double spaced) reflection paper as specified in the handout. (See Handout on Final Assignment for details)

• ADDITIONAL GUIDELINES AND RESOURCES

Students should consult the university policies on Academic Integrity (see http://www.bc.edu/offices/stserv/academic/resources/policy.html#integrity) for a discussion of academic integrity. There will be no exceptions to these policies. Please also note specific additional www resources on the Responsible Conduct of Research (http://www.bc.edu/research/oric/rcr.html) as well as those within your individual disciplines.

Students who need special resources to accommodate specific learning challenges should visit the Connors Family Learning Center www.bc.edu/connors or, for other special needs, one of the other offices at the university - for a list and email links (see http://www.bc.edu/offices/odsd/disabilityservices/
resources.html). If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan (Kathleen.duggan@bc.edu) Associate Director, Academic Support Services, the Connors Family Learning Center (learning disabilities and ADHD) or Pauline Durrett (pauline.durrett@bc.edu), Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.

Assignment Weights/Grading and Deadlines

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<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Learning Contract</td>
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<tr>
<td>Class participation, Critical Reflection Paper &amp; Presentation</td>
<td>15%</td>
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<tr>
<td>ExtraClass Events &amp; Write Up</td>
<td>5%</td>
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<tr>
<td>Intellectual/Academic Journal</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Final Paper/Project &amp; Presentation</td>
<td>25%</td>
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CLASS SCHEDULE and ASSIGNMENTS

September 7: Introductions and Review of Class Syllabus


   Tiernan, Kip and Froehlich, Fran (2006). A parable of good works (p. 33); A North American theology of liberation (p. 68); The lonely passion of prophetic journeys (pp. 172-180). Boston, MA: Poor People’s United Fund.


November 9: MID-TERM EXAM


November 23: Thanksgiving Break – No CLASS

December 7: Presentations/Performances – class will meet from 5-7 tonight