



Transformational Learning Courses: 2010 – 2011 Academic Year

The Mansfield Institute for Social Justice and Transformation at Roosevelt University is proud to support transformational service-learning. Instructors who incorporate service-learning into their classes have students serve in or collaborate with the community in ways that closely relate to their course material. Professors ensure that the volunteer work is meaningful and meets the needs of both the student and the site. Students then reflect on their service work and make connections to the class through assignments (such as journals, research papers, or other activities).

At Roosevelt University, we encourage faculty members to explicitly address social justice through their service-learning. Transformational service-learning encourages students to participate in the university's mission by allowing them to interact with underprivileged or socially marginalized people or in settings that serve these groups of people. Instructors who use transformational learning can also help students participate in civic or social action that focuses on ameliorating societal injustices.

FALL 2010

ART 360-01: Art as Activism

Prof. Elyse Koren-Camarra – Fall 2010

This is a collaborative course designed to partner with a community organization and/or the Roosevelt University community to create works of art/exhibitions/installations that deal with issues of social concern. Students and members of the chosen organization/NFP will join together to conceptualize and execute works of art and/or exhibition/installation that will have some impact on society. Lectures, discussion and field trips will be part of the course.

BIOL 113-98: The Nature of Science

Prof. Robert Seiser – Fall 2010

This course explores how scientists study the natural world and solve problems, using contemporary issues such as climate change, food safety, and public health as topics for discussion and analysis. The semester project component of Biology 113 is designed to allow students to see some part of their community - household, neighborhood, city, and country - from the perspective of a scientist. It also gives them the chance to find out more about an issue that matters to them and put the scientific method into practice.

Using the basic components of scientific inquiry - observation, proposing explanations and testing explanations - they will seek to answer that question and relate it to the larger issue. Their work can include new research (taking measurements, collecting data, etc.) or it can use results generated by other people (polls, surveys, etc.).

BIOL 301-20A: Cellular and Molecular Biology
Prof. Kelly Wentz-Hunter – Fall 2010

This course connects the concepts of cellular and molecular biology to complex diseases using the unifying theme of cancer. Each unit is contrasted with how alterations lead to the development of cancer. Students have weekly assignments integrating class discussions on cell and molecular processes with the development of cancer. The course also contains a cancer centered, civic engagement project component. Specifically, students were involved in the Breast Cancer Awareness Initiative at Schaumburg in painting the campus pink, selling t-shirts and posting breast cancer awareness information around campus. In addition, many students participated in the Making Strides breast cancer walk. In addition, they were involved in the Great American Smoke Out Day in Schaumburg to raise awareness to the health issues revolving around smoking.

CHS 431-20: Mental Health Counseling
Prof. Bruce Dykeman – Fall 2010

This seminar focuses on concepts, issues, and treatment protocols for mental health settings. It provides an historical overview of the mental health movement, with an emphasis on expanding students' theories of mental health counseling to address the needs of their neighborhoods and communities. Students have a social justice project where they survey a community, describe the demographics of that community, identify community needs, and then develop a hypothetical counseling program to address one or more of those community needs. A literature review is provided to identify empirically-based treatment. Students also discuss strategies of advocating for their client's needs.

ECHD 309/409-10: Child, Family & Community
Prof. Jin-ah Kim* – Fall 2010

The purpose of the Child, Family, and Community (ECHD 309/409) course is to engage students in learning about how their involvements with families, schools, and communities, in educational programs impact child and family development as well as children's academic success. Students will be able to influence child and family development and implement culturally responsive teaching strategies for children and their families through the use of an anti-bias and anti-racism curriculum. Students will also tutor reading, writing, and mathematics and provide activities related to these academic subjects to children.

ECON 213-02: Crime, Economics, and Urban Life
Prof. Steve Balkin – Fall 2010

This course examines the causes and consequences of urban predatory crime from a variety of perspectives but starts with models developed by utilitarian philosophers and economists. We are all rule breakers and all play a role as both potential victims and law enforcers. A focus is on street gangs and drug markets. Each student is part of a two person team that will study the crime dimensions of a particular Chicago neighborhood with the use of Chicago Police Department crime statistics and mapping websites, visits to police beat meetings, interviewing residents, and doing a neighborhood walk around. In a paper and power point presentation, students will suggest how to improve the neighborhood they studied and make public policy changes. This course will particularly draw on the movie The Godfather, the history of Chicago street gangs, Al Capone, and

ideas of Crime Prevention. Concepts will include environmental design, ideas of defensible space, and the works of Karl Marx and Gary Becker.

ECON 403-10: Economics for Decision Makers
Prof. Steve Balkin - Fall 2010

Economic concepts and analysis applied to understanding domestic and global commerce, government policies towards business, and business policies towards other businesses. How to use economic analysis to read and interpret economic reports. Focus on microeconomics, macroeconomics, and international trade. An MBA course, not intended for economics majors. Students are required to write an industry paper where they are encouraged to reach out to executives and conduct interviews of these executives in the industry they chose.

ELED 361-01: Pre-Student Teaching
Prof. Elizabeth Meadows – Fall 2010

Weekly seminar sessions focus on roles and responsibilities in elementary school teaching. The course requires at least 40 clock hours of observation, participation, tutoring, and small and large group instruction in an educational setting. Transformational service-learning helps solidify students' knowledge and teaching skills. Students attend seminar and spend one day a week in a kindergarten through 6th grade classroom in a public school on the south side of Chicago. In the field, students initially provide small group and one-on-one instruction; they progress to teaching a specific subject area each week.

ELOC 451-10: Teacher Leadership
Prof. Ami Hicks – Fall 2010

Multiple and competing conceptions of curriculum; practices, principles, and procedures of elementary and secondary school supervision of personnel; curriculum development; and examination of academic achievement and school improvement. Analysis of research and evaluation data to improve curriculum planning. This course is designed to create experiences through field projects that take the students to their sites and explore areas for leadership on the job. Students are able to choose what to explore utilizing outside research as a requirement for the course.

ELOC 533-10: Seminar on Diversity, Schools, and Community
Prof. Leslie Bloom – Fall 2010

The purpose of this course is to enhance the capacity of school leaders to create school-family-community partnerships that improve the learning and life opportunities of all children. The underlying assumption of this course is that school administrators are social justice leaders. Although administrative work is multidimensional and complex, the position uniquely places administrators where they can craft and carry out meaningful policies and practices that help children thrive and function as productive citizens in a democratic, multicultural, and pluralistic society. Therefore, it is imperative that school administrators fulfill this social and educational leadership responsibility. The final project for this course is to research, plan, and implement an activity — a program, an event, an advocacy, a workshop — to create or improve school-family-community partnerships with the overall goals of enhancing the life/learning outcomes of

students and fostering social justice in your school/community. Respect for and attention to diversity, pluralism, and democracy will be at the heart of whatever project students chose to do.

HIST 327/427-01: Working Men and Women in America
Prof. Erik Gellman – Fall 2010

Class has been the subject of more mystification, misunderstanding, and ill-informed political disagreement than perhaps any other social category. Especially in the self-consciously egalitarian United States, the notion of fundamental class differences may seem antithetical to the aspirations, or even claims, for a class-less American society. Yet differences in occupation, income, wealth, the habits of everyday life, and definitions of the “good life” clearly remain. This course examines how working-class experiences and political debates over the meaning of class have changed in the postbellum United States. In particular, we will explore the ways in which class intersects with constructions of race and gender. Technological innovation, the development of a consumer economy, and the evolution of popular culture all have made and remade class identities and consequently have influenced ideas about race, sexuality, manhood, and womanhood.

Optional Transformational-Learning component: To work with a labor movement or social justice organization. This option will allow students to work with a community partner for approximately three hours per week as 25% of the total course grade, replacing some of the research hours devoted to the final paper. Students who choose this option will be encouraged to write about their experiences in relation to the readings each week in class papers as well potentially combine historical ideas and transformational service-learning into the final paper.

IMC 399-09/499-09 and IMC 399-29/499-29: Internship in Integrated Marketing Communications
Prof. Karen Ann Cullotta – Fall 2010

In-service training with an advertising, public relations, media, or marketing entity. Many of our interns are involved with non-profit organizations that reflect a social justice ethos, for example, the Planned Parenthood, the American Cancer Society, and Moody Bible Radio.

JOUR 319-01: News Reporting
Prof. John McClelland – Fall 2010

This journalism course takes students out of the classroom and off campus as substantial parts of every section. Each student must pick a beat that is a topical or geographical or geo-topical area of interest, with clear local connections. Students develop sources, including primary human contacts, for leads, interviews, referrals, and observation. Through a series of small assignments, students are encouraged to build a store of information that is reported to the class. In addition, two substantial (700-1,000 word) articles, with multiple sources, independently are required. Students choose from sources such as a Chicago neighborhood, a suburban town or school district; education, arts, environment, sports, politics, health, fitness, even science. Each student is issued a letter of introduction with color photo on university letterhead, and two black-and-white photocopies of it, to encourage potential outside sources to cooperate.

JOUR 399-09/499-09 and JOUR 399-29/499-29: Journalism Internship
Prof. Karen Ann Cullotta – Fall 2010

In-service training with a professional publication, broadcast station, advertising or public relations entity. Many of our interns are involved with non-profit organizations that reflect a social justice ethos, for example, the Salvation Army, Streetwise, and the Chicago Public Schools.

LIBS 201-05: Writing Social Justice
Prof. Carrie Brecke* – Fall 2010

In this advanced writing course, tutoring in the Writing Center is a co-curricular requirement. Tutoring in the Writing Center helps students learn: to assess their own writing by engaging with other students' writing; to converse across agendas; and to become agents of change by helping others become better writers. In the classroom, students are learning the ways in which writing and learning to write are deeply embedded in institutional power structures. By expanding the students' tutoring to include tutoring at the Social Justice High School, students will experience the effects of these institutional power structures at another site. More importantly, they will act as a concrete bridge between high school and college further solidifying Roosevelt's connection with the Social Justice High School.

PLS 391-98A: Seminar in the Natural Sciences
Prof. Maris Cooke* – Fall 2010

Seminar in the Natural Sciences is an interdisciplinary approach to studying the natural sciences (biology, geology, ecology) by focusing on scientific methodology and on selected areas of inquiry. This course will focus on basic methods and the philosophy of science, scientific concepts and issues, critical analysis of information about science published in popular media, and the realization that humans have a profound impact on our changing landscape. Our course also will examine environmentally sustainable practices, especially in urban areas where environmental deterioration is a fact of life in economically depressed urban neighborhoods. A service learning component at a local urban farm will be included.

POS 343-01: Urban Human Rights: Wrongful Conviction in Chicago and London
Prof. Bethany Barratt – Fall 2010

Protecting human rights could be argued to be the ultimate justification for government. Yet here in Chicago and abroad, governments fail to protect, and often violate, citizens' basic human rights. The US, for instance, considers itself an exemplar of democracy, but incarcerates a higher proportion of its citizens than any other developed nation - many of them after flawed judicial processes. This state of affairs presents an inescapable practical and ethical challenge that must be met. In order to do so, students are led to discover the unique challenges and opportunities presented by their own political context by looking at their own context in a comparative perspective. In this course students will explore, especially, cases of wrongful conviction, here and abroad, through site visits and partnerships with outside experts. The act of documenting human rights abuses in Chicago demonstrates the proximity of human rights abuses. Student experiences instantiate the concept that social justice must be pursued in every area of human interaction. Students will be immersed in the urban life and challenges of two cities.

PSYC 285-01: Research Methods
Prof. Shari Berkowitz – Fall 2010

Introduction to the scientific methods used in psychological research, including measurement, descriptive studies and the case study method, correlational and experimental methods; technical report writing; development of critical thinking skills in appreciating published research. As part of their coursework, students will spend approximately 8-12 hours in the community. Specifically, the students will each develop their own research question, and to increase their understanding the research process, they will go out into the community and collect data for their project. Depending on the students' topics, students will conduct naturalistic observations, interviews, and collect surveys from community members.

PSYC 350-20: Human Neuropsychology
Prof. Lisa Lu* – Fall 2010

Intriguing and puzzling phenomena that follow disorders of the brain challenge us to understand how the brain is organized to allow for complex cognitive abilities specific to humans. This course will introduce several neurological disorders and use them to understand cognitive systems such as attention, language, and memory. Students will engage in a 20-hour service learning experience as part of this course. By working with the neurologically impaired population, students are expected to tie course content to real-life challenges faced by these individuals, and to appreciate social injustices faced by this population.

PSYC 381-01: Children and Families
Prof. Steven Meyers – Fall 2010

This course provides students with an overview of child and family development. We will review theory and research that will help students understand children, describe and improve parenting, and understand couples and families characterized by diverse backgrounds. We will give particular attention to how broader social forces (such as social class, race, and government policy) can influence child outcomes. This class emphasizes active learning; students participate in many in-class discussions and analyzing important social problems. In addition, students gain real-world knowledge about children and families by volunteering in their local community, especially in communities that experience adversity.

PSYC 520-01: Basic Clinical Skills
Prof. Catherine Campbell – Fall 2010

This course provides psychology graduate students with experience in developing basic clinical skills, such as effective inquiry, empathic listening, helping responses, clinical interviewing, and interpretation. Students discuss, apply, and practice these techniques throughout the semester; and extend skill development by volunteering in the community to assist a population consistent with their interest areas for 4 hours per week during the semester.

READ 320-01: Teaching Reading in Elementary School
Prof. Tammy Oberg de la Garza* – Fall 2010

Teaching Reading in Elementary School prepares undergraduates to teach literacy in elementary school settings. Students conduct in-class, mock lessons that address balanced literacy

instruction: phonics, vocabulary, fluency, and comprehension. A service-learning component will provide opportunities for Roosevelt students to work with parent mentors in a Latino school setting, addressing such literacy skills and tutoring. This course will use service-learning to extend learning to a practical level; and expand the pre-service teachers' notion that teaching is a vehicle for social justice in the community.

SPRING 2011

BADM 398: Business Administration Internship Experience **Prof. George Seyk – Spring 2011**

The undergraduate course for accredited internships in business. As such, students select businesses to do internships that fit their interests and fields of study. Because there is a business element to just about every organization, students are able to do a broad variety of internships. Students can select for-profit settings, not-for-profit organizations, private enterprises, and governmental entities. There can definitely be a community outreach and social justice component to some of these internships. For example students have interned at such organizations as Amnesty International and the YWCA involved with social issues as part of their business responsibilities.

BIOL 113-98: The Nature of Science **Prof. Virginia McHugh-Kurtz – Spring 2011**

This course explores how scientists study the natural world and solve problems, using contemporary issues such as climate change, food safety and public health as topics for discussion and analysis. The semester project component of Biology 113 is designed to allow students to see some part of their community - household, neighborhood, city, and country - from the perspective of a scientist. It also gives them the chance to find out more about an issue that matters to them and put the scientific method into practice.

Using the basic components of scientific inquiry - observation, proposing explanations and testing explanations - they will seek to answer that question and relate it to the larger issue. Their work can include new research (taking measurements, collecting data, etc.) or it can use results generated by other people (polls, surveys, etc.).

BIOL 350/450-20: Cancer Biology **Prof. Kelly Wentz-Hunter – Spring 2011**

Cancer Biology is an upper level undergraduate and graduate course. This course provides students with knowledge of the fundamental principles of the molecular and cellular biology of cancer cells. Cancer biology is designed to illustrate basic aspects of cancer development and to discuss how approaches can be used to reveal fundamental processes of carcinogenesis. Discussion also includes determination of risk factors and healthy lifestyle choices to decrease cancer incidence. This course will have three components: content, creative writing, and a service-learning project in partnership with the American Cancer Society and grade school classes in the Schaumburg area schools.

CJL 220-24: Juvenile Justice
Prof. Tana McCoy* – Spring 2011

This course examines the philosophies, policies, and procedures of the juvenile justice system within a social justice framework that utilizes readings, lecture, discussion, and transformational learning activities. The student will understand the history of society's reaction to juvenile behavior and problems becoming familiar with the laws and procedures governing the way juveniles are handled by criminal justice agencies. The course critically analyzes the interaction among the police, courts, and corrections within the context of cultural, racial, and economic influences.

CJL 389-10: Drugs and Society
Prof. Kathie Kane Willis* – Spring 2011

The course focuses on drug use and misuse as a social phenomenon. Specifically, the course deals with the history of drug use and regulatory attempts in the United States and around the world; the relationship between drug use and racism and class conflict; as well as public policy responses to drug use. This course will promote critical analysis of harm reduction interventions; drug policy, drug legislation, and drug enforcement; the promotion and condemnation of drug activities in the mass media. This course includes a service-learning component. Students are expected to engage in a service learning activity during the semester, which will include advocacy and engagement in the advocacy process.

ECHD 309/409-24: Child, Family & Community
Prof. Jin-ah Kim* – Spring, 2011

The purpose of the Child, Family, and Community (ECHD 309/409) course is to engage students in learning about how their involvements with families, schools, and communities, in educational programs impact child and family development as well as children's academic success. Students will be able to influence child and family development and implement culturally responsive teaching strategies for children and their families through the use of an anti-bias and anti-racism curriculum. Students will also tutor reading, writing, and mathematics and provide activities related to these academic subjects to children.

ECON 360-09 and SO CJ 360-09: Internships in Economics/Social Justice
Prof. Steve Balkin – Spring 2011

This course involves volunteering at a non-profit organization, government agency, or business for 15 hours per week for 15 weeks or its equivalent. Internships can be done any semester but students can only register for it in the Spring semester. Students will also attend a Friday afternoon seminar once a month discussing, analyzing, and troubleshooting internship experiences. Professor Steve Balkin can help point students in right direction to find good internship opportunities in Chicago and elsewhere. He has many listed in Blackboard. Details on how to get started are at <http://faculty.roosevelt.edu/balkin/intern.htm>

HIST/AFS 233-01: America's Civil Rights Movement
Prof. Erik Gellman* – Spring 2011

This course will present an overview of the Civil Rights Movement in America. The first five weeks of the course will cover the traditional movement of the 1950s and 1960s through short readings, film, discussion, and lectures. The second part of the course will complicate this narrative by examining social movements before this period, and the final section of the course will stretch beyond the mid-1960s to explore Black Power and other social movements. This course will complicate civil rights by analyzing the vision and tactics of a wide array of activists and putting that activism into the wider national and international historical context. This course will use History as a way of learning by exploring historical issues of injustice in order to develop a critical perspective on contemporary issues based on race, social class, and gender. Planned service sites will include civil rights and community action groups as approved by the instructor. Other opportunities will include historical work on civil rights as needed by archives and oral histories as part of ongoing projects or to be donated to the Roosevelt University archives. Roosevelt's social mission and history as a University directly connect to protests about racial and economic injustice. This course will emphasize the nature of civil rights movements in relation to contemporary problems and students will be encouraged to include service-related experiences into our discussions as well as short written papers.

HIST 316/416-01: History of Latin America since Independence
Prof. Fabricio Prado* – Spring 2011

HIST 316/416 is an upper level survey of post-independence Latin American and Caribbean history that investigates cultural, political, social and economic processes by focusing on broad patterns of continuity and change. The course is divided into thematic sections that cover about two hundred years, beginning with independence (early 1800's) to the present. Special attention is given to critical analysis of documents, both primary and secondary. All classes include active discussion. Students are also encouraged to read a major daily newspaper, to watch movies and to listen to music from Latin American countries. By the end of the course, students should be familiar with the main historical processes of Latin America, be better writers and more informed inhabitants of a "globalized" world. Roosevelt students enrolled in HIST 316/416 will have the opportunity to develop and deliver a lecture/talk about a specific topic of Latin American history for middle and high school students in Hispanic neighborhoods in Chicago.

HIST 378-01: Globalization in the Southern Cone: Argentina and Uruguay
Profs. Fabricio Prado and Stephanie Farmer* – Spring 2011

This study abroad course provides students with a first-hand understanding of how historical and contemporary forms of globalization transform social formations in the countries of the Southern Cone of South America (Brazil, Uruguay and Argentina). Students will leave the course with a concrete understanding of the dialectic relationship between globalization forces and local cultures, economic development, political dynamics and social movements, urban and rural landscapes, immigration, and various forms of social inequalities (social, architectural, informal economy, etc).

IMC 399-09/499-09 and IMC 399-29/499-09: Internship in Integrated Marketing Communications

Prof. Karen Ann Cullotta – Spring 2011

In-service training with an advertising, public relations, media, or marketing entity. Many of our interns are involved with non-profit organizations that reflect a social justice ethos, for example, the Planned Parenthood, the American Cancer Society, and Moody Bible Radio.

JOUR 319-01: News Reporting

Prof. John McClelland – Spring 2011

This journalism course takes students out of the classroom and off campus as substantial parts of every section. Each student must pick a beat that is a topical or geographical or geo-topical area of interest, with clear local connections. Students develop sources, including primary human contacts, for leads, interviews, referrals, and observation. Through a series of small assignments, students are encouraged to build a store of information that is reported to the class. In addition, two substantial (700-1,000 word) articles, with multiple sources, independently are required. Students choose from sources such as a Chicago neighborhood, a suburban town or school district; education, arts, environment, sports, politics, health, fitness, even science. Each student is issued a letter of introduction with color photo on university letterhead, and two black-and-white photocopies of it, to encourage potential outside sources to cooperate.

JOUR 399-09/499-09 and JOUR 399-29/499-29: Journalism Internship

Prof. Karen Ann Cullotta – Spring 2011

In-service training with a professional publication, broadcast station, advertising or public relations entity. Many of our interns are involved with non-profit organizations that reflect a social justice ethos, for example, the Salvation Army, Streetwise, and the Chicago Public Schools.

ME 312-01: High School Choral Teaching Methods

Prof. Cheryl Frazes Hill – Spring 2011

This course is designed to prepare students for teaching in the high school choral classroom. Techniques in lesson planning, score study, rehearsal techniques, and conducting will continue to be refined from ME 311. One day per week, ME 312 students will teach in a Chicago public high school, providing authentic experiences and application of theory and technique studied in the university classroom. The other class meeting each week will focus upon important topics specific to high school teaching. We have chosen two diverse high schools to promote an awareness of the differences that will be required between teaching in a school where students are selected based upon grades and testing (Whitney Young) and in a more typical neighborhood school in a less affluent and non-select population (Juarez). The expectations of lesson planning, assessment strategies, classroom management, and pacing, along with a continued development of musicianship and conducting will be emphasized during this experience.

ME 314-01: High School Instrumental Teaching Methods

Prof. Wesley Brewer – Spring 2011

The purpose of this course is to provide the instrumental music education student with teaching techniques and resources applicable to teaching band and/or orchestra in the high school setting.

The class is framed as a continuation of ME 313 and will expand and refine many of the skills developed in that course. A substantial portion of class time will be spent in local high school music classrooms working with students in authentic small group settings. During the course of the semester, students spend one day per week in local high school music classrooms first observing and then teaching high school students in small group settings, commonly known as "sectionals." With the guidance of the classroom teacher and course instructor, students develop and deliver weekly lesson plans that address both the musical needs of the students and the national standards for music education.

PLS 391-98A: Seminar in the Natural Sciences
Prof. Maris Cooke* – Spring 2011

Seminar in the Natural Sciences is an interdisciplinary approach to studying the natural sciences (biology, geology, ecology) by focusing on scientific methodology and on selected areas of inquiry. This course will focus on basic methods and the philosophy of science, scientific concepts and issues, critical analysis of information about science published in popular media, and the realization that humans have a profound impact on our changing landscape. Our course also will examine environmentally sustainable practices, especially in urban areas where environmental deterioration is a fact of life in economically depressed urban neighborhoods. A service learning component at a local urban farm will be included.

PSYC 254-01: Childhood and Adolescence
Prof. Kimberly Dienes* – Spring 2011

This course will focus on physical, cognitive, social, and emotional development from infancy through adolescence and early adulthood. Theory, research, and practical applications will be used to help students understand the complex process of child and adolescent development. At the end of the course, students will be expected to be able to think critically about research and policy involved in child development. They will be able to discuss theories of development, and how individual, familial, social, societal, cultural, and political factors shape the development of children and adolescents. Students will be able to apply their knowledge of development while working with children in the community. Finally, students will be able to make informed choices regarding the lives of children and adolescents in both the personal and professional realms.

PSYC 383-99: Youth Violence Seminar and Outreach
Prof. Steven Meyers – Spring 2011

Students will learn about the critical issue of youth violence, its causes, and ways to reduce its prevalence. The class has a skill-building and applied focus: Students will participate in community exploration and political action to improve the lives of children who experience risk and adversity in Chicago. Students will interview and consult with neighborhood organizations and community members, explore effective policies and programs that reduce youth violence, and advocate for strategies that prevent and minimize youth violence to their elected officials and the broader public.

PSYC 398-98: Field Placement with Children and Families
Prof. Steven Meyers – Spring 2011

In Field Placement with Children and Families, students participate in structured community service work for a total of 72 hours during the semester. At the end of this course, students should display a greater ability to: interact with children in empathic, developmentally appropriate, and ethical ways; apply theoretical and research knowledge in your observations of and interactions with children at your site; recognize the ways in which your own experiences and personality influence how you interact with children; identify the ways in which broader factors (such as race, socioeconomic status, access to resources) and social policies can shape the lives of children; and produce change, at the individual or community level, that can improve the lives of children.

READ 323-01: Teaching Language Arts and Children's Literature in the Elementary School
Prof. Tammy Oberg de la Garza – Spring 2011

Teaching Language Arts and Children's Literature in the Elementary School prepares pre-service teachers to emphasize literature-based instruction when teaching reading, writing, listening, and speaking. This course explores the effects of diverse, cultural and literary heritages on children's literature and language arts instruction. The service-learning project engages course participants in research-based instructional strategies that can impact the literacy access of Latino students.

SOC 216-01: Poverty, Inequality, and Public Health
Prof. Pamela Robert – Spring 2011

Despite spending over \$2 trillion annually on health care, public health remains under-resourced in America. This transformational service-learning course analyzes the intersection of poverty, inequality and disease status, with particular attention to public health issues including food deserts, malnutrition, diabetes, and obesity; intimate partner violence, teen pregnancy, HIV/AIDS, and reproductive health; disability; heart, lung, and vascular disease; and cancer. A deeper, structural understanding of these public health issues will be fostered through a problem-based approach to learning coupled with service in the community. The public health issues explored will vary each semester.

SOC 408-10: Research Methods
Prof. Stephanie Farmer – Spring 2011

This course is intended to provide students with the basic skills needed to do qualitative research. We will focus primarily on ethnographic fieldwork, writing field notes, interviews, content analysis and reporting of qualitative research findings. We will also critically evaluate these techniques. In order for students to gain hands-on experience with various types of qualitative methods and techniques, students will conduct a group research project for a social justice organization. The course will help to provide students with the skills needed to complete their master's thesis or paper.

**SPED 350-01, 350-20, 450-10, and 450-24: Technology for Special Education
Prof. Cindy Anderson* – Spring 2011**

The Technology for Special Education class prepares future teachers of students with disabilities with skills to develop and use instructional/assistive technology activities for students with disabilities. It is a video class that is offered on both Roosevelt campuses simultaneously, with each student using a laptop computer during the class for hands-on experience developing software that will assist a student with disabilities to succeed in the public school classroom.

**SUST 230-98: Food
Prof. Maris Cooke* – Spring 2011**

If we are what we eat, understanding the complexities of how our food gets to our tables is vital to our health and environment. This course is an overview of worldwide sustainability issues surrounding food production and consumption. A key issue to be addressed is the importance of local food production, particularly in urban areas, and the assessment of how locally produced food impacts the long-term sustainability of global food production. Students leave the course with the ability to compare chemical-intensive versus organic agriculture in terms of the ecological and economic impacts of both systems; understand the advantages and challenges of local food production; learn about the “permaculture” movement and its relationship to environmental and economic sustainability; and evaluate the capabilities of urban agriculture for improving and sustaining economically distressed communities. A service-learning component at a local urban farm is included in this course.

**SUST 330-10: Biodiversity
Prof. Julian Kerbis Peterhans – Spring 2011**

Development, pollution, agriculture, invasive species, and habitat destruction have resulted in an alarming loss of species worldwide. This course explores biodiversity in the context of ecology, conservation, ecosystem restoration, and regional planning. Students learn about a variety of natural science concepts and theories relevant to understanding the biological and ecological significance of biodiversity, such as ecosystems, species, genes, ecological interactions, and evolution. Students will gain a detailed understanding of the importance of conserving biodiversity to natural systems and human communities; and will learn the value of open space, parklands, and wildlife refuges for preserving biodiversity, particularly in urban areas. Field experiences in selected ecosystems in the region (such as prairie or wetlands restorations, forest preserves, waterways, and/or dunes) provide students with opportunities to learn and apply biodiversity assessment techniques, such as field-based plant or animal surveys. Strong potential exists for service learning partnerships with local conservation and restoration organizations in the Chicago region.

**WGS 304/404-10: Women, Social Class and Social Policy
Prof. Leslie Bloom – Spring 2011**

This course focuses on social class and social policies in the lives of women in the United States. Students will examine how social policies shape women's social class lives and how social class intersects with race and ethnicity. Students will explore the complex meanings of social class in the US and analyze how social class influences women's daily lives and social class mobility. With special attention to the growing problem of poverty in the US, students will investigate how such a

rich nation has such high rates of poverty. Students will also discuss how women's organizations and grassroots movements mobilize to influence policy decisions and change women's lives. Students will reflect on cross-class relationships among women, activism for better social policies for women, and our own experiences of social class.

This class includes a transformational learning/service learning component. We will partner with one or more local non-profit women's organization that is fighting class-based injustices, income inequality, and women's poverty. Our class will engage in an authentic inquiry project in support of the organization.

SUMMER 2011

SOC 356: Social Justice Summer Institute Prof. Stephanie Farmer – Summer 2011

The SJSI is summer course offering students the unprecedented opportunity to explore ideas about justice in the classroom and with a variety of scholars and activists outside of the classroom using the pedagogy of transformational learning. The focus of the 2011 Social Justice Summer Institute will center on the Mansfield Institute's Cradle to Prison Pipeline project to disrupt the "pipeline," which is the constellation of institutions and practices that channels poor black and brown children from the cradle to prison. In general, the course will provide students with the opportunity to engage with community based organizations and activists; learn from scholar activists in a variety of disciplines with decades of experience fighting for social justice; interact with progressive Roosevelt students and faculty committed to disrupting the cradle to prison pipeline; and put theory into practice.

* = Current recipient of a grant or teaching assistantship in support of transformational learning from the Mansfield Institute for Social Justice and Transformation for the listed course.

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