ASTA 493 Service Learning Workshop  
Service and Culture  
Teresa Blue Holden

**Course Overview** – This course allows students the opportunity to analyze historical and contemporary concepts of service, public space and community through service learning. Students will read foundational works about historic and contemporary conceptions of service, community and community public space. The class will work in partnership with Old North St. Louis Restoration Group to plan and create public space for their children’s after school program. Students will participate in completing the service-learning project (approximately 30-40 hours of community service), and will propose, plan and complete a multi-media project that synthesizes their academic and experiential learning.

**Course Objectives** – By the end of this class you will be able to:

1) compare and contrast historical and contemporary perspectives about service, community and public space. These perspectives will include a broad range of religious and ethnic and cultural groups.

2) relate how concepts of service and community are integral to American conceptions of democracy.

3) identify ways that writers, photojournalists and filmmakers have contributed to American cultural conceptions of public space and community.

4) together plan and implement a community service project.

5) plan and create a multi-media presentation that integrates your academic and experiential learning. Presentations may be either a Power Point presentation, a photoessay or a video/digital documentary that is accompanied by a written summary.

**Class Texts** –
*(This is an incomplete list of the texts we will use for this class. I will be adding additional service perspectives.)*

**Books:**
Viktor Frankl, *Man’s Search for Meaning*
Charles M. Sheldon, *In His Steps* (1896)

**Additional Readings:**


Mary Ryan, *Women in Public* (1990), Chapter 2 “Everyday Space: Gender and the Geography of the Public.”

Alan Trachtenberg, *The Incorporation of America* (1982), Chapter 4 “Mysteries of the Great City.”

Alan Trachtenberg, *Reading American Photographs* (1989), Chapter 4 “Camera Work/Social Work

**Assignments** –

1) Throughout the course students will engage in foundational readings. Over the course of the semester, students will write five reflective four page (1000 word) papers which integrate the works read in class and the service experience. Prompts will be given for each paper.

50 points each – 25% of grade

2) Students will participate in the planning and completion of a community service project that matches the subject matter of the course. This assignment is worth 25% of the grade and the students must complete all of the following steps in order to receive credit for this assignment.

   A. Meet with the instructor at least two times over the course of the semester to discuss the progress of the project – One meeting needs to take place before the end of week six (February 28), another by the end of week ten (March 28).

   B. Submit a written summary of their individual role in the completion of the service project (by February 7).
C. Submit a written evaluation of their service learning experience (by May 2).

Each of the above submissions is worth 50 points; points will be withheld if meetings with instructor don’t occur.

D. You will keep a community service time log. Completion of 30 service hours is required and worth 100 points.

25% of grade

3) Keep a service learning journal in which the student writes at least 100 words following each time they work at their service-learning site. The instructor will provide guided reflection questions. The journal will be checked four times throughout the semester. – 25 points each submission 12.5% of grade

4) Complete a multi-media presentation that integrates concepts learned in the classroom setting with the service learning experience. This includes the following steps:

Write and present a prospectus for the project to the class – during week 6. The prospectus will include a statement of purpose, a proposed method for completion of the project, and a proposed thesis for the project. - 50 points

Write and present an outline for the presentation and an update about any changes to the original proposal – during week 10 - 50 points

Present the completed project to the class and hand in the project - 100 points - 25% of grade

Students will receive specific instructions and criteria for grading for each assignment at the beginning of the semester.