

PPCS 100
Introduction to Public Policy and Community Service
Fall 2011
Mode of Inquiry for Individual and Society
Critical Thinking Proficiency

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This course examines the meaning and interconnection of citizenship, politics, community, place, culture, conflict, religion, diversity, public policy, personal responsibility, democracy, and service in today's society.

The course is grounded in the precept that service is inseparable from effective citizenship and civic work. Guiding the course is the understanding that the study of the interrelatedness and interdependence of citizenship, public policy, and community service is an interdisciplinary study, drawing on a range of disciplines, giving attention to the wide array of factors that shape life and citizenship in a place. The course seeks to provide introduction to the impact of local, regional, national, and global structures as well as institutions on processes of social change and individual identity. In material, ideas, and in its structures, the course seeks to enable students to understand the importance of place, stories, critical thinking, public ethics, and tough questioning.

Additionally, because the Public Policy and Community Service Department and curriculum are integral to the educational and service mission of Emory & Henry College, this course helps students satisfy several requirements of the College's General Studies. As a Mode of Inquiry, PPCS 100 asks students to consider the complex and often-conflicted relationship between individuals and the larger social order. This course will also satisfy the proficiency requirement for critical thinking. In particular classes and in the Department as a whole, learning and teaching have always focused heavily on the processes of thinking critically, asking participants to establish themselves as a community of scholars and activists that works together to think systemically and systematically about complex public issues and questions. By giving attention to this proficiency, we as a community of learners will use tools and approaches that are applicable across a variety of disciplines and contexts to apply critical thinking processes to difficult questions. Students will be expected to reformulate the argument that is presented in a range of readings, critique those arguments, and offer rebuttals to or restructuring of them, through class conversations, quizzes, and assignments. The intent is to become familiar with the practice of critical thinking, but also to acquire skills and insights that are useful in a wide range of courses, disciplines, and situations, both public and private.

More than an introduction to the Department of Public Policy and Community Service, the course offers introduction to the long process, the long journey, toward more effective thinking and analysis of the questions of our time and place, and a more meaningful connection between citizenship and service. The nature of this journey is such that those who embark upon it must also participate in shaping and directing it. This is arduous work, requiring tough questions, careful listening, and thoughtful reflection. Yet the work of this journey is not undertaken in isolation, for it transpires among a connection of people equally committed to the same journey and process. I am thankful that you are on this journey, and I look forward to the questions, stories, and insights you bring. Welcome.

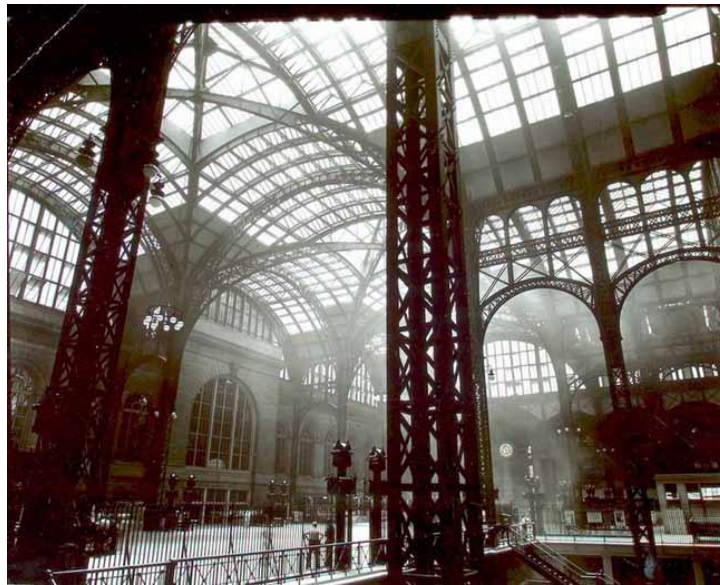
The major objectives of the course are:

- (1) to promote an understanding of the interdisciplinary nature of the study of public policy making and community service, including the influence of social, cultural, political, economic, and religious factors in community life;
- (2) to develop an understanding of place identity, and its importance to citizenship and service;
- (3) to develop an awareness of Appalachian regional identity, to explore some of the key themes of Appalachian culture and history, and to develop a deeper appreciation of the interconnection and commonalities between Appalachia and other regions and places;

- (4) to develop an awareness and responsibility concerning the common good and just relationships in the larger society;
- (5) to explore the links between citizen education and service learning, including an examination of what does “service” mean, should people do service, why do people serve, and what is the relationship of service and the educational process;
- (6) to introduce the key ideas, concepts, and themes that undergird the Department of Public Policy and Community Service;
- (7) to strengthen students' analytical, written, oral, and leadership skills;
- (8) to define clearly the concepts and approaches to definitions of justice and what makes justice social, and to identify an issue or question of justice in a particular context of public policy or civic affairs, and to evaluate effectively the strength of the argument put forward;
- (9) to learn by practicing the processes and skills of critical thinking.

The learning goals for this course are:

- (1) Students will articulate in written reflection and in essay exams the interdisciplinary nature of civic life and the importance of place to civic and social identity.
- (2) Students will give careful thought to and be able to articulate an understanding of justice and the questions necessary for building a just society.
- (3) Students will be able to discuss various approaches to education, and the role of service in a problem-solving model of education.
- (4) Students will demonstrate a working knowledge of various key concepts that are foundational to the study of citizenship and to other classes in the Public Policy and Community Service degree program. Chief among these concepts are place, the sociological imagination, social formation of identity, and the difference between charity and service.
- (5) Students will be able to discuss in class sessions and in written work the civic and policy implications of place and Appalachian regional identity.
- (6) In written work and in classroom discussion, students will demonstrate a range of critical thinking skills and the application of critical thinking approaches to complex questions and issues.



Required Reading for PPCS 100

Bastress, Jennifer. "Students as Agents of Social Change." (CR 48-50)

Bragg, Rick. *All Over But The Shoutin'*. New York: Pantheon Books, (CR 60-64)

Burns, Shirely Stewart, *Bringing Down the Mountains*, Morgantown, WV: West Virginia University Press, 2007. B*

Campus Compact, "Reflection and Service Learning", Reflection Guide, (CR 51-59)

Class Privilege. (CR 123-124)

Cotter, Wendy. "The Historical Jesus and the Kingdom of God, Becoming," *Loyola University Social Justice Reader*, (CR 81-86)

Crayton, Tina. "West Virginia's Big Creek People in Action Fight for their Community's Future." *Items* (Fall 2002). (CR 115-118)

Emory & Henry College, The Appalachian Center for Community Service, Mission and Core Values (41-44)

Federal Reserve Bank of Richmond "McDowell County, WV." (CR 108-114)

Freire, Paulo. Chap. 2 from *Pedagogy of the Oppressed*. (CR 14-23)

Giardina, Denise, *Storming Heaven*, New York, Ivy Books, 1987. G*

Hartnett, Daniel. "A Pedagogy of Justice," *Loyola University Social Justice Reader*. (CR 65-80)

Hermansen, Marcia. "Islam and Justice Issues," *Loyola University Social Justice Reader*. (CR 89-42)

Heterosexual Privilege (CR 134-135)

hooks, bell. *Teaching Critical Thinking: Practical Wisdom* (New York: Routledge Press, 2010). h*

Kibler, J.E. "Salvage." (CR 106-107)

Learning Pyramid (CR 45)

Loeb, Paul. *Soul of A Citizen: Living with Conviction in Challenging Times*. (New York: St. Martin's Press, 1999, 2010)
(CR 137-168)

Male Privilege (CR 132-133)

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." *Peace and Freedom* (July/August 1989). (CR 128-130)

Mills, C. Wright. "The Promise." From *The Sociological Imagination*. (CR 2-13)

Mountain Dreamer, Oriah, *The Invitation*, (CR 135)

Palmer, Parker. Excerpt from *To Know As We Are*. (CR 24-26)

Quotes from Lappe and Marshall (CR 1)

Ray, Patti. "The Concept of Judaism: Some Brief Comments," *Loyola University Social Justice Reader*. (CR 87-88)

Service Learning is Reciprocal (CR46)

Stanley, Tal, ed. *Class Reader for PCS 100*. **CR***

Stanley, Tal, and Steve Fisher. "Partners, Neighbors, and Friends: The Practice of Place-Based Education." *Practicing Anthropology* (Spring 2001). (CR 28-39)

Theobald, Paul. Chapter 1 from *Teaching the Commons: Place, Pride, and the Renewal of Community*. (CR 93-105)

Two Feet of Service (CR 47)

White Privilege (CR 131)

Willis, Meredith Sue, *Trespassers*, Maplewood, NJ: Hamilton Stone Editions, 1997. W*

Yamato, Gloria. "Something About the Subject Makes It Hard to Name." (1988) (CR 124-127)

Zandy, Janet. "Decloaking Class: Why Class Identity and Consciousness Count.," *Gender, & Class* (1996). (CR 119-122)

* To Be Purchased

Course Summary

Below are the daily reading assignments. This represents my best guess as to how the course will proceed. Patience, flexibility, and honesty will guide us as we chart the course of this semester-long conversation. There may be changes as circumstances, including reactions from students, dictate. Any changes will be announced in class. If there are major changes, I will distribute a "syllabus addendum" during a class meeting, so students will have the changes described in writing. Ultimately, though, students are responsible for keeping up with any changes in the syllabus.

The first part of the course is devoted to exploring knowledge about ourselves as individuals and our relationships to others and to society; establishing class dynamics and rituals; discussing and selecting service sites; and identifying the key issues, concepts, and questions of the course and the Department of Public Policy and Community Service. The class will begin with a consideration of education and meaningful and appropriate educational practice. We will spend considerable time during this portion of the course focusing on Appalachian history and culture and the larger issues at work in the region. We will read and discuss Denise Giardina's novel, *Storming Heaven*, a book that drives home forcefully the connections between place, service, and public policy and raises many of the key themes of this course. Take careful notes while reading this book; we will refer back to the lessons of this text throughout the semester and on the mid-term and final exams. The class conversation will also focus on various understandings and approaches to the question of justice and what makes a just society, helping to us to acquire and practice the skills of critical thinking.

The second part of the course describes the political and economic context within which community service and public policy-making occur, particularly in the Appalachian context. We will be reading about difficult situations, and the systemic and global forces which cause these conditions. This segment of our conversation will trace the forces working toward a placelessness in contemporary society and culture, and the environmental and social damages of that placelessness. This part of the course will require honesty and courage, as we begin to realize our shared complicity in many of these systems that produce suffering for others.

The third portion of our conversation attempts to demonstrate that our most serious problems, both the public ones and those that seem most personal, are in large part common problems, which can be solved only through common efforts. We explore the rationale for social involvement, the obstacles to citizen activism, and the ways in which we can lead lives worthy of our convictions. We will bring to this consideration various ways to work from a place-based perspective to address issues and questions of public policy and justice and will endeavor to develop policy solutions to needs identified in the service work and across the region. In this section, we will examine the interconnections between

service, citizenship, place, justice, and public policy issues.

We end our conversation by reading Meredith Sue Willis' *Trespassers*. This novel provides the context for us to connect the major themes of the course and to consider what it really means to serve in a community and the approaches to service. Willis challenges us to think about how we can really make a difference.

This course also satisfies the College's core requirements for a proficiency in critical thinking. bell hooks's *Teaching Critical Thinking: Practical Wisdom* will be instrumental here. Throughout this semester-long conversation, we will work to learn and to practice the skills of critical thinking. Such thinking is a way of life and a vital, necessary part of citizenship and service. In journals, in short essays, in class discussions, in service, this course will expect you to practice of the craft of critical thinking. Twenty percent of the grade will derive from various undertakings focused on the practice of critical thinking.

Schedule of Class Meetings and Reading Assignments

| Date | Topic | Reading |
|-------------|---|--|
| 08.24 | Why Are We Here and Where Are We Going? | A Review of the Syllabus and Course Requirements |
| 08.26 | Who Are We and Why Are We Here? Autobiographical Journal Assignment Due; | CR 1; h 7-11, 49-58 |
| 08.29 | Why Are We Here and Where Are We Going? Connecting Personal Troubles to Public Issues | CR 2-13 |
| 08.31 | Why Are We Here and Where Are We Going? Stories of Troubles, Stories of Issues | CR 2-13 |
| 09.02 | Why Are We Here and Where Are We Going? The Nature and Rationale for Service Learning | CR 14-23 |
| 09.05 | Why Are We Here and Where Are We Going? The Importance of Place; A Place-Based Model of Education | CR 14-23; h 13-28 |
| 09.07 | Why Are We Here and Where Are We Going? The Importance of Place; A Place-Based Model of Education | CR 24-40; h 29-41 |
| 09.09 | Charity vs. Service, Two Feet of Service, Service and Learning | CR 41-59 |
| 09.12 | Place, Region, Service, and Justice | G, 1-85 |
| 09.14 | Place, Region, Service, and Justice | G, 89-115 |
| 09.16 | Place, Region, Service, and Justice | G, 119-197 |
| 09.19 | Place, Region, Service, and Justice | G, 198-248 |
| 09.21 | Place, Region, Service, and Justice | G, 248-292 |
| 09.23 | What is Social Justice? | CR 60-80 |
| 09.26 | What is Social Justice? | CR 81-92 |
| 09.28 | What is Social Justice? | CR 93-107 |
| 09.30 | Justice and Place: MTR | B 1-18 |
| 10.03 | Justice and Place: MTR | B 19-59 |
| 10.05 | Justice and Place: MTR | B 99-143 |
| 10.07 | Mid-Term Exam Due; no class | |

| Date | Topic | Reading |
|-------------|---|--------------------------------|
| 10.10 | | |
| 10.12 | Justice and Place: McDowell County, WV | CR108-118 |
| 10.14 | Justice and Place: Comparative Analysis | Handout |
| 10.17 | Justice and Privilege | h 77-102 |
| 10.19-23 | Fall Break | CR 137-153 |
| 10.24 | Justice and Privilege | CR 119-124 |
| 10.26 | Justice and Privilege | CR 125-131 |
| 10.28 | Justice and Privilege | CR 132-136; h 103-110, 165-176 |
| 10.31 | Justice in the Coalfields—Part I | h 59-62 |
| 11.02 | Justice in the Coalfields—Part II | |
| 11.04 | Ways of Service, Change, and Justice | W 1-58 |
| 11.07 | | |
| 11.09 | | |
| 11.11 | Ways of Service, Change, and Justice | W 59-141 |
| 11.14 | Ways of Service, Change, and Justice | W 142-184 |
| 11.16 | Ways of Service, Change, and Justice | W 185-225 |
| 11.18 | Ways of Service, Change, and Justice | W 226-274 |
| 11.21 | Ways of Service and Place | CR 137-146 |
| 11.28 | Ways of Service and Place | CR 147-157 |
| 11.30 | Ways of Service and Place | CR 158-168, h 181-188 |
| 12.02 | Ways of Service and Place | CR 1-13 |
| 12.05 | Helprin: Life and Career | Handout |
| 12.06 | Where Do We Go From Here? Final Circle. <i>Journals Due</i> | |



Course Requirements

Distribution of Grades

| | |
|---------------------|-----------|
| Area of Evaluation | Points |
| Quizzes | 120 |
| Journals | 100 |
| Critical Thinking | 110 |
| Mid-term Exam | 90 |
| Class Participation | 80 |
| Final Exam | 100 |
| Total Points | 00 |

| Total Points | Letter Grade | Percentage |
|--------------|--------------|------------|
| 600-558 | A | 100-93% |
| 557-540 | A- | 92-90% |
| 539-522 | B+ | 89-87% |
| 521-498 | B | 86-83% |
| 497-480 | B- | 82-80% |
| 479-462 | C+ | 79-77% |
| 461-438 | C | 76-73% |
| 437-420 | C- | 72-70% |
| 419-402 | D+ | 69-67% |
| 401-378 | D | 66-63% |
| 377-360 | D- | 62-60% |
| 359-- | F | 59%-- |

Service

Every student in this class must complete a minimum of 25 hours of community service over the course of the semester. During the first days of class, you will be provided information about possible service sites and the logistics involved in dealing with the various issues arising from your service activity. Community service is a required activity of this course. **Students who do not complete this requirement in a satisfactory fashion will not pass the course, no matter how well they have done on the classroom or written parts of the course requirements.**

Quizzes

There will be 15 unannounced 10-point quizzes on the assigned reading material. The lowest three grades will be dropped. If the student misses class and hence a quiz because of a college-sponsored and announced event (sports team travel) or if the student is ill and misses class and hence a quiz, the student may make that quiz up. However, the student must do this within three days of the absence and on the student's own initiative; the instructor will not take responsibility for asking the student to take the make-up quiz. Moreover, should a student arrive late to class, hence missing a quiz, and it is a tardiness not related to either of the outlined reasons, the student may not make up that quiz.

Critical Thinking

The community of co-educators and co-learners will examine and evaluate various understandings of justice and a particular issue or question to which that understanding of justice might be applied.

The Critical Thinking Proficiency grade will be derived as follows:

1. Reformulation of arguments: 40% (44/110)
 - a. Freire
 - b. Bastress
 - c. Burns
 - d. Theobald
 - e. McIntosh
 - f. hooks
 - g. Service question
2. Three critical thinking essays (short) addressing an assigned topic: 50% (55/110)
3. Responses to journal prompts focused on applying critical thinking in the service site 10% (11/110)

Final Exam

Format to be discussed in class.

Attendance

Students are expected to attend all classes and designated Lyceum programs relevant to the course and will be penalized for more than two absences (**5 points will be deducted from the final grade for each absence over two**).

Lyceum Attendance

There are several lyceums that are identified for your attendance. Plan now to attend those where your attendance is required and make every effort to attend those where your attendance is recommended. These will add to the class discussions and overall learning process in which we are working together. Failure to attend the required Lyceum events will result in a lower class participation grade.

Class Participation

Students will be prepared to discuss the assigned reading and their service experiences each day. You will be graded on (a) the seriousness of your effort (i.e., whether or not you come to class prepared, and whether or not you are physically, emotionally, and intellectually present); (b) the nature of your interaction with other class members (i.e., whether you listen carefully and respectfully to what others say, your willingness to challenge others and defend your points of view, and whether you provide opportunity and encouragement for others to participate); (c) your faithfulness in meeting your responsibilities in terms of the one-on-one meetings outside of class and the opening quote and question during class; (d) your willingness to interact thoughtfully with guest speakers; (e) your willingness to share experiences from your service site; (f) successful completion of various assessment instruments used in the course; and (g) the quality of your overall effort. **Part of effective class part Part of effective class participation also means that all cell phones and paging devices will be turned off. Students who are observed using cell phones, texting, utilizing other social networking programs or devices, or employing laptops during class will find their class participation grade significantly and adversely affected.**

JOURNALS

What Journals Are Not

Journals are not to be confused with diaries, notebooks, or class notes. Diaries usually do little more than log external events (“My parents came to visit this weekend...”) with occasional personal comments regarding those events (“I wish they would come more often...”). Notebooks usually do little more than summarize readings (“The author concluded that...”). Class notes do little more than reflect activities and discussions that have taken place in class.

What Journals Are

Journals frequently resemble diaries, notebooks, and class notes because the writer of a journal sometimes responds to external events, or reacts to the reading, or reflects on something that has been said in class.

Journals, however, represent a distinctive kind of writing. First, they articulate intellectual pilgrimage and autobiography. Students engaged in writing journals find out very quickly that they are putting a very real part of themselves down on paper. To reveal something of one's thoughts and feelings is a very personal activity. It is such a personal activity that some students attempt to stay on an objective level by “reporting” what they have read and thought (but still keeping an academic cocoon securely around them). Other students find out, however, that writing a journal becomes a more authentic enterprise when the writer does not pretend toward objectivity but lets “the self” speak as well.

Second, journals provide an occasion for insights. Insights are those perceptions where an idea or fact integrates other materials or explains personal experience. The “light” suddenly dawns, and the pieces of a puzzle fall together for the first time! Insights may integrate intellectual understanding or personal experiences. The quest for and the articulation of such insights provide much of the excitement of keeping a journal.

Journals also provide an occasion to raise questions. Journals offer an opportunity to record questions, to speculate on how to answer them, and to understand why the question has come about in the first place. Questions may document ignorance or curiosity, but when one knows why a question is important and what precisely one doesn't know,

then there exists a significant kind of awareness.

Third, journals represent *a tether binding a student to the subject matter of a class*. By means of the journal, a student has an ongoing opportunity to respond to class activities, react to assigned readings and outside speakers, reflect on the service experience, engage in “dialogue” with comments the instructor has made, and explore various perspectives on the subject matter of the class as these appear in newspapers, magazines, and on film. In contrast to a research paper, which may be done in a short period of time, a journal provides a semester-long format for interacting with the subject matter of a particular class.

The Contents of a Journal

The contents of a journal are limited only by the subject matter of the course and the writer's creativity, imagination, and breadth of experience. As a result, a journal often includes a variety of materials: personal reflection; comments on lectures or class discussions; reactions to films, tapes, and newspaper and magazine articles; insights gained from readings and the service experience; relevant cartoons and poetry; and extended statements on issues of personal conscience.

Guidelines for Journals

1. Journals are to be kept in a folder for loose sheets of paper.
2. Make frequent entries in your journal. Productive journals contain entries made through the semester, with an average of 2-3 entries per week (minimum of 2 per week).

Once you have begun your community service work, at least one entry a week must provide a written record of your service activities, as well as some reflection that integrates these activities with the reading assignments and class discussions. Although your emotional responses to community service are important, they should not be the principal focus of these particular entries. Instead, they should reflect an academic tone, as you try to connect your experiences and your emotional responses to the concepts and lessons of the assigned readings. The reflection questions provided at the end of this syllabus offer a context for these types of entries.

3. Date and number your journal entries. This is helpful if at a later date you want to return to a topic you have previously discussed, or if you want to make a comment about one of your earlier entries.

4. All entries must be typed.

5. Do not be reluctant to put your thoughts on paper. I am not interested in unnecessary verbiage, but I am interested in your insights, questions, comments, criticisms, and discoveries.

6. Use the journal as an opportunity for developing your own ideas about the subject matter taken up in class. For example, you may want to have several entries on the same subject to see if your thoughts change at various points during the semester.

7. Periodically during the semester, read your journal entries and write a “summary” entry: see if particular themes have appeared in earlier entries; see if you are able to answer questions you raised earlier in the semester; see if you can arrive at any conclusions based on your previous entries.

8. You must respond in your journal to all my written comments that are marked with “WB.” These responses do not constitute separate entries.

9. The journal is a central part of the course. You must write regularly and follow the guidelines listed above. Bring your journal to class each day. I will collect the journal a number of times during the term. **Five points will be deducted from the final course grade each time the journal isn't up-to-date or satisfactory when I collect it.**

10. The following criteria will be used in grading journals.

(a) Writing coherence, spelling, grammar, punctuation—does it make sense? Does the writer convey an idea with cogency and developmentally appropriate skill?

(b) The seriousness of effort--how regularly you write in the journal; how thorough your entries are; how well you follow the guidelines described above; and how willing you are to engage in dialogue with the instructor by responding thoughtfully and honestly to his comments on and responses to your entries.

(c) The quality of the effort--how well you relate your service experience to the reading assignments and concrete questions provided by the instructor; how well you ground all of your responses in what we are reading and discussing in class; originality and diversity of the entries; honesty of the entries; willingness to take risks by tackling tough intellectual and personal issues; willingness to let the “self” speak; and willingness to challenge the instructor and assigned readings when you disagree with them.

(d) Improvement over time--the degree to which your entries improve as the semester progresses.

PCS 100 First Journal Writing Assignment (Due in class on Friday, Aug. 26)

Write an autobiographical entry that discusses your service experiences and your primary beliefs about the connection between education, service, and citizenship.

Below are some questions designed to help you think about the role that service has played in your life. You should frame your essay in a way that makes sense to you. You are not required to respond to all or any of these questions, and you should not limit your essay to these questions or just respond in a rote fashion to them.

1) In what ways and by whom have you been served well over your lifetime?

2) In what ways have you served others well over the past five years.

3) What is your understanding of education? What are some experiences (both good and bad) that you have had with education? How can or should education and service be connected?

- 4) What is your understanding of citizenship? Who has been a role model for you in the practice of citizenship; what have you learned from this person or persons? How can or should education, service, and citizenship be connected?
- 5) What brought you to this PPCS 100 class and/or to your decision to major or minor in Public Policy and Community Service?

JOURNAL REFLECTION QUESTIONS RELEVANT TO SERVICE EXPERIENCE

These questions and statements are intended as suggestions or prompts to guide your journal writing. You are not expected to respond to them in every journal entry. Additional writing topics will be assigned throughout the semester.

1. Describe, in detail, your service placement...the site, the clients, the staff, other volunteers, the location, and the general surroundings (what does it look like, smell like, sound like...).
2. Discuss your first experience at your service placement. Be very specific: when did you go (date and time); how long were you there; whom did you see, talk with; what did you do. Include any first reactions: did you feel useful, anxious, bored, etc., and do you think you will be able to learn anything from this experience.
3. What are your general duties and responsibilities? What do you do on a typical day at your placement? *Describe, in detail, your activities each week.*
4. How do people see you at your service placement? As a staff member? A friend? A student? What do you feel like when you are there?
5. What surprised you the most this week while you worked on your service project? What moved you the most this week during your service work?
6. What was the best thing that happened to you at your service site this week? Was it something someone said or did, something you said or did, a feeling, an insight, and a goal accomplished? What did you do that made you feel proud? Why? What did you do that was fun or satisfying?
7. What did you like least about your project this week? Why? What happened that made you feel uncomfortable or unhappy?
8. In what ways are you finding your commitments to your service project difficult to keep? What is helping you to follow through with these commitments despite the difficulties you encounter?
9. What new skill did you learn this week? What did you do that helped you get along and work with others? What did you do that seemed to be effective or ineffective? What feeling or idea about you seemed especially strong this week?
10. Did you take (or avoid taking) some risk this week? What were things you wanted to say or do but didn't?

11. What did you discover about other people during your service work this week? Who was the most interesting person you met this week? Why? How did your feelings about any person change as a result of this week's activities?
12. What are some things you have in common with the people with whom you worked this week (your peers, the staff, the person you served)? How are you different?
13. Did you get an idea this week that would improve your service work? The program? The world?
14. What criticisms did you receive this week about your service work and how did you respond?
15. What compliments were you given this week about your service work and what did they mean to you?
16. How does what we have read or are currently reading in PCS 100 relate to and/or help you better understand various aspects of your service experience?
17. What do you perceive as the underlying cause(s) of the social problem(s) with which you are dealing at your service placement? Elaborate on each. What do you suggest as strategies, policies, and/or programs that could be implemented to try to lessen these problems? Who do you think should take the responsibility for formulating and implementing your suggestions?
18. Do you find that service helps the server as well as the person served? Who is helped more? Does it matter?
19. Can your service really “make a difference”? Alternatively, do you believe that only changes in policy can make a difference?
20. In what ways are you growing and learning from service? Is it changing you in any way: your ideas, beliefs, habits, values, or goals?

