

Energizing Philosophy Through Service: Service Learning in a Feminism and Philosophy Course

Ann Cudd, Women's Studies

Adding an optional service learning component provided a better understanding of how academic coursework is connected to life, as well as increasing student enthusiasm for the curriculum.

BACKGROUND

A survey of our Women's Studies graduates in a program review done three years ago revealed that students who had done service learning or an internship found it significant. They said that application helped them decide how to meld their course work with their life plans; furthermore, they enjoyed the activism and not just having book learning as the sole way they learned about their discipline.

In addition, a number of graduates who had not done either service learning or internships noted its absence, and they stated that application was a critical part of the Women's Studies program. One student said, "I needed some more direction [in order] to know what to do." I put their responses together with the ideas I had about service learning and decided that it would be a useful addition to our course work.

When I considered adding service learning, I looked at two KU models: Kim Warren and Charlene Muehlenhard. Prof. Warren recently used service learning with her history students and had successful results with it. Prof. Muehlenhard has worked with service learning students who initiated the work themselves through a faculty advisor. Her area of study is clinical psychology, and as such, she helped students find connections to clinical psychology organizations.

One consideration I had was that I see few courses in Philosophy where service learning would be appropriate. For instance, how would I do metaphysics as service learning? Getting the "learning" part into that topic with service is beyond me. But, it seems imaginable to add service learning to any applied ethics course. The ideas fell into place to add service learning to the course Philosophy/ Women's Studies 381, Feminism and Philosophy. I thought this course offered a chance to apply theory to practice, which, in my opinion is the basic underlying benefit of service learning.

Even though I thought there were good reasons to use service learning, I was concerned that it would be a tough idea to sell. Both faculty and students see it as extra work: faculty worry about the extra planning and implementation time, and students are concerned about the time commitment needed for out-of-class work. Faculty members also tend to see service learning as not academic enough. I decided that by initiating a service learning component in my course, I would be leading by example. I believe this

has already had an effect on some negative assumptions about service learning held by my colleagues.

Course Syllabus

Feminism and Philosophy

Spring 2005

Philosophy/Women's Studies 381

MWF 9:30-10:20, 4008 Wescoe

Professor Ann E. Cudd

Office and hours:

M 2-3 (WS office: 2010 Wescoe)

W, F 10:45-11:45 (Phil office:3051 Wescoe)
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COURSE DESCRIPTION:

This course is an introduction to systematic philosophical reflection about feminism, sex, and gender. This semester we will examine five major themes in philosophical feminism: the nature of sexist oppression, sexual difference and how it is constructed and/or discovered, what it means to say that knowledge or reason are gendered, care and trust as central concepts of feminist ethics, and the concept of an autonomous self and its liberation. This course is by no means an encyclopedic survey of philosophical feminism, but it is designed to introduce the main topics of current interest to feminist philosophers.

COURSE OBJECTIVES:

The objectives of the course are to introduce the student to philosophical concepts and ideas regarding sex, gender, and feminism; to give the student practice writing philosophical essays; and to help students develop a sensitivity to systematic oppression.

TEXTS:

The following text is available at the bookstore for this course:

Feminist Theory: a philosophical anthology, edited by Ann E. Cudd and Robin O. Andreasen.

There will also be occasional articles that I will post on the website for you to read. I recommend that you print them for your repeated use.

COURSE WEBSITE:

I have constructed a Blackboard course website for this course. If you have or have had other courses on Blackboard, you simply need to log in to the site in the usual way (go to <http://courseware.ku.edu> and follow the instructions). If you have not used Blackboard before, you need to point your browser to <http://courseware.ku.edu> and follow the instructions for setting your password. Once you have done this successfully, Blackboard will automatically load your courses with Blackboard sites on your opening

page. You can then click on the Feminism and Philosophy course to get to our site. To successfully log in to Blackboard you need to have an Exchange account (i.e., a “ku.edu” account), and you need to use that when you log in. If you do not have an Exchange account you can get one for free from the Academic Computing website, which is linked to the www.ku.edu website. Please see me if you have any difficulty in logging into the course website.

COURSE REQUIREMENTS AND GRADING:

- \$ You will write **four short papers** (5-6 pgs) through the term. The papers together will account for 60% of the course grade, with each counting for 15%. Unexcused late papers will be penalized at a rate of one letter grade per week.
- \$ There will be a **take home final exam** worth 30% of the course grade.
- \$ Each student will take part in **leading class discussion** on a Friday for part of the class; this will count for 10% of the course grade.
- \$ There will be the opportunity to engage in a **service learning experience** to replace two of the papers for the course. (See additional handout on service learning.) Those participating in service learning will present their project to the class in place of leading class discussion on a Friday or on the last day of class.
- \$ **Plagiarism will not be tolerated; it will result in a grade of 0 for the assignment, and will be reported to the Dean. If you are unsure about the rules, please ask me.**

STUDENTS WITH DISABILITIES

The KU office of Services for Students with Disabilities (SSD) coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted SSD, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://www.ku.edu/~ssdis>. Please also contact me privately in regard to your needs in this course.

A NOTE ON READING PHILOSOPHY FOR BEGINNERS:

Reading philosophy is not like reading a novel or the newspaper or People; it is slow going and requires re-reading, note-taking, and active engagement with the arguments if you want to make sense of what the author is saying. In this class I will expect you to have a good grasp of the author's thesis and her or his main arguments for it. The reading assignments are relatively short, but the reading is demanding. I recommend that you read the texts twice before class time, and once again after you have heard the lecture and discussed the reading in class. The first time through a text I normally make marginal notes with a pencil: questions, brief outlines of the arguments, my quick evaluations, doodles, epithets, and other little notes that I use as signposts for myself when I go back through the text. The second time through I normally take notes on my computer or the old fashioned way, with paper and pen. After class you might want to add a few notes, or correct some misunderstandings in your notes.

STUDENT LED DISCUSSIONS

You will be doing this in teams of about 4 students (depending on how many choose not to do a service learning project). What I want you to do is to work together to come up with four or so (at least one for each member of the group) themes/questions for discussion on your day that covers or relates to the reading for the week that your discussion happens. Discuss in your team, in advance, what you think are some good points to make. Let the class discuss the themes/questions, and see if they come up with your answers. If not, then propose them to the group. Make sure that each member of the discussion leading team has a chance to speak. After the class, post on the BlackBoard website (as a new thread in the on-line discussion section) your questions/themes and your answers. The class may then feel free to add comments to the thread to continue the discussion out of class. You will be evaluated on the quality of your questions/themes and the discussion that they raise.

SCHEDULE OF READINGS AND TOPICS:

All readings come from *Feminist Theory: a philosophical anthology* and are listed by author and chapter number, except where noted.

WEEK 1 - Jan 24-28

What is Feminism?

- M: Cudd and Andreasen, Introductions to book and to Part I
Wollstonecraft, ch. 1
W: J.S. Mill, ch. 2
F: De Beauvoir, ch. 3

WEEK 2 - Jan 31- Feb. 4

What is Feminism?

- M: Millett, ch. 4
W: hooks, ch. 5
F: class discussion will be led by the graduate students, and there will be one short, required practice essay.

WEEK 3 - Feb. 7-11

What is Sexism?

- M: Cudd and Andreasen, Intro to Part II
Cudd and Jones, ch. 6, Frye, ch. 7
W: Young, ch. 8
F: Discussion in learning teams of paper #1 – bring 2 copies of first draft of paper to class

WEEK 4 - Feb. 14- 18

What is Sexism?**Paper #1 due Monday, Feb. 14**

- M: Bartky, ch. 9
W: Ann Cudd, “Psychological Explanations of Oppression” (access on-line through Blackboard)
F: Student led discussion

WEEK 5 - Feb. 21- 25

What is Gender?

- M: Cudd and Andreasen, Intro to Part III
Antony, ch. 11
W: Butler, ch. 12
F: Student led discussion

WEEK 6 - Feb. 28 - March 4

What is Gender?

- M: Haslanger, ch. 13
W: E. Lloyd, ch. 10
F: Student led discussion

WEEK 7 - March 7- 11

Is Knowledge Gendered?**Paper #2 due March 7**

M: Cudd and Andreasen, Intro to Part IV
G. Lloyd, ch. 14

March 8: International Women's Day

W: Anderson, ch. 15

F: Student led discussion
WEEK 8 - March 14- 18

Is Knowledge Gendered?

M: Longino, ch. 16

W: Harding, ch. 17

F: Student led discussion

Spring Break March 21-25

WEEK 9 - March 28- April 1

Is Value Gendered?

M: Cudd and Andreasen, Intro to Part V
Baier, ch. 18

W: Tronto, ch. 19

F: Kittay, ch. 20
Student led discussion

WEEK 10 - April 4- 8

Is Value Gendered?

M: Hampton, ch. 21

W: Nussbaum, ch. 22

F: Student led discussion

WEEK 11 - April 11-15

The Autonomous Self

Paper #3 due Monday April 11

M: Cudd and Andreasen, Intro to Part VI

W: Grimshaw, ch. 23

F: Friedman, ch. 24
Student led discussion

WEEK 12 - April 18- 22

The Autonomous Self

M: Allen, ch. 25
Discussion led by graduate students

W: Brison, ch. 26

F: Presentations of service learning projects

WEEK 13 - April 25- 29

Liberation

M: Cudd and Andreasen, Intro to Part VII
De Beauvoir, ch. 27

W: MacKinnon, ch. 28

*** No class April 29 ***

WEEK 14 - May 2-6

Liberation

M: Okin, ch. 29
W: Cornell, ch.30
F: Student led discussion/Presentations of service learning projects

WEEK 15 - May 9-11

M: Presentations of service learning projects
W: Review and course evaluations

Paper #4 due on May 11

The final exam will be take home and will be due on the day of the scheduled final exam:

Tuesday, May 17, no later than 5pm.

Learning Goals

Intellectual goals:

1. More perceptive about sexism, segregation, classism, racism and segregation (voluntary or not) along those dimensions of difference
2. More aware of diversity along a variety of dimensions: culture, ethnicity, social class
3. Aware of a wide variety of ways that women serve the community in ways that are not often publicly recognized or valued
4. See how empirical evidence, contextual knowledge informs and changes theory

Skills:

1. Public speaking, leadership
2. Organizing events
3. Writing a reflective paper

Affective goals:

1. Empathy
2. Anger at injustice/inequality
3. Sense that their actions can change things

IMPLEMENTATION

On the first day of class, I presented information about service learning to the blank looks of students (see service learning handout). Most picked up a contract, though. I thought that it was a good incentive to say that if they did service learning they didn't have to write two of the otherwise required papers. It also provided a way for students to lead discussion. They could report on their service learning project instead of presenting a philosophical article to the class.

I thought it was important for service learning to be optional, because I had students from different majors in the course. The split for this class was 27 Women's Studies students and 14 Philosophy students. Most of the students in Women's Studies had a commitment to women and activism, leading them to prefer a face-to-face service option. I offered a choice between a local and international service option, but no one took the international service option. Obvious places to volunteer in a Feminism and Philosophy class are local rape crises centers or domestic violence shelters. However, these places require a very serious commitment by volunteers, because they must go through a long training period and make a significant time commitment. I realized that not all students interested in service learning would be able to meet those commitments in one semester's time. So I also contacted agencies that serve children in daycare centers and schools, asking if they could use some help. All the choices included both service and learning. To make the service learning **learning**, students needed to do an activity they specifically designed for their population to address gender, race discrimination, or segregation and report on it. More specifically, students were also required to observe the construction of gender (and race and class) at the volunteer site, write about what they observed in journals they kept for each volunteer session, and then design an activity to engage their agency's clients in

ways that would address gender and/or racial issues in a creative, progressive, and provocative manner. To make the service learning **service**, they needed to do work requested from the agency such as tuck children in for naps, give them juice, etc.

As the semester progressed, I added another component to the service learning option. I asked the students to design electronic posters based on their project experiences. However, in order to do a complete job on those, the students had to develop content that I had not originally asked for. I made a deal so that this option would still be viable: they could do a shorter, two-page reflection paper instead of a different, longer paper if they created a poster. The students filled the poster format out electronically and emailed it to me, and I then emailed it to the computer center that put it into a form that I had designed. We used the Women's Studies digital camera to take pictures that we added to the posters. It got the ball rolling—once one person did a poster, others did too. All the poster work was done by the end of the term, and the students used them in their final presentations to the class.

Two Examples of Projects:

The different service learning projects began at different times in the semester. At Hilltop Child Development Center, the work began early in the semester. A volunteer commitment at this agency required a certain number of hours in order to participate. The Women's Transitional Care Service (WTCS, a battered women's shelter) also began early in the semester, for similar volunteer commitment reasons.

1. Hilltop Child Development Center

Students had to consider carefully what was appropriate for this age group regarding race and gender. One student was in a class of toddlers who had preverbal language skills, and she decided to look at gender/ mommy and daddy issues. Because of the toddlers' beginning language skills, it is a challenge to fight gender or racial stereotypes without including lecture, a format that would clearly not be appropriate for this age. One student from my class wondered what young children would do with gender questions when the person's gender didn't match the stereotype of the job they were dressed for. She decided to investigate this by creating figures dressed to indicate certain professions or work and giving the preschooler tools that went with such jobs. What she discovered was that children had a difficult time giving a "cowgirl" character the correct tools, as they thought only "cowboys" should have those props, and the same with a dad holding a baby—the children were reluctant to give him a bottle. These results were enlightening, especially to the Hilltop teachers. I wonder if perhaps they had been somewhat unaware of how they enact gender stereotypes. I appreciate the openness of the staff to interact with the students about their service learning work. When the student gave her presentation, a staff member from Hilltop came to listen to it.

2. WTCS

All volunteers at WTCS are required to complete 40 hours of volunteer training in order to work at their shelter. I had established 20 hours as the number of hours for the entire service learning project, so I had to make an exception for the students who volunteered at WTCS. For instance, I helped adapt this time-heavy program to the service learning

requirements by omitting the classroom activity each student had to lead. One of the WTCS staff members came to an early class session and spoke about their program to all of the students; they were the only entity that wanted to make a class presentation.

Service Learning Handout

Phil/WS 381: Feminism and Philosophy

I. Theory and objectives of service learning

A. Theory: Service learning fosters understanding, the ability to apply knowledge in novel situations. At its best, it empowers students to analyze situations in light of their academic knowledge and contribute to society in positive ways. Service learning can help you develop skills, capacities, sensitivities, and attitudes that will help you understand the course material better and learn about your own interests and abilities.

B. Objectives for this service learning project

- learn about real world applications of feminist theory
- engage with the community to lessen the effects of sexist (or other) oppression
- reflect on connections between theory and activism

II. Possible projects

A. Local service/research projects

Hilltop Child Development Center: contact Gina Byrd-Stadler, ginabyrd@ku.edu 864-4940 (this would involve helping in one of the classes)

Boys and Girls Club: contact Janet Murphy, jmurphy@sunflower.com 841-6854 (this would involve playing with the kids after school)

Pinckney Elementary School: contact Sharon Carlson scarlson@usd497.org 832-5800 (this would involve being a tutor or “lunch buddy”)

Girl Scouts (Pinckney troop): contact Jill Hardesty, jillh@ku.edu
(This would involve attending the scout meetings and helping with activities)

Women's Transitional Care Services: contact Emily Nelson (she will be making a visit to our class)

You may also contact other sites yourself.

B. International service projects – local consciousness- and fund-raising

1. Micro-credit lending organizations
2. Women's human rights organizations
3. Organizations geared toward stopping trafficking in women
4. Other?

C. Other? (You may propose something else to me)

E.g., research some aspect of status of women in Kansas and propose legislation to state legislator

E.g., fundraising for local women's organization, such as Peggy Bowman Second Chance Fund

III. Assignments and expectations

A. Assignment: The basic assignment is to engage in service having something to do with women/girls or sexism or gender stereotypes and then to make a presentation to the class about your findings and to write a short essay about that finding and your service. If you do a local service project, then you will fill out a contract with a service provider and they will ask you to do something or you will offer them a project to which they will need to consent. You will perform the service and document the hours of service. If you do an international service project, then you will find an organization that you wish to support and host an event to inform others about that organization and to raise funds for its works. Then you will make a (10-15 min.) presentation to the class, in which you try to draw some connections with feminist theory. The discussion should help you to focus your impressions about your service project. Then you will write a short essay about what you learned.

B. Specific expectations: Local service projects

1. Choose a service site/project and contact service agency
2. Fill out contract with service agency supervisor and Prof. Cudd
3. Perform at least 15 hours of service.
 - You should perform the duties requested by your supervisor and described in the initial contract.
 - Please be on-time and dress appropriately.
 - You should plan to lead the group in one activity aimed at lessening some aspect of gender (or race or class) oppression that you have observed. Use an activity from the Teaching Tolerance website: <http://www.tolerance.org/teach/index.jsp>, or design your own. You must present your idea to your on-site supervisor in advance to make sure it is appropriate for your population.
 - Document with photos if at all possible. (I can loan you a digital camera on the day you wish to take photos. Please ask for permission from your subjects to use the photos for academic purposes.)
4. Keep track of hours and keep notes in on-line BlackBoard journal after each volunteer session. Answer the following questions in each journal entry: how long were you there? What did you do and with whom? How did sex/gender play a role in the interactions you had or observed?
5. Have supervisor fill out evaluation on contract at end of service.
6. Reflect on your experience: what did you do? What did you observe? What did you learn? What social problems became salient to you? How might you go about affecting these problems in the future?
7. Present the results of your reflection to the class.
8. Write up the results of your reflection.

C. Specific expectations: International service projects

1. Investigate international service organizations on the internet. Hand in a list of 10 organizations with brief descriptions about each of them, and an explanation of why you are choosing to support one of them with your service project. This is due by Feb. 18.
2. Draw up a plan of action with Prof. Cudd
3. Organize a consciousness- and fund-raising event for the organization you have chosen to focus on: reserve a place; advertise; construct poster for the event with information about the organization. If there are several of you, you may wish to organize an event together on International Women's Day: March 8.
4. Create poster for organization which discusses the problems and solutions offered by the organization. Make suggestions for "what you can do" which include the kind of event you hosted.
5. Host the event. Document with photos if at all possible. (I can loan you a digital camera on the day you wish to take photos. Please ask for permission from your subjects to use the photos for academic purposes.)
6. Send the funds to the organization and get acknowledgement from them
7. Present poster in class and hand in, along with copy of the acknowledgment form.
8. Write up your reflections: what organizations did you investigate? Why did you choose the one you did? What did you do to raise consciousness and funds? Was this successful in each of the two dimensions (raising consciousness and fundraising)?

Service Learning Details and Expectations

Service evaluation: (worth 10 pts)

Journal entries -- I wanted the entry section to be complete, with one entry for each session. It also need to be reflective in the sense that the students explicitly related a situation that they encountered in their service learning experience to a concept or theory we discussed in class.

Supervisor evaluation. -- The supervisors filled out this form. For full credit on this item, the students had to be judged reliable and useful by their supervisor.

Project design and execution -- Each project needed to be feasible. It also had to relate course material to their service site. Finally, the students needed to demonstrate that they performed the project.

Presentation:(worth 10 pts)

Description of project -- I looked for the description to be comprehensible.

Connections with course material – The students had to explicitly make a clear when they gave their presentations.

Class discussion – the students needed to generate questions and comments from the class.

Final Write-up: (worth 20 pts)

Description of project – I looked for text that was comprehensible and clearly written.

Connections with course material – I wanted a clear and explicit explanation of how the course material related to their project.

Digital images (if applicable) – This area was required if the students had chosen the digital poster option. At a minimum, I required images.

PHIL/WS 381 – Feminism and Philosophy – Spring 2005
Prof. Ann E. Cudd
Philosophy and Women’s Studies, Univ. of Kansas
Service learning contract/ Evaluation form (Local service project)

Student name _____ Student number _____

Agency _____ Supervisor _____

Directions: Fill out top portion prior to beginning volunteer work. Keep the original, and turn in copies to the supervisor and to the instructor. When you have completed your 15 hours, have your supervisor fill out and sign the bottom portion. The contract is due by Feb. 11.

Brief description of expected duties:

 Supervisor Signature

 Student signature

 Date

 Date

.....

Evaluation of service

A. The student completed all the duties outlined in the contract in a way that was useful to the agency.

1. Totally
2. Mostly
3. Somewhat
4. Not really

B. Number of hours student completed.

1. 15+ hours
2. 10-14 hours
3. less than 10 hours

C. The student was on time and showed up when scheduled.

1. Always
2. Usually
3. Sometimes
4. Seldom
5. Never

D. The student behaved in a respectful and courteous manner.

1. Always
2. Usually
3. Sometimes
4. Seldom
5. Never

E. The student was interested in the work and showed good initiative and independence.

1. Always
2. Usually
3. Sometimes
4. Seldom
5. Never

F. The student responded well to supervision and/or suggestions from staff in the agency.

1. Always
2. Usually
3. Sometimes
4. Seldom
5. Never

Comments:

Supervisor Signature

Student signature

Date

Date

Service Learning Final Project Instructions

Service Learning presentation and final write-up instructions

The final parts of the service learning assignment were to make a 10-15 minute presentation of your results from your service learning activities and to write up the results in no more than five pages. I want to offer some advice on structuring these two final parts and an option for the final write-up.

First, the option: you may either make a write up on paper like a traditional paper or you can send me a file with a digital poster.

If you want to create a digital poster, I would like you to send me at least three images that are related to your project (these can be from a digital camera, which, by the way, is available from the Women's Studies office for loan), or from web images that you borrow (please provide web address source information), or scanned images. Provide captions for the images that relate them to your text. Then explain in no more than two pages of text, what service you did, what presentation or project you did with the group, and what you learned from this project. Finally, I want you to reflect on what theoretical feminism learned in the course was illuminated for you by this service learning project. I will convert this all to html and create a digital poster out of this for use on the WS website, with your permission.

If you want to do the traditional write-up, I expect a more formal 5 page paper that responds with more textual reflection to the questions: what did you do? What did you observe? What did you learn? What social problems became salient to you? How might you go about affecting these problems in the future?

Presentation:

Make the presentation from the poster or write-up. If you get the poster material to me a week in advance, we can actually share the poster with the class for you to talk through. Leave time for questions and discussion with the class. This should be a fun, celebratory experience!

Service Learning Project Evaluation

Student Name _____

Service organization/Project name _____

Service evaluation: (worth 10 pts)

Journal entries

Supervisor eval.

Project design and execution

Presentation:(worth 10 pts)

Description of project

Connections with course material

Class discussion

Final Write-up: (worth 20 pts)

Description of project

Connections with course material

Digital images (if applicable)

STUDENT PERFORMANCE

The final projects, which included a presentation, were done in pairs or groups if the students had worked at the same setting. Several groups of students chose to do this, and I was very pleased with how the joint presentations turned out. Some of the students chose to do an electronic poster over the paper and their presentations included electronic posters.

I thought that the final project on the WTCS service learning was incredible (for a portion of the final project see Sheldon-Sherman and Funk). The students added their time together so they had the whole class period for a joint presentation. Watching it was like viewing a movie, as they had created a highly sophisticated use of PowerPoint. The students included music, poetry, and pictures. As it was the first project presented, the others in the class watched in awe and intimidation. While I would like to make this presentation available to the public on the Women's Studies web site, its components take up too much room. In addition, the use of music and poetry brings up copyright permission issues, another difficulty in making it available in a public forum. We were able to present it at the annual Women's Studies banquet. Another group, those students who volunteered at Hilltop Child Care Center, also gave a joint presentation about their individual projects, and they made their presentation work well, too (see Andra Boles for an individual Hilltop project).

The projects demonstrated to me that students step up when they do service learning. They do amazing things, they bite off more than I would have thought they could chew, and they do more than is necessary for only a good grade.

Although the service learning projects started out as individual work for a course project, that work can become extended beyond the boundaries of academic requirements. For instance, one student who worked with young adolescent girls on body image at West Junior High School later decided to work with another individual at the Emily Taylor Resource Center. The center needed volunteers, and this programs' work was a good fit for our topic of study.

REFLECTION

I think service learning is worth doing again. Students put forth a better effort both in class and on their projects compared to what I normally expect in my class. As always, it depends on the individual student as to how well it goes, but the overall effect impressed me because of the quality of student work. I am happy to offer a learning option that students can get excited about. Service learning does this through its practical, physical involvement. Getting students' entire being involved is a benefit of service learning that doesn't happen in book learning. This is one way to capture a little bit of the young person's enthusiasm, at least for my course.

After teaching this course with service learning, I have decided that I want to offer the course at least every other year so that I can keep contact with the community groups. This will help all of us maintain a relationship that doesn't have to constantly be rebuilt from scratch, and that unity will make the situation better for the students. One way that I included the agencies was that I asked each supervisor for an evaluation, and after I received it and read it, I sent a note of appreciation to those supervisors. It was great to have a town-gown relationship, and I think it provided an excellent model of citizenship. I worried that the service learning projects meant we would be taking away from the community. As such, I asked the supervisors, "Was this really valuable for you or was it too much work?" The results were uniformly positive, even if I had questions regarding a student who had been working at a particular placement.

The service learning work has had a direct impact on student work and scholarly choices. One Hilltop student has made a commitment to work there, and she is very enthusiastic about that population. A service learning volunteer at WTCS applied for and received one of the two Women's Studies scholarships for service learning. In addition to using service learning in this course, Women's Studies and Philosophy have continued to develop other opportunities for application work. This is the third year we will receive funds to provide for two students to do service learning work over the summer. The course, Women's Studies 650, gets scholarships through the Student Union Association funds for equal opportunity. The summer is a perfect time for students to do this work, and the scholarships will help others work in this venue again.

I am considering ways to tweak this course when I teach it again. One idea I am still mulling over is the international service option. I think this is a possibility, and the successful example of Professor Fiona Yap's project has given me more ideas for it. I have decided that I am content with giving students a choice regarding whether or not they will do service learning. Because the course is cross-listed, students from different programs bring different needs to this course. For instance, I believe doing service learning may be less important for Philosophy students who already have an idea for life plans. But I wonder if my belief is accurate, as I spend less time teaching and advising these students than I spend with the Women's Studies students.