

SIMPSON COLLEGE
2010 MAY TERM OFF-CAMPUS TRAVEL COURSE PROPOSAL

Date: February 16, 2009

Name of proposer(s): Jan Everhart/Jim Hayes
Integrative Learning (CVIL)

Department(s): Center for Vocation &

Please check one of the following:

INTERNATIONAL Off-Campus Travel Course

DOMESTIC Off-Campus Travel Course

I. Course Information

- A. Course number, if course has been offered previously: Humanities 190A
- B. Course title: Call of Service: Denver
- C. Transcript Course Title (max. 21 characters): Call of Service
- D. Course level (100/200/300): What is the rationale for offering the course at this level? 100; this course, while open to upper level students, is designed with first and second year students in mind.
- E. Minimum enrollment: 12
(*For 1 instructor, must be at least 10 students; for 2 instructors, must be at least 20 students.*)
If proposed minimum is less than the requirement, provide a rationale for receiving variance.
- F. Maximum enrollment: 18 including 2 student leaders, due to van space.

II. Course Description

- A. Course goals and objectives: Given that Simpson May Term Off-Campus Travel Courses aim to provide students with an active learning curriculum that integrates a rigorous academic program with experiential immersion activities, please outline the learning objectives for your course.

See syllabus, page 2-3.

- B. Rationale for the course: Please explain how the course fits in with your department and/or the college's curriculum.

This course was launched with Simpson's Lilly Initiative for vocational exploration, and brings together all aspects of the grant's goals. Now with the creation of the Center for Vocation & Integrative Learning, this course will continue to help our department meet its goals. We spend a week in the classroom reading, writing, thinking and talking about social problems and the role of service. We spend a week with intensive work with and among people who live on the margins: the hungry, homeless, physically challenged, and those who are ill. We spend several days reflecting in an environment without cell phone reception, talking with each other and experiencing the quiet and challenge of nature. The course meets many of Simpson's current goals for experiential learning, awareness of people and cultures different from our own, and the importance of intentional reflection as a means of discovering one's life path and calling.

- C. In-country activities: Describe how the planned immersion activities (these could include home stays, service learning opportunities, interviews with locals, Q & A sessions with local guest lecturers/speakers, etc.) will be integrated into educational goals of the course.

All activities occur in the United States. We meet three times as a group prior to the start of May term to become acquainted, to hear from people already intensively involved in service (e.g. last year our January dinner speaker was John Donaghy who is working and living with the poor in Honduras). This year, we will meet prior to Spring Break to share a meal and begin to get to know one another. During the first week of the class several visitors talk with us about their experiences of service and about the social problems that give rise to the need for service. We will also participate in the High Ropes course at Camp Wesley Woods as a team and leadership building activity. The service-learning encompasses the entire second week of the course.

D. Required course assignments and evaluation

1. Explain specific course requirements and indicate when they would occur (e.g., P=during the on-campus spring semester prep course, O=off-campus, and D=during the de-briefing portion of the off-campus experience; it's possible that some assignments will happen in all of the periods, e.g., Readings could be P-O-D) SEE ATTACHED SYLLABUS FOR ALL OF THE BELOW.

a. Participation

b. Readings (please specify what these will be)

c. Journal reflections

d. Exams

e. Papers/Presentations/Field reports, etc.

f. Other assignments

2. Approximately what percentage will each of the above course requirements contribute toward the final course grade?

SEE ATTACHED SYLLABUS WHICH DETAILS ABOVE.

- D. Catalog course description of about 100 words which includes a statement of expected course work (papers, exams, journal writing, presentations, etc.)

This course is designed to help students connect their gifts, talents and "deep gladness" with the needs of the world. The course begins with an on-campus week of readings, discussion, and a reflection paper. The

classes include systematic study of the major conception themes of community, service, compassion, social justice, social change, and leadership. The second week involves an intensive service experience in Denver that addresses a special social need such as homelessness. The students keep a written journal and participate in daily reflection meetings. During the last week, a retreat helps participants to reflect on the studies, the week of service, and to integrate those experiences into their own sense of vocation.

- F. Are there prerequisites for this course? Yes No
If yes, please list them and briefly provide a rationale.

III. Other Information

- A. Has this course been offered in a previous May Terms? Yes No
If yes, please indicate *when* it was offered and the approximate enrollment.

The course has been offered every May since 2004, with 16-18 students each year. We usually have a waiting list. The waiting list for 2009 was 16.

- B. Department(s) in which credit is to be awarded: Humanities

- C. If this course will meet requirements for a departmental major or minor, please explain briefly:

- E. Proposed dates of the travel course, including dates you anticipate being abroad:

In 2010 we will leave on Sat., May 1, and return on Wed. May 12 or Thurs. May 13.

- F. Proposed location(s) and how the site location(s) relate to the core objectives of the course:

In Denver, we plan to stay at Casa Karibu, a hostel for service groups. This large house is located in an ethnically diverse neighborhood close to downtown dinner where most of our service sites are. Students learn to use public transportation (bus and light rail) and have easy access to several parts of Denver from C.K. We live in community during this first week, sharing one or two bathrooms and preparing simple meals. Space constraints prevent us from bringing lots of “stuff” and students begin to experience the joys and challenges of simple living.

The YMCA Camp of the Rockies offers more space while maintaining the simple living experience; the location is stunningly beautiful. Preparing and sharing simple meals continues. We offer students the option of spending one day in Rocky Mountain National Park. While in the mountains, we spend several days communing with each other and nature as we write and talk about our experiences without the use of technology.

- G. Indicate your level of familiarity with the site(s) visited during the course.

Since we have run this course 5 times, and since both faculty members have lived and worked in Denver, we are quite familiar with the sites and the city. Other staff members have also been on the trip multiple times, including Leadership and Service Coordinator Bobby Nalean.

- G. Will the off-campus component of this course require a significant amount of physical exertion on the part of the course participants? On a scale of 1-5, with 1 being little physical exertion and 5 being a tremendous amount of physical exertion, please rate the anticipated activities related to this course. Do you anticipate that the course activities would pose any significant challenges for someone with physical disabilities?

Casa Karibou is not fully accessible to someone in a wheelchair, so that would pose a problem. Someone with extreme pulmonary difficulty would not want to experience the 9500+ altitude at the mountain retreat center. Our service activities could be adjusted to accommodate many physical limitations, but not all sites will be accessible to someone with limited mobility. The entire class will travel to Wesley Woods during the first week of class. However, the high ropes challenge course is an optional activity and could prove difficult or perhaps impossible for someone with limited mobility or a physical disability. The normal activities for this course probably warrant a rating of 3-4.

V. Proposed Budget for the Course
(A more precise estimate is not due until September 2, 2008)

First, estimate expenses for instructor(s) and course assistant(s), if any, (in total, not per student)

Air transportation	\$
In-country transportation	\$5,000
Lodging	\$6,000
Meals	\$ 1,200
Events: tickets, admissions, excursions, etc.	\$
Any necessary entry visas	\$
Misc.	\$ 300
Other (explain):	\$
Total instructor(s) and course assistant expenses	\$12,500

Next, estimate the cost per student, based upon the minimum enrollment number (12) from page 1 of this document:

Air transportation	\$
In-country transportation	\$ 500
Lodging	\$ 400
Meals *meals are often included at the service sites	\$ 60
Events: tickets, admissions, excursions, etc.	\$
Honorariums	\$
Tips	\$
International Student I.D. card	\$
SC Study Abroad Program Fee	\$
Any necessary entry visas	\$
Contingency fund (\$100 recommended)	\$ 100
Other (explain):	\$
Subtotal per student expenses (based upon minimum enrolled #)	\$ 1060

Finally, divide the "Total instructor(s) and course assistant expenses" by "the minimum enrollment number () from page 1 of this document" to get a "per student instructor cost." Then add

Subtotal per student expenses (based upon minimum enrolled #)	\$
+ per student instructor cost	\$
= Total per student cost	\$ 400**

** This course is subsidized by the Center for Vocation & Integrative Learning and Lilly grant funds. Students receive a rebate on their on-campus housing/meals for the 10 days we are away from campus.

Additional expenses not covered by the program for which students need to budget:
For example, passport @ \$97, books, meals, immunizations, trip cancellation insurance, etc.

Total estimated additional expenses not covered by the course: N/A – Lilly subsidized

Instructor signature: _____ Date: _____

Instructor signature: _____ Date: _____

Dept Chair approval: _____ Date: _____
(department(s) in which credit is to be awarded)

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Div. Head approval: _____ Date: _____
(division of the instructor)

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(division of the instructor)

The Call of Service – Humanities 190A – May Term 2008 – Simpson College

Leadership Team: Jan Everhart, Bobby Nalean, Neil Bontrager, Kelsey Hedrick, Courtney Swanson

Class Meetings: Monday April 28, Wed. April 30 & Thursday May 1 – 8:30 – 11:15, McNeill 106; Tuesday, April 29 – 9:00 – 2:30, Wesley Woods (leave campus at 8:30)
Travel to Denver, Saturday, May 3, 2008
Denver Orientation, May 4, 2008
Daily service opportunities in Denver, May 5-9, 2008
Mountaintop reflection sessions daily, May 10-13, 2008
Travel back to Simpson, Wednesday, May 14, 2008

The Course

This course is designed to help students connect their gifts, talents, and deep gladness with the hunger of the world. The course begins with an on-campus week of readings, discussion, and a brief reflection paper. The classes will involve systematic and rigorous study of the major conceptual themes of community, service, compassion, social justice, social change, and leadership. The second week of the course involves an intensive service experience that addresses a specific need such as homelessness. During the last week, students will participate in a retreat to reflect on the studies, the week of service, and to incorporate the experience into an understanding of their own gladness in relation to the hunger witnessed and addressed during the service week.

Community Sites

While in Denver, we'll stay at Casa Karibu, a hostel for service groups:

3554 Marion St.
Denver, CO 80205
303.296.9480

Service projects can include:

- Serving meals to the homeless
- Sorting and packing food in local food banks
- Building and improving low-income housing
- Preparing and delivering meals
- Working with physically and/or mentally challenged adults
- Cleaning neighborhoods
- Working with disadvantaged children

Denver Service Links:

<http://www.foodbankrockies.org/>

Tuesday morning for everyone

<http://www.stpauldenver.org/outreach.htm>

Grant Street Reach, Soup Kitchen
Monday (we'll all eat there Monday evening)

http://www.iliff.edu/about_iliff/special_programs.htm#justice_peace

Tuesday p.m.: lunch & program on campus

<http://www.mscenter.org/content/category/1/2/18/>

King Adult Day Enrichment Program
Work with disabled
Wednesday and Thursday

<http://www.centrohumanitario.org/>

Worker placement and advocacy for recent immigrants
Centro Humanitario (Harold Lasso, 303.292.4115)
Thursday and Friday

<http://www.sfcdenver.org/>

St. Francis Center/Catholic Worker Community
St Francis Center—
(Sue Lane, 303.333.4362)
Work with homeless
Wednesday and Friday

<http://denverbac.org/default.aspx>

Broadway Assistance Center
Work with homeless, food and clothing distribution
Monday, Thursday, and Friday
Any interested can eat there Thursday

Reflection/Retreat Site

YMCA of the Rockies— <http://www.ymcarockies.org/>

Estes Park Center

YMCA of the Rockies
2515 Tunnel Road
Estes Park, CO 80517

To reach the Estes Park Center directly, please call 970-586-3341 and press 0 for the operator.

Goals and Objectives

- *Goal:* Draw upon experience of previous community service.

Objective: Demonstrate an understanding of the complexity of social problems in our history.

- *Goal:* Deepen your thinking and practice of community partnerships and relationships in community.

Objective: Demonstrate an understanding of community organizing.

- *Goal:* Provide a framework and grounding for community service that makes connections between service, politics, and faith.

Objective: Demonstrate an ability to analyze and critique the dominant charity model of service in its institutional context.

- *Goal:* Deepen your personal understanding of the individual and communal call of service.

Objective: Demonstrate the ability to articulate a discernment process wherein one discovers the notion of vocation.

Readings – most readings are available on line; consult the portal.

Jane Addams, “The Subtle Problems of Charity.” *The Atlantic Monthly* 83 (February, 1899) : 163-178.

Wendell Berry, “Does Community have a Value?” in *Home Economics*. San Francisco: North Point Press, (1987) : 179-192.

Ram Dass & Paul Gorman, “Who’s Helping?” from *How Can I Help?* (New York: Alfred Knopf, 1985. This chapter is on reserve in Dunn Library.

Martin Luther King, Jr. “The World House.”

Musil, Caryn McTighe, “Educating for Citizenship.”

Nolan, Albert, O.P. “Spiritual Growth and Option for the Poor.”

Des Moines Register article on homelessness in Iowa.

Books

Paul Rogat Loeb, editor. *The Impossible Will Take a Little While: A Citizen’s Guide to Hope in a Time of Fear*. New York: Basic Books, 2003.

(recommended) Ram Dass and Paul Gorman. *How Can I Help?: Stories and Reflections on Service*. New York: Alfred A. Knopf, 2003.

Requirements

	% of Grade	Points
• Community Service/Expectations and Obligations	__20__%	100
• Course Journal	__20__%	100

- Attendance and Participation __15__% 80
- Reflection Paper on week one readings __10__% 50
- Exhibited growth in vocational awareness __ 5__% 25
- Final Paper __30__% 150
- Total 100 % 500

500 - 476 = A	475 - 451 = A-	450- 435 = B+	434-419 = B	418-401 = B-
400-384 = C+	383-366 = C	365-350 = C-	349-333 = D+	332-319 = D
318 -300 = D-	Below 300 = F			

Schedule

- April 28 Community, Charity, and Politics
(Elias article, "What Makes People Happy?" – on-line);
A Good Citizen – The secret of Success
(Addams article; Berry article – both are on-line)
- April 29 High Ropes Course at Wesley Woods;
Leadership and Team Building
- April 30 The Vanity of Volunteerism; Where's the Justice?
Ram Dass chapter, on reserve)
Presentations from *The Impossible Will Take a Little While*
- May 1 How Can I Help? Forget Yourself on Purpose
(Martin Luther King, "The World House" – on-line)
Presentations from *The Impossible Will Take a Little While*

Higher Education, Community Building, Leadership and Service
Musil article, "Educating for Citizenship" – on line).

DUE at the start of class: Reflection paper on Week 1 readings

- May 3 Travel Day (Leave BSC lot at 7:30 a.m.)
- 4 A Day to explore Denver and our neighborhood
- 5-9 Denver Service Projects (Refer to list above)
- 10 Travel to mountains
Begin retreat
- 10-13 Mountain Retreat

Reflections on the “hungers” encountered and their impact on the sense of vocation for each participant
Individual meetings with Jan and Bobby

14 Travel back to Simpson College

15-16 Complete reflection papers. **DUE, May 16 by 4:00 p.m.** You can turn them in at the Maple House, 705 D St, or at Jan’s office in Mary Berry 218.

Honesty Policy

The penalties for dishonesty and documented plagiarism are available in the student handbook and will be adhered to strictly. All other policies and procedures of the college remain in effect for this course.

Denver Pack List

Denver spring and summer weather is variable. Expect temperatures to range from 0 to 75 degrees Fahrenheit (Spring) and 40 to 100 degrees Fahrenheit (Summer). Dress will always be casual - shorts/jeans and T-shirts being standard. Work clothes will be subject to wear and tear and possible paint stains. Some of the agencies that we work with do require that all volunteers wear long pants. Pack with this in mind. You must bring closed-toed shoes. The following is a suggested list; keep in mind that each student may bring one small suitcase only! We will do laundry, so 2 pairs of pants and 3 shirts are sufficient. Remember that we will work with people who have very little.

NOTE: Shirts, sweatshirts, jackets and hats with logos from professional sports teams, as well as army style boots, can be interpreted by some to be “gang” related. We recommend that you avoid bringing these items.

What to Bring

Spending \$ for food (\$100 recommended)
Notebook or journal
Sleeping bag/pad
Pillow
Old jeans, shorts & T-shirts for work
Long-sleeved shirt for work
Jeans, shirt, shorts for casual wear
Work shoes (sturdy tennis OK)
(Open shoes are NOT permitted at some work sites)
Tennis shoes for hiking/recreation
Sweatshirt or sweater
Swim suit (Rec. center nearby)
Jacket
Rain gear
Socks & underwear as appropriate
Towel
Toiletries (soap, shampoo, toothbrush, sun screen, etc.)
Sleeping apparel suitable for coed area
Medical insurance card & emergency information

Optional Items

Sandals
Sunglasses
Water bottle
Games, cards, reading material,
Football, Frisbee, etc.
Phone Card (cell reception at Estes Park will be spotty)
Bible
Inhalers for those who suffer from asthma

DO NOT BRING!

Irreplaceable clothes or jewelry
Alcohol & Non-prescription drugs

CS Reflection Paper 1

Using your double-entry journal and class discussions as a foundation, reflect on three ideas that you have found striking in the first week of class. To help you organize this reflection paper, consider using some of the reflection questions provided on the first day of class. The questions you choose should demonstrate how the readings have influenced your thinking, provide opportunity to analyze and synthesize our discussions, and help you to evaluate your agreements/disagreements with the ideas of the respective authors, the teachers, presenters, or

your classmates. Since this is a paper for an academic class, spelling, syntax, etc. do count and will be factored into your grade. Please proofread your paper and read it out loud to yourself to catch errors.

Should you quote any of the authors directly, simply use MLA style with author's last name and page number (s) in parentheses, e.g. (Addams 164).

3-4 TYPED PAGES are required for this paper. It's due at the start of class on Thursday, May 1.

Preparation for Discussion of Readings

In general, it is helpful in reading assignments to identify and articulate the following:

- **PURPOSE:** usually a *question* prompting the author to write
- **POINT:** the *answer* the author wishes to give to the question
- **PRESUPPOSITIONS:** what the author takes for granted about the reader, faith, and society
- **PRAXIS:** the value of this text for making a difference in the world?

All members of the class are asked to actively participate in discussion of readings, in a spirit of dialogue:

- Listening to understand and find meaning and agreement
- Revealing assumptions for re-evaluation
- Re-examining all positions
- Exploring common ground
- Working together toward common understanding
- Searching for strength and value in others' positions
- Admitting that others' thinking can improve on one's one
- Discovering new options and not seeking closure

Double-Entry Journal

One of the best ways to engage with a literary text (story, novel, poem, play) is to have a conversation with it or its author. The DOUBLE-ENTRY JOURNAL allows you to do just that, and it can be used for many purposes, from getting more deeply into the text or passages from it for class discussion or short assignments all the way to generating ideas for analytical papers. You can format your journal by drawing a line down the center of a page (though it's better to use facing pages, which will give you more room to write) or, on computer, as below, creating a table with one row and two columns. Below are several, but by no means all, ways to use a DOUBLE-ENTRY JOURNAL.

Left-Hand Side	Right-Hand Side
-----------------------	------------------------

Quote from the text	Visual commentary (drawings, visual analogies, doodles)
Quote from the text	Reactions (“This bugs, annoys, moves . . . me because . . .”), reflections (“I wonder if. . .”), musings (“Hmmm...”), questions (“I wonder why...”) with possible answers (“Maybe because . . .”)
Quote from the text	Connections <ul style="list-style-type: none"> ▪ Text to other text(s)—print, visual, aural ▪ Text to self ▪ Text to world
Quote from text	Significance in relation to piece as a whole; relating part to whole.
Quote from text	Social Questions (Race, class, gender issues)
Quote from text	Naming Literary Techniques
Quote from text	Imitations or parodies of text’s content or style.
Quotes from text	In generating ideas for a paper, relating passages to your thesis.

<http://www.tncc.vccs.edu/faculty/weiser/DoubleEntryJournal.html>, accessed 5 April 2004.

The Call of Service – Final Paper

Compose a **4-6 page** essay that addresses the following questions or statements that were relevant to your experience of the course. Organize your thoughts, not on the numerical order of the statements or questions, but on how the class has been important for your vocational discernment. Use only the statements and reflection questions you find useful. They are a spring board to a coherent essay. We expect that you will synthesize class readings and discussions, insights gained from your service experiences and journal reflections, and discoveries from your time of quiet in the mountains. Return the typed paper to Jan Everhart at the Maple House or Mary Berry 218 by **4 p.m. on May 16, 2008**. If you have questions, e-mail janet.everhart@simpson.edu

1. Do all the good you can,
By all the means you can,
In all the ways you can,
At all the times you can,
To all the people you can,
As long as ever you can.

John Wesley

2. Frederick Buechner defines vocation as: “The place God calls you to is the place where your deep gladness and the world’s deep hunger meet.”
3. Parker Palmer says, “Vocation does not come from willfulness, it comes from listening.”
4. At Simpson College, we use these understandings of vocation:
 - Vocation requires a focus on the whole of one’s life work, not just one’s career.
 - Vocation is the discernment of one’s personal gifts and how those gifts can be disciplined to fulfill each individual’s personal responsibility to do “the good.”
 - Vocation is understood through each individual's responsibilities to a larger world in which we all live.
5. Cite specific examples of experiences during the May Term that relate to the quotes above, remembering that the purpose of this course was to help you reflect more deeply on your personal “deep gladness” in order that you might serve the “deep hunger” of the world. If it helps, use the reflection technique from the class resource: The Mirror (what was happening to you in the midst of this specific experience); The Microscope (describe the details of the experience itself); The Binoculars (what were the larger social issues at play in this experience, perhaps beyond your powers and abilities and the people you served?).
6. Did you discover any new personal gifts during the course? Deepen an appreciation of gifts of which you were already aware? Appreciate new ways that you might use those gifts in your life’s call? How might your gifts be used to feed the “hungers” of the world?
7. Using a journalist’s eye and voice, write an article for the *LIVEWIRE* (the Lilly Initiative’s quarterly newsletter) describing your experience of the Call of Service.