



101 Ideas For Combining Service & Learning

ANTHROPOLOGY

- "Anthropological Perspectives on Industry"- A graduate seminar focused on the anthropology of industry. Each year the seminar will have a specific theoretical, methodological, or substantive focus. Contact: John S. Knight, International Studies, Cornell University.
- "Biomedical Science and Human Adaptability"- Community health is viewed as the interaction between biological, environmental and sociocultural factors. The focus of the course will be the design, implementation and dissemination of an evaluation of the growth status of children attending an opportunity school. Contact: Francis Johnston, University of Pennsylvania, (215) 898-6834
- At Stanford University, an anthropology professor instructs a course entitled "Aging: From Biology to Social Policy," which encourages students to volunteer in organization working with elderly people to explore application of course content in the real world for an additional credit.
- Help people in halfway houses to explore their "roots."
- Collect and document what life was like during major recent historical periods by visiting nursing homes, rehabs, veterans hospitals.

ACCOUNTING

- Work with neighborhood leadership/advisory boards to put on workshops for residents of low-income areas on household finances, budgeting.
- Assist non-profits with fund-raising efforts (grant writing, investments, budgeting)
- Develop a free tax preparation and counseling service for low-income individuals. (VITAS program from the IRS.)
- Assist in the running and staffing of a cooperative food store and credit union.

ART

- "Art History Program"- This program consists of mini-lectures (20) by art history major from the college going out into local K-12 classrooms. The lecture can be on a famous artwork reproduced in a poster for the classroom. Contacts: Volunteers for Community, 270 Mogan Ave., Box 5323, Connecticut College, New London, CT 06320 (203) 447-1911
- "Creative Dance for Children"- Approaches to teaching dance an expressive medium for children with emphasis on concepts and principles. Contact: Office of Instructional Development, 405

Hilgard, University of CA, (213) 825-7867

- "A Day Without Art"- Students from the Yale School of Art designed and executed a one-day fund-raising and advocacy event in the fall semester around the issue of AIDS. The event included student created remembrances of artists who have died of AIDS-related causes, readings, performances and exhibitions were put on. Contact: Yale Volunteer Services, Dwight Hall, 67 High Street, P.O. Box 404A Yale Station Yale University, New Haven, CT 06520
- Free concerts for the elderly and public schools are given.
- Murals are designed and created by the students to beautiful the public schools K-12 which are artistically uninspired. This murals may be proposed by the students at these schools themselves and then the artist at FIU can create a mural based on the ideas of the kids.
- At Michigan State University their photography and video majors create a promotional video for "The Garden Project" which helps area residents plant and harvest food for distribution to low-income families. Contact: the Service-Learning Center, 27 Student Services Building, East Lansing, MI 48824-1113, (517) 353-4400
- Combine painting/photo/sculpture project with community service. Students then create a project which directly comes out of their volunteer experiences. It provides an excellent opportunity for professor to examine, discuss and compare the individual perspectives and styles of students if they are volunteering at the same site. Reflective paper or artist's statement is created also. These works would make a very interesting and unique gallery showing. A benefit auction of the artwork will benefit the agency further.
- Working with a marketing class, artists will create promotional literature (brochures, displays, videos, photo journals, etc.) for a non-profit agency.
- In an Art History class, present an option for students to prepare and present a tour of a significant museum exhibit for high school students. Thus students would be learning by teaching and performing a real service to the community.
- Have students work with different age groups in a rehabilitative program- youth, adults and senior citizens and interpret the changes in the human body into artwork or use the service as an experiential component to the study of the human figure.

BIOLOGY

- Conduct workshops at elderly resident homes on "What's Happening to My Body." In this way, students will learn about the particular nutritional needs of the elderly and physical changes they are going through.
- "Human Biology 41: Public Decision-making Regarding the Environment"- Course introduces and sensitizes the class to the complexion of public decision-making in the national and international environmental area. Policy research projects are required.
- Work with local schools to conduct presentations on the pathology of AIDS, HIV infection and sexually transmitted disease and prevention. Intern at Red Cross.
- Intern with Planned Parenthood as information line counselor, family planning counselor, fertility information, reproductive physiology, contraception and reproductive health care.
- Students work as guides, helpers and animal handlers at a non-profit nature study center which provides free education programs and tours for inner-city youth.

BUSINESS

- "Management of Smaller Organizations"- In this course, students prepare business plans for small profit-making business and non-profits agencies. This is a supervised, for-credit, consulting

opportunity. Contact: Pamela Bisbee Simonds, Yale Volunteer Services, Dwight Hall, 67 High Street, P.O. Box 404A Yale Station, Yale University, New Haven, CT 06520

- "Organizational Diagnosis"- This course provides students with the opportunity to evaluate and analyze the functioning of both private and not-for-profit organizations. The organization agrees to participate in this diagnosis. Contact: Pamela Bisbee Simonds, at above address
- "Workshop in Not-For-Profit Management"- This course requires that students design a strategic plan for not-for-profit organizations. Generally 5 or 6 local agencies are selected as clients for a team analysis during each course. Contact: Pamela Bisbee Simonds, at above address.
- Students may write up a business plan or marketing strategy to assist high school students in art/shop classes sell their works. Monies would go into scholarships for which the high students may later apply. At the same time, mentoring and awareness of FIU business program is going on.
- Create and conduct workshops for homeowners of low-income areas to brush up on budgeting and personal finance skills.
- Form a "Consumer Helpline" to act as advocates for consumer's rights. Similar to the Helpline that is in the Miami Herald, but students would be receiving the letters and working out the problems for the citizens.
- Students work with faculty to secure research grants, assist to write proposals and identify possible funding outlets.
- Students survey food and drug stores in and around the community to establish the relative prices and quality of essential items. They issue a monthly listing of this information, which helps prevent stores in low-income communities from raising their prices above those found in surrounding areas.

LIBERAL STUDIES

- As part of the general education requirement at Bethany College, students must meet the "Social Responsibility" requirement which encourages students to bring concepts mastered in college in to the community. Students also have the option of completing a Designated Service Project in conjunction with a regular course, or a three-hour experience-based service project. Contact: Bev Esquirol, Director, SOAR Volunteer Program, Bethany College, Lindsborg, KS 67456
- "Community Organizing and Social Action"- Students must identify a specific project with a specific goal they wish to work on in their communities. Weekly reports must be submitted to the instructor. Class meets to discuss, lend guidance and advice, address issues and concerns. Contact: Fred Smith, Metropolitan State University, St. Paul, MN 55101 (612) 296-6736
- "Habits of the Heart"- This course is intended to be an exploration of how we come to think about our own needs and wishes and our commitment to the common good. In addition to readings and discussion, students will conduct interviews of fellow students, professors, representatives of community organization, etc, and are expected to complete a minimum of 15 hours of service during the semester. Contact: Dr. Sharon Rubin, Salisbury State College, 350 Holloway Hall, Salisbury, MD 21801

COMPUTERS

- "Frontiers of Science"- Graduate students and faculty in offer opportunities for high school students to come to the Yale laboratory facilities for an orientation to engineering and other scientific and technical work. Contact: Pamela Bisbee Simonds, Yale Volunteer Services, Dwight Hall, 67 High Street, P.O. Box 404AS Yale Station, Yale University, New Haven, CT 06520
- Design personalized software for local non-profits to better manage volunteers, resources,

finances, inventories, etc. For example, The Volunteer Action Center needs a program to match volunteer needs, class goals, with community needs and agency needs.

- "Engineering 199: Special Studies in Engineering"- Through the Stanford University School of Engineering Pre-College Program students will develop lesson plans and teach math/science to high school, middle school or elementary schools students. Contact: Cheryll Hawthorne, 203 Terman, Stanford University (415) 723-5004

EDUCATION

- "Project LIFT: Literacy is for Today and Tomorrow and Tomorrow"- As part of a three credit course, students develop lesson plans for and tutor local elementary students, preferable at-risk students. They are required to maintain a weekly journal and complete a research project during the course. Contact: Lou Anne Caligiuri, Director, Office of Student Activities, 220 Mary Graydon Center, 4400 Massachusetts Ave, NW, American University, Washington, DC 20016-8118 (202) 885-3390
- "Literacy Program for Children and Adults"- Marietta College has launched a comprehensive literacy program, connecting adults to the college reading clinic and using parents as aids during the clinic. IN addition, a new course is behind offered which focuses on instructional strategies for teaching reading to adults. Contact: Denise Pittenger, Director of Community Leadership, Marietta College, Marietta, OH 45750-3031 (614) 374-4760
- "Play & Recreation Programming for Children. A Developmental Approach"- Students will plan and implement sequentially appropriate play and recreation environments. Coursework entails case study, content examination, observation and reading/exercises. Contact: Claudette Lefebvre, Division of Education, 239 Green Street- Suite 635, Washington Square, New York University, New York, NY 10021 (212) 998-5600 x 5610/5614
- Form a team of students from 4-5 content areas to go into the public schools and assist teachers design and implement lesson plans that integrate service-learning components into their curricula. Students are not only learning about the pedagogy of service-learning, they are seeing the reality of the classroom, there will be mentoring between the experienced teacher and the student, their enthusiasm and ideas are potential sources of inspiration for teachers, plus they will be networking and making contacts with their potential new employers.
- Participate in a the Human Society's Pet Therapy in area nursing homes. Students will reinforce skills in sensory stimulation, learning styles and reaching difficult learners.
- "Early Childhood Interventions"- Students have an option in this course. The first option is: a two paper assignment of 5-7 pages each on, first, a description on a select body of children (e.g., Down Syndrome) and, second, a descriptive paper on the services an agency provides to this population (site visit is required). The second option is: working as a volunteer at an agency. Professor will interview candidates. If selected, the student does not have to complete the two papers, but instead performs 12 hours of service and keeps a detailed journal of the experiences with emphasis on class themes. Contact: Dr. Sharon Carnahan, Rollins College, 1000 Holt Ave., Box 2781, Winter Park, FL 32789 (407) 646-1581.

ENGLISH

- "Project LIFT: Literacy is for Today and Tomorrow and Tomorrow"- As part of a three credit course, students develop lesson plans for and tutor local elementary students, preferable at-risk students. They are required to maintain a weekly journal and complete a research project during the course. Contact: Lou Anne Caligiuri, Director, Office of Student Activities, 220 Mary

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- "Writing as Social Reflection"- students will read literature, keep journals, practice expository writing and volunteer two hours a week. Questions central to the course are; "How does one move from an intellectual analysis of moral and ethical social issues to a socially responsible life?" and "Second, in addition to volunteering your time, what other concrete forms of social action are possible?" Contact: Dr. Wendy Brandon, Professor of English, Writing Center, Rollins College, 1000 Holt Ave. Box 2781, Winter Park, FL 32789 (407) 646-1581.
- "Real Writing Project"- Students involved in the projects are assigned, as part of their work for a Freshman English class, to write for a community service agency. The aim of the project is to give students a chance to write outside the academic setting, where their work will reach an audience beyond the teacher and will serve a purpose for the agency, its readers as well as for the writer, the student. Contact: Janet Luce, Study-Service Connections Coordinator, Haas Center for Public Service, Owen House, PO Box Q, Stanford University, Stanford, CA 94305 (415) 723-0992
- "The Literature of Social Reflection"- Explores the ethical issues that confront those men and women who want to change the world in one way or another, those ordinary people caught in a particular historical crisis and those who try to make sense of what other initiate politically, struggle with psychologically, endure socially. Contact: Harvard University
- Generate folklore of area and write up in research paper. Large potential for publication.
- "Linguistics 73: Black English"- Student may participate in tutoring program and prepare a six-page paper documenting the experience of trying to help a working-class black student in the language arts. Contact: The Hass Center at Stanford University.
- Work with non-profits to develop hard-hitting brochures for use in recruitment and information.
- Work with tutors and tutees to gauge the progress of their learning.
- Work with non-profits to write letters to businesses to ask donations of goods and services. Students can write to get donations of toiletries to create personal kits for distribution to homeless.
- Practice writing persuasive letters/essays for non-profits to alert citizens and media.
- Work with artists to create words for cartoons/phot essay/video to promote non-profit.
- Write innovative and high quality noncommercial radio and television programs, or public service announcements for non-profits.
- Work with non-profits to write clear and concise grant proposals.
- Read books to children in schools.
- Write reviews of contemporary literature, poetry and short stories for students and high school English teachers, who would really benefit from having a young persons p.o.v. on the most up-to-date literature.

ENVIRONMENT

- Conduct energy survey, make recommendations for energy saving in businesses, homes, university, schools. Include installing double-side copy machines, support and promotion of vendors who use recycled products, replace disposable with permanent dishware, discourage unsolicited mailings, sell refillable recycled plastic coffee mugs, rebuilding/reusing wood shipping pallets, refill laser toner cartridges, end of school year collection of notebooks and paper for recycling, have students bring in shredded newspapers to be used as bedding for animals and

compost w/manure.

- Document and publicize local businesses who are violating environmental quality regulations.
- Create workshops for students on "greening" their rooms, homes, apartments. Installation of low-flow water heads, composting, strategic planting trees, etc.
- Create an FIU garden in highly visible area of campus, recruit volunteers to help work garden and then sell produce, plants to students.
- Lead nature walks at local parks.
- Create a botanical zoo for blind or disabled persons. This would be a touch and feel zoo.
- Conduct presentations on the state of the environment to local schools and present action plan on how they can now just be aware of problem, but can get involved in bringing about a resolution.
- "Intro. to Environmental Science"- Students complete about 30 hours of work or service in the areas of environmental conservation, activism, or education and keep a journal on their experiences. Contact: Rolf Sohn, Environmental Science, Science Bld. 122 J, Brevard Community College, Cocoa, FL 32922 (407) 632-1111, x 2370
- "Preservation of Planet Earth"- A course on conservation with an "environmental Awareness Project" in which students volunteer with a community business, agency or individual in environmental work. Possible projects include helping businesses form a recycle program, develop tailored proposals for businesses on energy-saving in the workplace, assist home owners to "green" their homes- (install low-flow shower heads, composting, strategic tree planting, etc.) Contact: Mike Martin, 1015 Philadelphia Ave., Chapman College, Orange, CA 92666, (714) 264-4141 x 235
- "Managing the Earth: Culture, Politics and the Environment"- The course aims to give students a better understanding of the ethical and scientific aspects of the environment. Contact: Franklin Presler, Department of Political Science, Kalamazoo College, Kalamazoo, MI 49007
- "Park-Yale-Citizens Cooperative"- The Cooperative is a joint venture of Forestry and Environmental Studies, Yale and the New Haven Department of Parks and Recreation. This program provides opportunities for the students to do class research projects on ecological or management aspects of New Haven public park land. Students use their research to create educational pamphlets for distribution to the public. Contact: Pamela Bisbee Simonds, Yale Volunteer Services, Dwight Hall, 67 High Street, P.O. Box 404AS Yale Station, Yale University, New Haven, CT 06520

HISTORY

- "Introduction to the Nonprofit Sector"- Course is designed to teach students to characterize the American nonprofit sector and compare it with its counterparts in other industrialized countries, study historical and social-science perspectives, and conduct and analysis of a single non-profit agency. Contact: Dr. David Hammack, Dir. Social Policy History Program, Department of History, Case Western University, Cleveland, OH 44106 (216) 368-2671
- "Strategies Toward Revitalizing Urban Schools and Their Communities"- The seminar assists the student in writing a policy research paper for a summer internship program and developing a university-assisted, school-based health project at the Turner Community School. The seminar will focus on issues pertaining to the community-centered university and specific cases in the Philadelphia area. Contact: Dr. Ira Harkavy, Department of History, University of Pennsylvania, Philadelphia, PA 19104
- "From Charity to Volunteerism: Philanthropy in America"- Course traces philanthropy in America from 1650 to the present. Students keep a journal based on their volunteer work. Contact: Western Maryland College, Westminster, MD 21157
- "History of Los Angeles Mexican Community"- Using research techniques and methodologies

taught in the classroom, students will develop a project of service to the agency and develop a history of the agency. Contact: Mr. Gomez-Quinonez, University of CA, Los Angeles, Los Angeles, CA 90024

- "Remembering the 60's- Students interview and collect documents from area residents who were activists during that period. The materials are then prepared for the Minnesota Historical Society. Contact: Metropolitan State University, St. Paul, MI
- "The Meaning of Community in America"- This course probes the historical meaning of community from utopian town of Puritan New England to the communal experiments of the 1960's-70's and weighing the tensions between communal values and individual aspirations and how these have changed over time and in different cultural settings. Contact: The University of Virginia
- "Poverty and Homelessness"- Enables teams of students to study the history of homelessness in the surrounding community. Their history and research will aide local shelters and governmental and social service agencies to better serve the homeless. Contact: Stanford University
- Develop and publish a local cultural journal that reports on the unique aspects of the community. (similar to Foxfire)
- Work with local politicians and policy makers to inform them of the history of an issue and possible strategies for resolving the issues, so that they will be better able to evaluate the opinions and actions of local government officials.
- "History 162A: Race, Ethnicity and Gender in American Society- History and Public Policy"- A community research project on homelessness grew out of this class, which provided an overview of contemporary and historical perspectives on public policy issues, such as urban violence, immigration, and residential and educational segregation, which affect the major racial minorities in American cities.
- "A Life of Service"- The course will emphasize the moral aspects of volunteering and the virtues such as benevolence, generosity, and gratitude. The interdisciplinary approach will include readings from philosophy, social science, literature, American History and religious thought. Contact: Mike Martin, Professor of Philosophy, Chapman College, Orange, CA 92666 (714) 997-6636
- "Philanthropy in American Culture"- Drawing from source materials in literature, history and archives, the course will focus on the moral and ethical assumptions underlying American philanthropy, notions of selflessness and charity, and the effect of immigration on the ethics of American philanthropy. Contact: Myron Schwartzman, City Univeristy of New York- Baruch, New York, NY 10010

PHILOSOPHY

- "Philosophical Anthropology"- Students divide into groups and perform 6-8 hours of service at an agency such as habitat for Humanity, in combination with more theoretical course readings, such as Nietzsche and Foucault. Contact: Dr. Drew Leder, Asst. Prof. of Philosophy, Loyola College, Baltimore, MD 21210-2699
- "Forgiveness and Reconciliation"- This course requires 15 hours of service in which the student will be engaged directly in situations and relationships where he/she will be able to think about the possibilities and limits of forgiveness and reconciliation. Contact: Dr. L. Gregory Jones, Loyola College, Baltimore, MD 21210-2699
- "Social Justice and Community Service"- The central theme of this course is the role of community as a foundation for social justice. This subject will be explored through a wide range of texts and team projects in the community. Contact: Dr. John Wallace, Prof. of Philosophy, 221 Church St., SE, University of Minnesota, Minneapolis, MN 55455 (612) 625-2868

- "Practicum in Applied Philosophy"- Students join academic study with community service. Their focus is to be philosophical theories as they are concerned with cultural diversity, social reform and community esteem. Students are involved at various levels with young, at-risk students in an academic enrichment after-school program. Contact: Dr. Levensohn, Brevard Community College, 1519 Clearlake Rd., Cocoa, FL 32922 (407) 632-1111.

POLITICAL SCIENCE

- "Voluntary Organizations and Global Development"- Course focuses on the relationship between voluntary activity and development, especially in the "third world." Students will hear from individuals working with voluntary development agencies and learn of career options in this sector. Contact: Robert Hunt, Professor of Political Science, Schroeder 306, Illinois State University, Normal, IL 61761
- "Politics, Cambridge and the MIT Student"- Students will participate as interns or community service volunteers in various social service and non-profit agencies depending upon their interests. Readings, presentations and discussion will be focused upon issues relevant to student placements. Contact: Prof. Michael Lipsky, Massachusetts Institute of Technology, Cambridge, MA 02319
- "The Democratic Community: Theory and Practice"- In teams of four, students are required to participate in a community service activity. Contact: Bryan Barnett, 78 College Ave., P.O. Box 5062, Rutgers University, New Brunswick, NJ 08903 (908) 932-6862
- "Legislative Process: Advocacy and Policy Making"- Students study the state legislative process. Students are required to try to affect a legislative issue as part of the course and to write an evaluation of their efforts. Contact: Joan M. Fisher, Lowell Bennion Community Service Center, 1291 Beresford Court, The Union Institute, Salt Lake City, UT 84112 (801) 581-4811
- At San Diego State University, apolitical science majors take a course that requires them to undertake training in community mediation skills and to work afterward in the city's community dispute mediation center. Through a concurrent seminar, students explore their experience for applications and testing political science theories relation to conflict and compromise.
- Form a non-partisan watch dog group that gives background on candidates, their voting histories, their associations, finances, issues, affiliations, etc. so that voters can make a truly informed decision.
- Assist voter registration efforts. Write a reflective paper on the apathy/involvement/attitudes of the public.
- Work with senior citizens' groups to lobby for legislation to meet older people's needs or the needs of some other population or interest group. Grass roots organizing techniques would be stressed.
- Examine the micro-political structures of condominiums and make extrapolations as to larger macro-political structures studied in class. Work as a mediator or secretary for a neighborhood advisory board.
- Provide immigration legal services for indigent and low income aliens to South Florida through local non-profits and consultation agencies. Provide some direct services to clients such as political asylum, legalization, suspension and visa representation. Examine issues of legal Cuban immigration and illegal Haitian immigration.
- Document changes in Soviet/Russian democratic systems. Examine policy issues, make recommendations.
- "PO 220X- Women and Politics" & "EC 315 Radical Political Economics" - Students perform 20 hrs. of community service at pre-approved sites and write a reflective paper on the experiences and class theories as an option to writing (2) book reviews. Contact: Dr. Greyson and Dr. Eric

Shutz (x2509) at Rollins College, 1000 Holt Ave.- Box 2781, Winter Park, FL 32789, (407) 646-1581.

PSYCHOLOGY

- General Psychology Service-Learning Option- Students can select either a research paper or a service-learning field placement. The service-learning option requires six-hours of volunteer work. Contact: Mr. Dawson, Office Suite B-243, Behavioral Science, Brevard Community College, Cocoa, FL 32922 (407) 632-1111 x 2500
- "Community Psychology and Social Change"- This course involves field work which must be reported in logs and a paper and oral presentation as well. Contact: Patricia Cassidy, Reed College, Portland, OR 97202 (503) 777-7291
- "The Psychology of Social Action"-A shift from exercises to service projects. Students apply social psychological principles to change people's behavior concerning recycling. Contact: Joan Fisher, Dir. of Development, 1291 Beresford Court, The Union Institute, Salt Lake City, UT 84112
- "Psych 492- Individual and Society"- Course examines fundamental paradigm of the relationship between society and institutional structures. Stress is place upon students becoming respectfully critical of this society's absorbed preoccupation with fair play for economic gain. Students will be placed with volunteer service agencies for at least 21 course. Oral presentations at end of semester. Research paper joining readings and experiences. Contact: Sue Koehler or George Kunz, Prof. of Psychology , Seattle University, 17th & East Columbia, Seattle, WA 98122
- "Community Psych 435"- Students tie class text to service experiences as volunteers at local hotline services, working with victims of sexual assault, and assisting troubled families. Students deep a weekly log describing work, along with a 15 page research paper integrating course theories and the realities of their volunteer experiences. Contact: Dr. Lennis G. Echterling, James Madison University, Harrisonburg, Virginia, 22807 (703) 586-6222.

SOCIOLOGY

- "Community and Agency Encounter"- A course designed to introduce students to human service agencies, during which they are required to do simple tasks and plan, implement and evaluate two activities with Human Service client population. Contact: John Heapes, Coord. Human Services, 3300 Cameron Street Road, Harrisburg Area Community College, Harrisburg, PA 17110 (717) 780-2300
- "Social Inequalities"- Through readings, discussions and community service, students develop an understanding of social stratification systems and an appreciation of the amount of social inequality in contemporary American society. Students spend a minimum of 15 hours involved in a related service project. Contact: Dr. Barbara Vann, Asst. Prof. of Sociology, Loyola College, Baltimore, MD 21210-2699
- "Sociology 1"- An introduction to issues in sociology through community service. Contact: Field Studies Development, University of CA, Santa Cruz, Santa Cruz, CA 95064
- "Sociology 501: Voluntary Behavior and the City"- Offers a balanced approach by offering students an opportunity to study their own city through its voluntary organizations Contact: University of Louisville, Louisville, KY 40292
- "Project Community"- A service-learning course with different sections working at agencies and different topics, e.g. working at a home for children, homeless, etc. Contact: Jefferey Howard, Office of Community Service Learning, Project Community, 2205 Michigan Union, University of

Michigan, Ann Arbor, MI 48109

- "Sociology 200 GM- Intro. to Sociology"- Service-learning is given as an option to students through the Joint Educational Project (JEP). Students who take this option work two hours each week for eight weeks as tutors or mentors in an agency. A reflective paper (10 pages) based on experiences is required, as are other smaller assignments. Those who chose this option will take a smaller version of the midterm and final (with fewer essays to write) and do not need to do a short paper assignment. ALSO, other courses have options based around an inventory of questions, one per week, answered in a one-two page paper. These papers supplant other assignments in the traditional track.
- "Soci 495 Homelessness in America"- Students commit to a minimum of 20 hrs. of community service and record experiences and reactions in a journal. Accounts for 30% of grade. Contact: Dr. Cecil D. Bradford, Dept. of Sociology, James Madison University, Harrisonburg, Virginia 22807, (703) 568-6222 x 6243.



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