المسؤولية المدنية للجامعات ـ المناهج

كمال ابو شديد

30-8-2014

القسم الأول: مقدمة

يسعى هذا التقرير الى وضع منهجية لبحث المسؤولية المدنية للجامعات في المناهج، فضلا عن استعراض طرائق التدريس والممارسات التقييمية في الصفوف وذلك استنادا إلى الأبحاث الاكاديمية وما تبيّنه التجارب الجامعية حول هذه المسؤولية. ويسعى التقرير أيضا الى تحديد موقع المقررات ذات البعد المدني ومرادفاتها كالالتزام المدني والثقافة المدنية والمواطنة وثقافة القانون وغيرها من المفردات في المناهج بحسب مستوى الاختصاص (شهادة أولى، دراسات عليا)، ومتطلبات التخرج إلزامية كانت أو اختيارية على مستوى الجامعة، الكلية، القسم، وبرنامج الاختصاص. أما القسم الاخير من هذا التقرير فيقدم نماذج بطاقات لرصد المسؤولية المدنية في المناهج وتحليلها.

القسم الثاني: نماذج المسؤولية المدنية للجامعات في المناهج وانواعها

يتناول هذا القسم تحديد نماذج المسؤولية المدنية للجامعات وانواعها استنادا الى ادبيات الموضوع. يبدأ هذا القسم باستعراض مختصر لمسار تطور مفهوم المسؤولية المدنية للجامعات كمدخل للطلاع على ابعاد هذه المسؤولية والممارسات المتعلقة بها في المناهج لجهة انواع المقررات، طرائق التدريس والانشطة الصفّية، فضلا عن اساليب تقييم تعلم الطلبة في المقررات ذات البعد المدني الخدموي.

1. نبذة حول تطور المسؤولية المدنية في الجامعات ـ المناهج

إنّ الدعوة إلى ممارسة وتطبيق المسؤولية المدنية للجامعات لها جذورها التاريخية في الستينيات واوئل السبعينيات من القرن الماضي حيث بادرت الجامعات وكليات المجتمع في الولايات المتحدة الاميريكية بتشبيك الطلبة عبر مقررات محددة مع مجتمعاتهم المحلية بهدف تشجيعهم على فهم مشكلات اجتماعية فيها كالفقر والإدمان، فضلا عن اقتراح الحلول لها في مشاريع الطلبة كجزء اساسي من المقررات. المحاولة الأولى في عملية التشبيك هذه أتت من مجلس التعليم الإقليمي الجنوبي (Southern Regional Education Board, SREB) في الولايات المتحدة الاميريكية حيث اطلق في العام 1967 برنامج التربية ما أجل الخدمة (Service Education) الذي تم تعميمه على عدد من الجامعات من خلال ربط الطلبة بمشاريع محلية في مقررات التدريب (Internships) كجزء من متطلبات التخرج الجامعية (Kendal, 1990; 2000). أما المبادرة الرئيسية لنشر المسؤولية المدنية في المناهج في الجامعات الاميريكية فجائت عام 1999 من خلال دعوة رؤساء حوالي 1200 جامعة اميريكية إلى الالتزام بالمسؤولية المدنية من خلال تكثيف أنشطة خدمة المجتمع خارج المنهج أو عبره في الاحرام الجامعية كما يبين ذلك الصندوق رقم 1.

صندوق رقم 1: مقاطع من اعلان رؤساء مؤسسات التعليم العالي في الولايات المتحدة الاميريكية[1]

As presidents of colleges and universities, both private and public, large and small, two-year and four-year, we challenge higher education to re-examine its public purposes and its commitments to the democratic ideal. We also challenge higher education to become engaged, through actions and teaching, with its communities. We have a fundamental task to renew our role as agents of our democracy. This task is both urgent and long-term. There is growing evidence of disengagement of many Americans from the communal life of our society in general, and from the responsibilities of democracy in particular. We share a special concern about the disengagement of college students from democratic participation. A chorus of studies reveals that students are not connected to the larger purposes and aspirations of the American democracy. Voter turnout is low. Feelings that political participation will not make any difference are high. Added to this, there is a profound sense of cynicism and lack of trust in the political process.

We are encouraged that more and more students are volunteering and participating in public and community service, and we have all encouraged them to do so through curricular and co-curricular activity. However, this service is not leading students to embrace the duties of active citizenship and civic participation. We do not blame these college students for their attitudes toward the democracy; rather, we take responsibility for helping them realize the values and skills of our democratic society and their need to claim ownership of it.

وقد اتى هذا الاعلان كرد على احجام الطلبة عن المشاركة المدنية كما تبين ذلك من خلال تدني مشاركة عدد الناخبين الشباب في الانتخابات الاميريكية وانخراطهم المتزايد في ثقافة المادية الخاصة (Private materialism) على حساب الاهتمام بالشأن العام (Public interest)، بسبب تغيرات سوق العمل، تراجع الثقة بالنظام السياسي القائم، وارتفاع نسبة البطالة، فضلا عن انتشار ظاهرة الحرمان الاقتصادي (Lipton, 1998). ويقابل ذلك ايضا تركيز المناهج الجامعية على إتاحة المجال للطلبة لاكتساب المعارف والمهارات لإعدادهم لمتطلبات سوق العمل، دون التركيز على جوانب المسؤولية المدنية ما ساهم في احجام الطلبة وأعضاء هيئة التدريس معا عن المشاركة في تحمل هذه المسؤولية ومسؤوليات اخرى تطوعية كخدمة المجتمع (National Commission for Civic Renewal cited in Checkoway, 2001). وهذا ما حمل الجامعات الاميريكية على الاقرار بضرورة نشر المسؤولية المدنية والقيم المرتبطة بها والعمل على ادخالها في المناهج عبر كافة الاختصاصات.

ولعل أهم محطة في مسار نشر المسؤولية المدنية في الجامعات في الولايات المتحدة الاميريكية هو إقرار قانون وطني لخدمة المجتمع (Community Service Act) عام 1990 حيث تم رصد 275 مليون دولارا اميريكيا لدعم برامج الخدمة من أجل التعلم (Service learning) في المدارس ومؤسسات التعليم العالي سعيا منها الى رفع مستوى المسؤولية المدنية لدى الطلبة (Timmons, 1992). ويستدل من استعراض تطور الخدمة من اجل التعلم في المناهج على انه مخلوق اميريكي (America Creature) (Paul Tan, 2009) يستند على فلسفة ربط عملية التعلم بالعمل التجريبي لـ John Dewey أو التعلم من خلال التجربة (Learning by doing or experiential learning) الذي يتيح الفرصة للمتعلم كي يستكشف الواقع، ويجمع المعلومات، ويحللها وذلك بحثا عن حلول لها. ومع تطور مفهوم الخدمة المدنية للجامعات في المناهج، برز العديد من

---

[1] http://www.njcampuscompact.org/purpose-statement/

المصطلحات المرتبطة بهذه البداغوجيا كتعليم للمسؤولية الاجتماعية، تعلم الخدمة، والتعلم القائم على المشاريع، والتعلم التعاوني بواسطة الحاسوب (Stewart, 2012; Ehrlich, 1997). وتعمل مؤسسات غير حكومية على تشجيع الجامعات وتمويل مشاريع ومبادرات تسعى الى إدراج مقررات ذات بعد مدني في المناهج، فضلا عن تشجيع أعمال تطوعية يقوم بها الطلبة في إطار برامج خدمة المجتمع (Community Service). يبرز هنا فوارق بما تمارسه الجامعات في هذا الإطار. فهناك ما هو داخل المنهج بدون أرصدة كخدمة المجتمع مثلا، وما هو ذات أرصدة، فضلا عن فئة المقررات المتعلقة ببرامج التعليم الحر Liberal Arts الذي يهدف الى اعداد الطلبة على المواطنية، فضلا عن تنمية المواقف الفكرية والاجتماعية لديهم ومقاومة عادات التفكير التقليدي. ويتفرع من تطور مفهوم الخدمة والمسؤولية المدنية للجامعات ممارسات تقع ضمن اطار التعليم المنظم القائم على منح الارصدة والتعليم الموازي للمنهج الذي قد يحصل الطالب من خلاله على نقاط للحصول على منح دراسية او مجموع نقاط محددة يجمعها الطالب خلال فترة دراسته كجزء من شروط التخرج المعمول به لدى بعض الجامعات.

2. خدمة المجتمع

هناك ثلاث نماذج رئيسية لخدمة المجتمع:

نموذج 1: نقاط مطلوبة للتخرج لا تحتسب ارصدة. مثال على هذا النموذج جامعة فلوريدا في الولايات المتحدة الاميركية.[2]

نموذج 2: نقاط خدمة المجتمع التي حصل عليها الطالب في المدرسة حيث تحتسب ضمن مجموع النقاط المطلوبة للالتحاق بالجامعة، فضلا عن نقاط تحتسب في برامج المنح كنموذج جامعة DePaul الاميريكية الكاثوليكية[3].

نموذج رقم 3: خدمة المجتمع على صعيد الجامعة: يقوم الطلبة بهذا النوع من الخدمة التطوعية في المجتمع عبر الاندية او انشطة مكتب الطلاب أو غيره من المكاتب والوحدات الجامعية وهي لا تحتسب كأرصدة أو كنقاط .

ب. مقررات المشاركة المدنية (Civic Engagement Courses):

هي مقررات توفر عبر كافة الاختصاصات تهدف إلى دعم، تطوير وتعميم الأنشطة ذات البعد المدني في الصف، الحرم الجامعي، و المجتمع، فضلا عن تمكين أعضاء هيئة التدريس من إدخال المشاركة المدنية في المنهج ومنح الطلبة فرص التحول إلى مواطنين فعالين وإعدادهم للخدمة الاجتماعية والمشاركة المواطنية (Participatory Citizenship). والمقررات إما هي إلزامية ضمن حقل الاختصاص أو عامة في إطار مقررات متطلبات الجامعة. وتقوم مؤسسات غير حكومية مثل Project Pericles [4] بتمويل مبادرات إدخال مقررات المشاركة المدنية في الجامعات الاميركية. تم الحصول على أسماء هذه الجامعات من موقع Project Pericles[5] ثم تتبع تصنيفاتها المعتمدة من قبل الباحث بحسب موقع Carnegie Foundation for the [6] Advancement of Teaching حيث تبين أن معظم هذه الجامعات هي كليات مجتمع أربع سنوات، للمرحلة الجامعية الأولى، فضلا عن كونها كليات او جامعات خاصة غير ربحية.

---

[2] http://www.honors.ufl.edu/Completion-Requirements.aspx
[3] http://www.depaul.edu/admission-and-aid/Pages/scholarships.aspx
[4] Project Pericles is a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include social responsibility and participatory citizenship as essential elements of their educational programs.
5 http://www.projectpericles.org/projectpericles/about/
6 http://classifications.carnegiefoundation.org/lookup_listings/institution.php

ج. مقررات التعلم من خلال الخدمة:

تقع هذه المقررات في طائفة من المقررات وطرائق تدريس يطلق عليه "بيداغوجيا المشاركة" (Pedagogy of engagement) (Colby et al, 2003; Gardner, 2002). وهناك العديد من التعريفات لهذا المصطلح الاميركي الأصل منها تعريف قسم التعليم العام في جامعة Wisconsin الاميريكية (صندوق رقم 2)، وتعريف جامعة Fayetteville الاميريكية أيضا.

صندوق رقم 2: تعريف الخدمة من اجل التعلم[7]

Service-learning is a teaching and learning methodology which fosters civic responsibility and applies classroom learning through meaningful service to the community. The strongest service-learning experiences occur when the service is meaningfully immersed in ongoing learning and is a natural part of the curriculum that extends into the community. Service-learning is an essential strategy in providing a rigorous and relevant curriculum which will prepare students to succeed in the 21st century.

صندوق رقم 3: تعريف جامعة[8] Fayetteville

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Learn and Serve America National Service Learning Clearinghouse).

Service learning is a process of involving students in community service activities combined with facilitated means for applying the experience to their academic and personal development. It is a form of experiential education aimed at enhancing and enriching student learning in course material. When compared to other forms of experiential learning like internships and cooperative education, it is similar in that it is student-centered, hands-on and directly applicable to the curriculum.
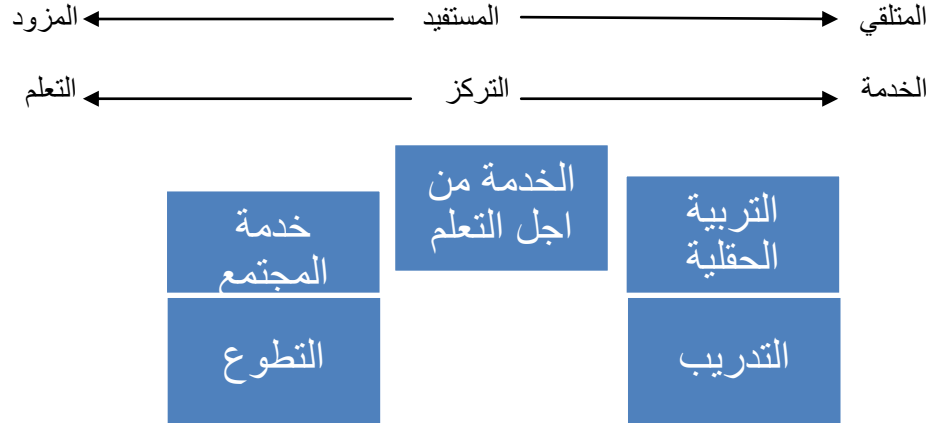
The critical difference and distinguishing characteristic of service learning is its reciprocal and balanced emphasis on both students learning and addressing real needs in the community. Course learning objectives are linked to meaningful human, safety, educational, and environmental needs that are co-determined with community partners and service recipients. Course materials such as lectures, readings, discussions, and reflection activities supplement the student service. In turn, the service experience is brought back to the classroom to enhance the academic dialogue and student comprehension. Students work on real problems that make academic learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development.

At Fayetteville State University, service learning can be incorporated into courses by offering students individual service opportunities with community agencies, or by creating project-based service activities for a group of students or for the entire class. The most meaningful service learning activities are developed through partnership and dialogue between the University and the community organizations with whom our students serve.

---

[7] http://sl.dpi.wi.gov/
[8] http://www.uncfsu.edu/civic-engagement/service-learning/definition-of-service-learning

وتبين المصفوفة رقم 1 خريطة الخدمة من اجل التعلم[9]

المتلقي ◄—————— المستفيد ——————► المزود

الخدمة ◄—————— التركز ——————► التعلم

خدمة المجتمع	الخدمة من اجل التعلم	التربية الحقلية
التطوع		التدريب

ويستفاد من المصفوفة رقم 1 أن الخدمة من اجل التعلم تتكون من اربع عناصر في المقرر تتمحور حول التعلم من خلال الخدمة بواسطة التجريب (Field education) والتدريب (Internship) يمارسه المتعلم عبر خدمة المجتمع والتطوع في ممارسة هذه الخدمة. وهناك ثلاثة نماذج للخدمة من اجل التعلم:

نموذج 1: مقررات الزامية ذات ارصدة لتعريف طلبة السنة الاولى (Freshman) على الجامعة، فضلا عن تشبيك الطلبة الجدد مع الطلبة القدامى وتعريفهم على المجتمع وأعضاء هيئة التدريس (Stewart, 2012).

نموذج 2: مقررات ضمن مساق المقررات الاختيارية، أو مقررات الندوات (Seminars) لكافة الطلبة في كافة الاختصاصات (Ibid).

نموذج 3: مقررات عبر كافة الاختصاصات (اختيارية، اجبارية، مشتركة) إذ أن التركيز يتم فيها على بيداغوجيا التشبيك مع المجتمع والتعلم من خلاله بغض النظر عن برنامج الاختصاص او المقرر. ومن امثلة هذه المقررات هي الرياضيات، الاحصاء، الهندسة، علم الاجتماع، الفيزياء، التمريض، الطب، العلوم البيئية وغيرها (صندوق رقم 4 لمقرر رياضيات)[10]. وتحمل هذه المقررات اسم الخدمة من اجل التعلم إلى جانب الاسم التقني للمقرر.

صندوق رقم 4: مقرر رياضيات وأهدافه

I. Math Service Learning
Service-learning in the mathematics curriculum provides a rich opportunity for students to learn while contributing to their communities. Service-learning in higher education integrates community service with academic instruction. Students participate in organized curricular projects that address community needs, while enhancing their academic knowledge and skills and fostering civic responsibility.

---

[9] Furco, A. (1996). Service learning: a balanced approach to experiential education for national service. pp: 2-6.
[10] http://denison.edu/files/offices/custom-landing-pages/servicelearning-math_computer_science_resources.pdf

3. مقررات المتطلبات العامة في التعليم الحر:

وهو تقليد اميريكي في التعليم الحر شائع في مؤسسات التعليم العالي في الولايات المتحدة وخارجها وفي البلدان العربية ضمنا حيث يقوم الطالب باختيار مقررات من سلة المتطلبات العامة. وتهدف هذه المقررات الى تنمية المواقف الفكرية والاجتماعية لدى الطلبة، فضلا عن تنمية البعد الثقافي لديهم. ومن هذه المقررات مثلا، مقرر SOC 210 (الشباب وقيم المواطنة) في جامعة الملك بن عبد العزيز في المملكة العربية السعودية[11]، حيث يستدل من اسم المقرر بعده المدني.

القسم الثالث: دراسات حول المسؤولية المدنية في المناهج

على الرغم من الأهمية البالغة لادخال المسؤولية المدنية في المناهج، فإن مراجعة الاديبات لم تكشف عن وجود دراسات تدل لى وجود تقليد اكاديمي لتقييم المناهج ذات بعد مدني. المتوفر من هذه الدراسات تشير الى ثلاثة انواع من المنهجيات المستخدمة في تحليل المناهج: تقييم محتوى المقررات كبديل عن المنهج (Proxy of the curriculum) ورصد مصطلحات المسؤولية المدنية فيها استنادا الى المجالين المعرفي والانفعالي او العاطفي ل (Bloom, 1956)؛ دراسات مسحية ومعيارية حول اتجاهات الطلبة نحو المقررات ذات البعد المدني، وتحديدا الخدمة من اجل التعلم، ودراسات تناولت تحليل اهداف برامج الاختصاصات.

1. تقييم محتوى المقررات

تعتبر الاديبات ان تحليل محتوى المقررات (Syllabi) هي احدى طرق تقييم فلسفة المادة واهدافها، فضلا عن تقييم محاور ومواضيع المادة وتحديد طرائق التدريس المستخدمة فيها. قام (Steiner & Watson, 2014) بتقييم 100 توصيف مقرر لطلاب شهادة المرحلة الدراسية الاولى (BA) في اختصاص ادارة الاعمال. تم الحصول على توصيف المقررات عبر الاتصال ب 60 جامعة اميريكية بين الاعوام 2002-2004. ركز التحليل على اربعة ابعاد: (1) رصد افعال المجال الانفعالي ل (Bloom, 1957) الواردة في اهداف المقرر، مثلا: "تكوين اهتمام عميق لدى الطلبة حول الفئات التي يهمشها سوق العمل"؛ (2) اهداف مدنية مثل رصد تلك الاهداف التي تشير الى اهمية المشاركة في خدمة المجتمعات المهمشة؛ (3) استكشاف القيم لدى الطلبة، مثل "تحديد قيم من قبل الطلبة كما يرونها مرتبطة بالمسؤولية الاجتماعية: (4) التفسير البيداغوجي (Pedagogical explanation) المتمثل بالربط بين طرائق التدريس (مشاريع، دراسات ميدانية) والنظريات الواردة في كتاب المادة. تمّ ترميز المصطلحات المستخدمة في الابعاد الاربعة وتحليلها احصائيا وعرض الوتائر والنسب المئوية حيث بينت النتائج ان 6% فقط من المقررات استخدمت مصطلحات تتعلق بالمجال الانفعالي ل Bloom، 18% من المقررات استخدمت مصطلحات المسؤولية المدنية والمشاركة المجتمعية، فضلا عن 60% من المقررات صرحت بطرائق تدريس وتقييم الطلبة بما يتناسب مع التعلم التجريبي.

---

[11] http://artea.kau.edu.sa/content.aspx?Site_ID=125000&lng=AR&cid=88838

2. تقييم اتجاهات الطلبة

تناولت هذه الدراسات مثل دراسة (Bringle & Hatcher, 2014) على استمارة اتجاهات الطلبة نحو النواتج التعليمية لمقررات الخدمة من اجل التعلم في جامعات بحثية، كليات مجتمع، وجامعات في مناطق ريفية. تناولت الدراسة اسئلة حول مسائل التخطيط والوعي لدى الجامعات حول اهمية الخدمة من اجل التعلم ومدى نجاح هذه المقررات في تطوير اعمال ومواقف لدى الطلبة حول الخدمة والمسؤولية المدنية نحو المجتمع. وتناولت دراسة (Stewart, 2012) درس حس الطلبة للمسؤولية المدنية باستخدام استمارة Civic Responsibility Survey.

3. تقييم طرائق التدريس

بحسب ما توفر من الدراسات حول الموضوع فإن طرائق التدريس في مقررات الخدمة من اجل التعلم يتم تحديدها في المقررات (Steiner & Watson, 2014)، حيث يتم البحث عن مصطلحات التقصي، المشاريع، مشاريع السفر الى الخارج، التفكير النقدي، فضلا عن رصد مدى ارتباط المقرر بالمسائل المجتمعية والخدمة كمدخل للتعلم من خلالها[12]. ويشار ايضا الى تعريف التدريس في المقرر كما يتبين ذلك في الصندوق رقم 5.

Experiential Learning: The knowledge and skills acquired through life, work experience and study which have not been formally attested through any educational or professional certification. *(http://www.brunel.ac.uk/about/administration/rules/senateregs/foreward)*

Internship: A work-related learning experience for individuals who wish to develop hands on work experience in certain occupational field *(http://www.intstudy.com/articles/nusinter.htm)*

Practicum: A college course that is designed to give students supervised practical application of a previously studied theory *(http://www.answers.com/topic/practicum-1)*


القسم الرابع: المنهجية

استندت منهجية البحث على تجزئة المنهج الدراسي لعناصره الرئيسية لجهة الاهداف، طرائق التعليم، والتقييم، فضلا عن مخرجات التعلم (مصفوفة رقم 2)، التي يعبر عن البعض منها في المقررات وذلك للتحقق من مدى وجود مصطلحات وعبارات تجسد الابعاد المدنية الموضوعة في الدراسة الحالية. كما استخدمت المنهجية الإجراء الاستدلالي (Marsh, 2004) في التحليل الذي يسعى إلى الخروج باستدلالات حول عناصر المنهج من خلال تصميم بطاقات مسسحية (Screening Cards) يتم تعبئتها من قبل الباحث حول عناصر المنهج، فضلا عن توزع الوحدات الالزامية والاختيارية ومتطلبات التخرج. وينسحب ذلك أيضا على بطاقة مقررات مدنية وأخرى غير مدنية كما يستدل من عنوان المقرر في دليل الجامعة. وقد تم تصميم هذه البطاقات سعيا الى التقليل من فوضى جمع المعلومات المدنية في المنهج والمقررات لجهة تنظيم عملية جمع المعلومات

---

[12] http://www.usf.edu/engagement/documents/weber-state-u-toolkit.pdf

وتفريغها في الرزمة الاحصائية المناسبة ولو من باب تقديم معلومات حول المعالم المدنية للمنهج قبل تحليلها كما يستدل ذلك من دراسة (Steiner & Watson, 2014).

مصفوفة رقم 2: عناصر المنهج لبرامج الاختصاص
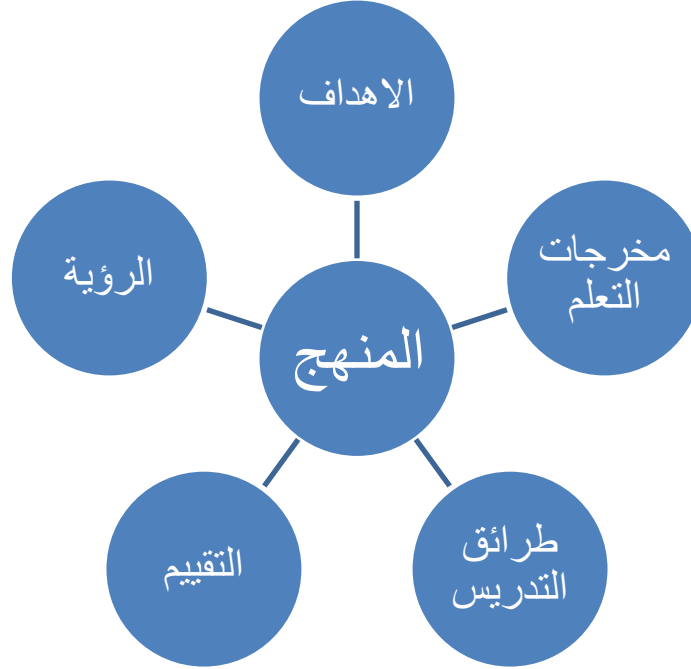
القسم الخامس: تجربة تحليل اهداف برامج في جامعة خاصة لبنانية

تم تجريب رصد أهداف البرامج على جامعة لبنانية خاصة بحسب الكلمات المفتاحية. وقد تبين أن أهداف البرامج يمكن الحصول عليها من كاتالوغ الجامعة المنشور على موقعها الالكتروني. ولهذا الغرض حصلنا على معلومات من عينة من الاختصاصات عبر البحث المكتبي. تم وضع قائمة من الكلمات المفتاحية في عينة من برامج الاختصاص ثم رصد كلمات مفتاحية. تبين أن المسؤولية المدنية ومفرداتها متوفر بشكل ضئيل في معظم البرامج (ملحق رقم 1: لائحة بالمصلحات المدنية في أهداف عينة من برامج الاختصاص، فضلا عن مخرجات التعلم).

وبهذا تم التعرف على مقررات المنهج بحسب ارقامها للعودة لاحقا الى عنوانيها في الكاتالوغ (ملحق رقم 2). وبعد ذلك تم اختيار مقررين بحسب عناوينها لتحديد ما اذا كانت تحمل بعدا مدنيا او خلاف ذلك. أجرينا نفس الاختبار على كلية العلوم الانسانية اذا تم تحديد مقرر غير مدني من برنامج اختصاص الاعلان والتسويق لمرحلة الدراسات العليا، فضلا عن مقرر مدني من المطلبات العامة للجامعة. تم الاتصال بعضوين من أعضاء هيئة تدريس لتوفير توصيف المقررات (Syllabi) وذلك لتعبئة البطاقات المختصة بهذه المقررات (ملحق رقم 3 وملحق رقم 4).

استغرقت عملية تعبئة البطاقات حوالي الاربع ساعات في جامعة واحدة وعلى عينة صغيرة (مقررين)، فضلا عن اهداف 10 برنامج اختصاص، ما يشير الى الحاجة الى استثمار الكثير من الوقت في جمع المعلومات عبر البحث المكتبي، فضلا عن الوصول الى مدرسي المواد للحصول على التوصيف الكامل للمقررات. و تتجلى حدود هذه المنهجية ايضا في عملية التفتيش

المبرمج عن مقررات مدنية وأخرى غير مدنية في جامعات في البلدان العربية، بينما الحصول على أهداف المنهج وتوصيف المقررات في الجامعات الاميريكية في الولايات المتحدة الاميريكية يتم مباشرة عبر العبور السهل الى هذه المقررات المنشورة على المواقع الالكترونية للهيئات التي تدعم ادراج مقررات مدنية في المناهج الجامعية كما يستدل ذلك من مؤسسة Project Pericle وCampus Compact (ملحق رقم 5). وتلعب المقررات هنا دورا رئيسيا كمادة تحليل ابعاد المسؤولية في المناهج، وهي غير متوفرة او منشورة على المواقع الالكترونية للجامعات العربية، ما يستلزم الحصول على عينات منها محددة من الجامعات التي تشملها الدراسة مباشرة بعد رصد المقررات المدنية عبر كاتالوغ هذه الجامعات المنشورة على مواقعها الالكترونية. وبعد جمع المعلومات المطلوبة من خلال تعبئة البطاقات الخاصة بالمقررات والمناهج لجهة الاهداف ومخرجات التعلم، نقترح ترميزها واستخراج الوتائر والنسب المئوية للابعاد المدنية فيها، فضلا عن القيام بتحليل محتوى هذه المناهج والمقررات ورصد طرائق التدريس والانشطة المرتبطة بالتقصي والتفكير النقدي.

المراجع

Bloom, B. (1956) *Taxonomy of Educational Objectives, the Classification of Educational Goals – Handbook I: Cognitive Domain*. New York: McKay .

Bringle, R & Hatcher, J. (2014). Implementing Service Learning in Higher Education. *The Journal of Higher Education*. Vol. 67(2), pp. 221-239.

Checkoway, B. (2001). Renewing the Civic Mission of the American Research University. *The Journal of Higher Education.* Vol. 72(2), pp. 125-147.

Colby, A., Ehrlich, E. Beaumont, E., & Stephens, J. (2003). *Educating Citizens: Preparing America's Undergraduates for Moral and Civic Responsibility*. San Francisco, CA: Jossey-Bass.

Ehrlich, T. (1997). Civic Learning: Democracy and Education Revised. *Educational Record.* Vol. 78, pp. 57-65.

Gardner, J. (2002). "What, so what, now what: Reflections on Service Learning and the First Year Experience", in E. Zlotkowski, *Service Learning and the First Year Experience: Preparing Students for Personal Success and Civic Responsibility*. Columbia: University of South Carolina.

Lipton, S. (1998). Effects of Comprehensive Service-Learning Program on College Students' Civic Responsibility. *Teaching Sociology*. Vol. 26, pp 243-258.

Marsh, C. J. (2004). *Key concepts for understanding curriculum*. London: Rutledge.

Paul Tan, K. (2009). Service Learning outside the U.S. Initial Experiences in Singapore's Higher Education. *Political Science and Politics,* Vol. 42(3), pp 549-557.

Steiner, S. & Watson, M. A. (2006). *The Service Learning Component in Business Education. The Values Linkage Void*. Academy of Management Learning and Education. Vol. 1(5), pp. 422-434.

Stewart, T. (2012). Honours Service-learning and Civic Responsibility. *The International Journal of First Year in Higher Education*. Vol. 3(1), pp. 49-60.

ملحق رقم 1: لائحة بالمصطلحات المدنية في أهداف عينة من برامج الاختصاص ومخرجات التعلم

The Degree of Bachelor of Architecture

The BA in Architecture program offered by the Department of Architecture of the FAAD, aims at:

Providing the learner with the proper exposure to enhance reflective approach to design and foster students' critical thinking.

Developing the intellectual and theoretical backgrounds of the students through the study of ancient, modern and contemporary history and theories of architecture.

Increasing student's awareness with respect to environmental and social issues. This concern mainly focuses on the interrelated influence between the human being, the society, and architecture.

Contributing in building-up an architectural epistemology.

Preparing the learner for professional practice and post-graduate studies.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry
						Reflective approach Critical thinking

The Degree of Bachelor of Arts in Graphic Design

Graphic Design is a creative and analytical process that integrates Design and technology to communicate ideas and information from a client to an audience. The primary goal of the Graphic Design curriculum is to educate students to become innovators and leaders in print and screen related areas of professional practice.

Furthermore, the Graphic Design program encourages exploration through problem solving methodologies, innovative investigations, and creative research in all forms of communication. The program is dedicated to excellence in teaching, academic and creative research and professional practice.

The BA program aims to educate graphic designers through focusing on creative and intellectual thinking, awareness of individual, social and cultural issues in a global context, the integration of new technology and the concern for ethical implications and the natural environment.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry
• Ethical implications • Awareness of individual, social and cultural						• Creative and analytical • Problem solving • Creative research

The Degree of Bachelor of Business Administration - Economics

The Economics Major is designed to provide the student with an understanding of the principles and institutions governing economic decisions made by Households, Businesses and Governments. This type of knowledge combined with studies in related areas, provides an appropriate background for employment in financial and non-financial business firms and governmental agencies. It also provides a solid basis for graduate study in economics, business and public administration, international studies, urban planning and law.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry
			Law			

The Degree of Bachelor of Business Administration (BBA)

The purpose of the Bachelor of Business Administration BBA is to provide students with the skills necessary to meet the Business demands of the future in a variety of organizational settings. Specifically, a graduate of this major should be able to:

- Develop initial thinking, analytical, problem solving, and decision making skills.
- Develop human relation skills and successfully apply those skills to a variety of business situations.
- Evaluate and use professional literature.
- Understand the international arena and its place in current business environment.
- Know the components of continuous business process improvement.
- Increase individual knowledge and understanding of self and other in the work environment.
- Develop the ability to plan, organize, direct and control within an organizational environment.
- Understand how modern business functions.
- Develop specific business skills (e.g. Economics, Accounting, Finance, etc.) critical to effective and efficient management.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry
						• Analytical • problem solving

						• Skills

Department of Electrical & Computer & Communication Engineering Educational Objectives

Program Educational Objectives (Electrical Engineering)

1. Lead productive careers in a broad range of electrical engineering specializations at the local, regional, and international levels.
2. Pursue successful graduate studies and engage in life-long learning.
3. Practice the engineering profession with critical thinking, ethics, integrity, leadership, and civic responsibility so as to enhance the quality of living.
4. Work skillfully and effectively in multidisciplinary teams and contribute to the well-being of the society and the environment.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry
ethics	civic responsibility					critical thinking

Computer Communication Engineering (CCE)

Program Educational Objectives

The graduates of the Computer and Communication Engineering program will be able to:

1. Lead productive careers in a broad range of computer and communication engineering specializations at the local, regional, and international levels.
2. Pursue successful graduate studies and engage in life-long learning.
3. Practice the engineering profession with critical thinking, ethics, integrity, leadership, and civic responsibility so as to enhance the quality of living.
4. Work skillfully and effectively in multidisciplinary teams and contribute to the well-being of the society and the environment.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry
Ethics contribute to the well-being of the society and the environment	civic responsibility					critical thinking

The Bachelor of Arts in Education - BASIC EDUCATION

The purpose of the B.A. in Education - Basic Education comes in line with the University's commitment to serve the community around it, and with the national strategy of educational reform. Students majoring

in Education may choose one of the following options: Early Childhood, Learning Disabilities, or Education of the Gifted.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry
		Serve the community				

The Degree of Master of Arts in Education

The degree of Master of Arts in Education is offered to promote educational professionalism and to enhance the University's role in the field of education. The M.A. program concentrates on three areas: Special Education, School Management and Educational Leadership, and Educational Technology. The general educational objective of the program to better serve the community is met by offering necessary specializations and pioneering programs.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry
		Serve the community				

The Degree of Bachelor of Science in Computer Science

Students enrolled in the Computer Science program will acquire enough technical and theoretical background to become inventors of technology rather than skilled user of technologies invented by others. The breadth of the program allows our graduates to design and implement non-trivial software, be leaders in complicated software projects, and come up with innovative ways to use computers systems.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry

The Degree of Bachelor of Law

In its academic endeavor to fulfill its mission and as essential part of the implementation of its share of the NDU Mission in building "enlightened citizenship" for a civil society and "world of truth, justice, love and freedom," under the rule of law, the Faculty developed the program of Bachelor of Law that answers the need for a better education of Law.

The new program adds the English language component and the American educational approach to law studies. It maintains excellence in the coverage of the State required materials and augments them with a wealth of additional courses dealing with contemporary and futuristic topics, and using the most advanced teaching methodologies and techniques. Our graduating lawyers will enrich the profession with new expertise and perceptions, acquired with the highest international standards of academic excellence, enhancing their service capabilities to the community and the employability with local, regional and

international firms, properly connecting Lebanon and its institutions to the globalized markets, laws and systems.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry
• Citizenship • Justice • Civil society		Service to the community	Education of Law	Freedom		

The Degree of Bachelor of Arts in Political Science

The program is designed to provide students with full awareness of the discipline of Political Science. The major program will equip students with deep knowledge, and will afford them a smooth and solid transition into the graduate studies as well as professional preparation in areas which include: Public sector, foreign service, international and regional organizations, multi-national corporations, banking institutions, media and other enterprises.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry

The Degree of Master of Arts in International Affairs & Diplomacy- International Law Concentration

In an increasingly interactive world influenced by state and non-state actors in which governments, peoples, and large varieties of organizations and multinational corporations interact on a daily basis through an enormity of contracts, regulations, laws and procedures, it has become required that higher educational institutions stress in their academic curricula the importance of International Law. This specialty helps students understand the basic different legal systems applied in international relations.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry

The Degree of Bachelor in Nursing

Program Objectives

1. Provide students with a comprehensive knowledge in biomedical and nursing sciences combined with adequate clinical training in different health care settings.
2. Promote safe and reliable nursing care at the primary, secondary and tertiary levels in terms of health promotion and maintenance, disease prevention and rehabilitation of health of individuals, families and groups within diverse cultural backgrounds.
3. Foster the appreciation and the implementation of nursing professional ethical values (compassion, moral integrity, honesty, accountability, etc.) that guide the nursing practice.
4. Develop critical thinking, problem-solving, management and leadership skills among students.

5. Cultivate student skills in personal and professional development in order to adapt to practice in a changing and complex health care environment.
6. Prepare students for lifelong learning and graduate education in nursing or other health related field.
7. Prepare graduates to pass national certification examinations.

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry
Ethical Diverse						• Critical thinking • Problem-solving

مخرجات التعلم في عينة من المقررات في اختصاصات توفرها في جامعة سيدة اللويزة وتحديد الكلمات المفتاحية فيها

The Degree of Bachelor of Architecture

ARP 215 – Cultural Themes in Lebanese Architecture
Learning Outcomes:
Upon the completion of the course the students will be able:

- To discuss the subject of the course using convincing arguments supporting specific ideas.
- To express themselves in writing about the subject by forming their own opinions and arguments.
- To be able to take a position from traditional Lebanese architecture and to justify it by providing logical reasons.
- To be able to describe a Lebanese traditional dwelling by using the correct technical terms.
- To be able to recognize different aspects, typologies and construction techniques of traditional Lebanese architecture.
- To present orally their research paper.
- To relate this subject to his major and to his daily life

Citizenship	Civic Engagement	Community service	Culture/Rule of law	Democracy	Discussion & deliberation	Inquiry
					Convincing arguments Opinions	

الهيئة اللبنانية للعلوم التربوية

ملحق رقم 2: بطاقة المقررات المنصوص عليها في برنامج كلية العمارة، الفنون، والتصميم

المتطلبات		المقررات	عدد الوحدات
1- متطلبات الجامعة		FAP 211.	3
2- متطلبات الكلية	اجباري	Major Requirements 146 cr. ARP 221, ARP 222, ARP 223, ARP 224, ARP 225, ARP 226, ARP 233, ARP 301, ARP 311, ARP 313, ARP 316, ARP 317, ARP 322, ARP 324, ARP 325, ARP 327, ARP 328, ARP 424, ARP 425, ARP 433, ARP 434, ARP 435, ARP 438, ARP 444, 124 ARP 446, ARP 551, ARP 552, ARP 553, ARP 554, ARP 555, ARP 556, ARP 557, ARP 561, ARP 562, ARP 563, ARP 568, ARP 590, ARP 591, ARP 593	137
	اختياري	نفس المقررات الحرة	
4- المواد الحرة (من خارج الكلية)		Choose one course from the following Electives I: ARP 564, ARP 565, ARP 566, ARP 567, ARP 568, ARP 569. Choose two course from the following Electives II: ARP 422, ARP 423, ARP 439, ARP 581, ARP 582, ARP 583, ARP 584, ARP 585, ARP 586.	6
المجموع			146

الهيئة اللبنانية للعلوم التربوية

ملحق رقم 3: بطاقة مقرر غير مدني في برنامج الاعلان والتسويق (دراسات عليا)

عدد الوحدات	عدد ساعات الاتصال في الفصل			المرحلة		الاختصاص	رقم المقرر	اسم المقرر
3	تدريب	تطبيقي☑	نظري☑	دراسات عليا☑	شهادة اولى	**Advertising & Marketing**	COA652	Advanced Research methods in Mass Communication

	نوع المقرر
	اختياري اجباري☑

Techniques for study of communication content and messages, audiences and effects. Emphasis on research methods, and the data gathering, sampling and the application of those methods in Mass Communication and Advertising.	توصيف المقرر
NOT SPECIFIED	الاهداف
1. Examine the precepts of research; 2. Develop and apply three research tools; 3. Analyze and interpret basic numerical and qualitative data; 4. Synthesize research results; 5. Know how to use the Statistical Package for the Social Sciences (SPSS) 6. Develop a research proposal for a Master level degree program	مخرجات التعلم للمقرر
The course follows a medley of lectures, discussion, and lab applications. A set of computer lab practicum will give learners opportunity to familiarize with the SPSS and computation of statistics examined in class. Course readings and presentations will be posted on Blackboard (Bb).	طرائق التدريس
1. Participation & preparation (Practice) 2. Mid-term Research Proposal 3. Individual Research Project	طريقة تقويم الطلبة
Wimmer, R. and Dominick, J. (2014). *Mass Media Research: An Introduction* (10th Edition). USA: Cengage Learning.	الكتاب المستخدم

ملحق رقم 4: بطاقة مقرر مدني

عدد الوحدات	عدد ساعات الاتصال في الفصل			المرحلة		الاختصاص	رقم المقرر	اسم المقرر
3						**All**	POS 319	DEMOCRACY AND HUMAN RIGHTS
	تدريب	تطبيقي	نظري☑	دراسات عليا	شهادة اولى☑			

	نوع المقرر
	اختياري☑ اجباري

The course focuses on different strategies of democracy and their relationship with human rights, the origins and maintenance of democracy in the modern world, and the process of democratization and its impact on the state stability and on global protection of human rights.	توصيف المقرر
This primary aim of this course is to teach students to think critically about the political and cultural dimensions of democracy and human rights.	الاهداف
Not available	مخرجات التعلم للمقرر
Lecature and student presentations	طرائق التدريس
Project mid-term Final	طريقة تقويم الطلبة
	الكتاب المستخدم

ملحق رقم 5: اختصاصات وتوصيف مقررات الخدمة من اجل التعلم

American Studies

American Ways of Life
Hendrix College - Jay McDaniel, Professor of Religion
Syllabus
This course introduces traditions of civic engagement to international students, with special focus on students from the People's Republic of China, for whom the course was required.

Anthropology

Applied Anthropology: Meeting Human Needs
Elon University – Kimberly Jones, Assistant Professor of Anthropology
Syllabus
This course applies anthropological theories and methods to local, national, and global human needs, such as adequate nutrition and health care, freedom and power, adequate educational supplies and well-trained teachers, and access to work that allows workers to provide adequately for themselves and their families.

Art and Art History

Topics in Native American Art History: Native California
Pitzer College – Bill Anthes, Assistant Professor of Art History
Syllabus
Through the study of material in museums, Indian casinos, cultural centers, and other institutions, students will examine Native American art and cultural history, focusing on patterns of contact, conflict, accommodation, government relations, education, economic revitalization, and cultural and political activism.

Museums and Their Communities
Ursinus College – Susan Shifrin, Assistant Professor of Art
Syllabus
This course examines the concept of the museum as a site of civic engagement, i.e., the museum as a partnership between the institution and its communities, between museum professionals and museum audiences.

Biology

The Ethical, Legal, and Social Implications of the Genome
Wagner College – Ammini Moorthy, Professor of Biology; John P. Esser, Associate Professor of Sociology
Syllabus
This course examines scientific concepts and basic research that underlies the decoding of the Human Genome and explores the resulting biomedical revolution that has created a need for answers to questions such as what we can and should do with genomic research and calls into question the way people think about family structure, life expectancy, quality of life, expectations of health and medical care, privacy, the way food is grown, and attitudes toward religion.

Business Law

Business Law and Environmental Action
Widener University – Sandra K. Miller, Professor of Accounting and Taxation
Syllabus
In the course of examining contemporary law and ethics in relation to the formation and management of businesses and other organizations, students work with community and nonprofit groups to help alleviate environmental problems.

Communication Studies, Speech Communication, and Theatre

Political Communication
Berea College – Billy Wooten, Assistant Professor of Speech Communication and Director of Forensics
Syllabus

Students design and execute a media campaign based on their study of communication theories, media influence on policy development, core issues for the 2008 presidential election, and the importance of speech writing for candidates.

Introduction to Effective Oral Communication
Bethune-Cookman University – Paula McKenzie, Assistant Professor of Speech Communication and Theatre
Syllabus
This introductory course is designed to help students develop thinking, research, organization, and speaking skills through study and analysis of a social problem of their choice, resulting in an informative speech, a speech of controversy, a problem-solution speech, and a motivational speech.

Communication Analysis of Presidential Candidates' Nomination Acceptance Speeches
Hendrix College – Mary M. Richardson, Adjunct Instructor of Speech
Syllabus
Students examine selected nomination acceptance speeches at the Republican and Democratic National Conventions from 1980 to 2008, exploring the historical context, the candidates themselves, the outcome of the election, and the impact of the speeches on the election. In a forum setting, students compare Obama and McCain's speeches in 2008, and predict the winner of the election based on those speeches.

Youth, Media, Democracy
Pace University – Emilie Zaslow, Assistant Professor of Communication Studies
Syllabus
In the context of historical and current debates about media and youth, this course explores, through readings, discussions, screenings, and service, how contemporary youth use the media to document their lives, produce social change, and put democracy into action.

Criminal Justice

Juvenile Delinquency and Juvenile Justice
Widener University – Nancy B. Blank, Assistant Professor of Criminal Justice
Syllabus
Students in this course, which provides academic grounding in such topics as theories of delinquency, the evolving concept of juvenile justice, the roles and duties of courtroom players, and the effectiveness of community-based treatment, detention, and diversion programs, assist with a community-based youth court in which young people deliver justice to first-time youth offenders.

Economics

The Economics of Discrimination
Wagner College – Jayne Dean, Associate Professor of Economics and Department Chair
Syllabus
In the classroom and an optional service component, this course explores the proposition that the market reproduces and can reinforce economic inequality based on gender, race, and ethnicity and will examine the effects of globalization on these inequalities in developing countries and the U.S.

English and Literature

Literature and Writing
Bethune-Cookman University – Nancy Zrinyi Long, Associate Professor of English
Syllabus
This writing and composition course encourages social awareness and activism through a study of relevant literature and current events, and through participation in community projects such as tutoring, voter registration, and letter and editorial writing on social and environmental problems.

The Individual and Society: Folklore and Fairy Tales
Pace University – Patricia Hamill, Adjunct Professor of Writing and Literature
Syllabus
Through the study of literature and through reading to children who are clients of service organizations, students explore how individuals relate to literature according to age and culture and how literature may influence ideas of acceptable and deviant social interaction.

الهيئة اللبنانية للعلوم التربوية

Non-Citizens in Wartime America: A Periclean Course in Civic Understanding
Pitzer College – Edith Vásquez, Assistant Professor of English and World Literature
[Syllabus](#)
This literary and cultural studies course examines how immigration status, race, and class bear the signs of a wartime society in the present-day US, in order to understand democratic values in the context of these particular junctures. Students undertake analytical discussions on contemporary civic institutions and discourses, and pose ethical questions of democratic social processes and political governance in the post-9/11 world.

General Studies

Questioning Authority
Berea College – David Porter, Professor of Psychology and General Studies
[Syllabus](#)
This introduction to college reading, writing, and thinking is taught from a framework of free thought and skeptical inquiry to help students recognize and resist corporate, governmental, religious, and individual oppression, skills that the students will be expected to use in service projects, such as working with small business owners displaced by corporate mega-stores.

Stirring the Pot: Food Politics, Gender, and Globalization
Berea College – Peggy Rivage-Seul, Associate Professor of Women's Studies;
Chad Berry, Associate Professor of Appalachian Studies
[Syllabus](#)
This course examines food from a variety of interdisciplinary and global perspectives, with special attention on the role that women play in global food economies. Students designed their own research project exploring an aspect of food politics, often involving a presentation to community members or research about a local food issue, such as a nearby local-foods-only restaurant.
This course is cross-listed in Women's Studies

Development Issues in Ghana
Elon University – Heidi G. Frontani, Associate Professor of Geography
[Syllabus](#)
This seminar, the foundation course for Elon's Periclean Scholars program and open only to Periclean scholars, focuses on socio-economic development in Africa, especially Ghana, using case studies that address uneven development and access to resources by vulnerable ethnic groups, women, peasant farmers, and fishers. Its primary objective is to improve the lives of Ghanaians.

Volunteerism, Social Justice, & Civic Engagement in the Wake of Hurricane Katrina
Elon University – Ocek Eke, Assistant Professor of Communications
[Syllabus](#)
Through reading, research, reflecting, and engagement in service activities, students in this course examine responsibilities of and interrelationships among public, federal, state, and local governments and the media in times of natural disasters and engage in projects that relate their service activities to assigned reading.

Geography

Urban Geography Field Seminar
Macalester College – David Lanegan, Professor of Geography and Department Chair
[Syllabus](#)
GIS: Concepts and Applications
Macalester College – Holly Barcus, Assistant Professor of Geography
[Syllabus](#)
Cities of the 21st Century
Macalester College – Daniel Trudeau, Assistant Professor of Geography
[Syllabus](#)
Students in three courses share field trips, guest lectures, and faculty expertise as they collectively prepare a public document that addresses selected issues concerning local watersheds. The report includes quantitative and qualitative research by students in the Urban Geography Field Seminar; maps of social and economic variables by students in GIS Concepts and Applications; and analyses of policy issues and proposed solutions by students in Cities of the 21st Century.
This course is cross-listed in Urban Studies

History

Citizenship, Democracy, and the French Revolution
Allegheny College – Barry Shapiro, Professor of History
Syllabus
Students will study the French Revolution through role-playing, which will allow them to experiment with modes of civic engagement including elections, parliamentary maneuvering, lobbying, street demonstrations, and protests and help them understand historical contingency and cause and effect.

Seminar in Modern European History: Social Responses to Poverty
Berea College – Rebecca Bates, Assistant Professor of History
Syllabus
This course introduces students to European responses to poverty from the 17th through 20th centuries, covering criminalization of poverty, definitions of family, socialist critiques of capitalism, the rise of voluntary associations, and the relationship between philanthropic organizations and the state. The course employs an individual-focused historical analysis, exploring the engagement of those who wrestled with the rise of industrial capitalism. Students use forms of public writing to address these issues.

Leadership in the Face of Conflict: Twentieth Century Crises
Wagner College – Lori R. Weintrob, Associate Professor of History and Department Chair
Syllabus
Students identify exemplary models of leadership by examining case studies of select political and civic issues in the 20th century that prompted the mobilization of communities in the U.S. and abroad. The course focuses on the possibilities and liabilities of feminist activism, and involves a leadership project in partnership with local refugee groups.
In collaboration with Patricia Moynagh's Political Science course, "Crossing Boundaries, Raising Voices: The History and Politics of Feminist Activism"

Interdisciplinary Studies

Envisioning Environmental Futures
Allegheny College – Amara Geffen, Professor of Art
Syllabus
From an artistic, literary, ethical, political, economic, scientific, or spiritual point of view, students analyze contemporary environmental problems, create a project that provokes discussion of possible solutions, and collaborate with local residents to improve responsiveness of local planning to the environment and quality of life.

Environmental Geology
Allegheny College – Ron Cole, Associate Professor of Geology and Department Chair
Syllabus
Global Health Transitions
Allegheny College – Caryl Waggett, Assistant Professor of Environmental Science
Syllabus
Health Policy
Allegheny College – Melissa Kovacs Comber, Assistant Professor of Political Science
Syllabus
Rhetoric and Civic Engagement
Allegheny College – Vesta Silva, Assistant Professor of Rhetoric
Syllabus
These four courses form an interdisciplinary collaborative spanning the humanities, social sciences, and natural sciences to address Water and Health from multiple perspectives. The collaboration is part of a larger effort at Allegheny, where more than 20 faculty members incorporate some aspect of public health into their courses, using specially developed case studies that include such issues as health disparities, environmental exposures, effective prevention, and the impact of globalization.

Middle Eastern Studies

Civil Society and the State
Hampshire College – Berna Turam, Associate Professor of Sociology and Middle Eastern Studies
Syllabus
This course, in which students critically rethink classical and contemporary theories of civil society, uses actual case studies from the West and Middle East to explore civil society's links to the state and other political institutions, examining alternative interactions

between the state and a wide-ranging sphere of collective action and paying particular attention to the relation between civil society, religion, and nationalism.

Philosophy

Civic Engagement, Ethics, and Community
Macalester College – Amy Ihlan, Visiting Assistant Professor of Philosophy
Syllabus
This philosophy course, in addition to using traditional tools of reading, writing, and discussion, involves students as community volunteers to help them explore issues such as what it means to "do good" or "make a difference," whether civic engagement is essential to a good life and a good society, whether citizens have a moral obligation to "give back" to their communities, and what opportunities exist for meaningful and effective social involvement.

Physics

Energy Conversions and Resources
Occidental College – Adrian Hightower, Assistant Professor of Physics
Syllabus
This course, which introduces students to the physics of energy conversion and its application to global energy resources, includes field trips to energy-generating facilities, student assessments of the energy needs, costs, and policies of community partners or of partners' recycling programs and student recommendations for reducing partners' energy costs.

Political Science

Presidential Campaigns and Elections
Macalester College – Julie Dolan, Associate Professor of Political Science
Syllabus
This course uses a combination of academic theory and focused field experiences to expose students to the complexities and inner workings of U.S. presidential elections. Students examine state primaries, caucuses, nominating conventions, and the Electoral College, especially focusing on the 2008 election, and conduct a community education project to share their knowledge with the larger community.

Campaigns and Elections
New England College – Wayne Lesperance, Associate Professor of Political Science
Syllabus
This course combines traditional coursework, which will be focused on candidates, the media, campaign finance, party politics, the internet, and voter turnout, with the opportunity to work on a presidential campaign and also with role-playing, a mock election, and a mock debate.

Sociology

Introduction to Sociology
Bethune-Cookman University – Linda Scola, Assistant Professor of Sociology
Syllabus
Students examine institutions that comprise society, explore how people perceive and relate to the world around them, and investigate ways to apply sociological principles to improve the quality of life in local and global communities. Students elect to take this course in either a standard classroom format or in a separate on-line course.

Social Issues and Problems in the Local Community
Elon University – Angela Lewellyn-Jones, Associate Professor of Social Justice and Department Chair of Sociology and Anthropology;
Pamela Kiser, Professor of Human Services
Syllabus
Students learn to use an interdisciplinary framework, grounded in sociological theory, to discover the interconnections between local, national, and global problems. Students work with local organizations in order to understand specific issues and apply sociological theory and analysis to these problems.

Nonviolent Social Change
Pitzer College – Kathleen S. Yep, Assistant Professor of Sociology and Asian American Studies
Syllabus
This class examines the history, philosophy, and practice of nonviolent social change, drawing on examples from both the U.S. and abroad. Students apply their knowledge by teaching about this form of democratic participation and social change at a juvenile detention center.

The Ethical, Legal, and Social Implications of the Genome
Wagner College – John P. Esser, Associate Professor of Sociology;
Ammini Moorthy, Professor of Biology
Syllabus
This course examines scientific concepts and basic research that underlies the decoding of the Human Genome and explores the resulting biomedical revolution that has created a need for answers to questions such as what we can and should do with genomic research and calls into question the way people think about family structure, life expectancy, quality of life, expectations of health and medical care, privacy, the way food is grown, and attitudes toward religion.

Urban Studies

The Crafted City: Art, Urban Regeneration, and the New Cultural Economy
Hampshire College – Myrna Breitbart, Professor of Geography and Urban Studies
Syllabus
This seminar explores the role of aesthetic practices in the politics and redesign of urban space, drawing on case studies of the use of art, culture, branding, and design to address urban economic problems and to contribute to area regeneration. Students work in groups to assist local arts and cultural organizations.

Engaging Urban Homelessness
The New School – Jürgen von Mahs, Assistant Professor of Urban Studies
Syllabus
This course introduces students to the nature and extent of urban homelessness, the root causes of homelessness, and the principal societal and political responses to the problem. Upon placement in homeless service and advocacy organizations, students are encouraged to examine their field experiences critically and to think about creative, innovative, and unconventional ways to address the multifaceted problem of homelessness.

Writing

Art of the Essay: Making the Personal Public
New England College – Douglas Haynes, Assistant Professor of Writing
Syllabus
This course explores the different ways that essayists have employed personal reportage and the personal essay to engage with prominent civic issues of their times, particularly related to cultural identity, the environment, social justice, and political action. Students practice immersion journalism, positioning themselves in an area of local civic life, studying techniques