

JWC 092A, Introduction to Service Learning

Thursday

Time: 18:00 – 18:50

### AJU Mission Statement

**Learning and Scholarship:** We believe in the principle of Torah – learning as an intellectual and inspirational endeavor – that embraces both academic scholarship and the efforts of all Jews to explore their shared heritage through the formal and informal study of Judaism and the other great civilizations of the world.

**Culture:** We acknowledge that Judaism is a flourishing civilization with a culture that is fundamental to modern Jewish identity. We strive to advance that culture by encouraging artistic endeavor in all of its many forms.

**Ethics:** We recognize that ethics is the language of Judaism and its most important link to the world at large.

**Leadership:** We understand that the future of Jewish life depends on the careful preparation of dedicated and impassioned individuals who are called to leadership.

**Peoplehood:** We are a pluralistic institution that embraces diversity within Judaism and values the contributions of all groups to the growth of Jewish Civilization.

### Students with Disabilities

American Jewish University is committed to assisting our students with documented disabilities to have a successful career at AJU. Contact the Office of Student Affairs to request accommodations and begin the documentation process. (See Enhancing Accessibility and/or AJU website for complete policy.)

### Standards of Academic Integrity

The Honor Code of American Jewish University was written by a committee of undergraduate and graduate students, faculty and administrators. Under the Honor Code, students have a two-fold obligation: individually, they must not violate the code, and as a community, they are responsible to see that suspected violations are reported. Academic Dishonesty includes, but is not limited, to the following definitions:

**A. Examination Behavior:** Unless expressly permitted by the instructor, the use of external assistance during an exam shall be considered academically dishonest. Inappropriate exam behavior includes but is not limited to: (1) communicating with anyone in any way during an exam, (2) copying material from another student's exam, (3) allowing a student to copy from one's exam, (4) using unauthorized notes, calculators, or other sources of unauthorized assistance.

**B. Fabrication:** Any intentional falsification, invention of data, or citation in an academic exercise will be considered to be academic dishonesty. Fabrication involves but is not limited to: (1) inventing or altering data for a laboratory experiment or field project, (2) padding a bibliography of a term paper or research paper with

sources one did not utilize, (3) resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

**C. Plagiarism:** Plagiarism is the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practices. Use of another's ideas or words must be properly acknowledged as follows:

- (1) Direct Quotation: Any use of direct quotation must be acknowledged by footnote citation and by either quotation marks or proper indentation and spacing.
- (2) Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrased material.

**D. Other Types of Academic Dishonesty:** Other forms of academic dishonesty include, but are not limited to:

- (1) Submitting a paper written by or obtained from another person.
- (2) Using a paper or essay in more than one class without the instructors' expressed permission.
- (3) Obtaining a copy of an examination in advance without the knowledge and consent of the instructor.
- (4) Altering academic records outside of official institutional procedures.
- (5) Using another person to complete academic assignments such as homework, take-home exams or using another person posing as oneself to take classroom examinations.

### **Course Description:**

This course introduces students to the concept and practice of service learning as a form of experiential education. Service learning combines academic study with hands-on interaction followed by self- and community-reflection on the lessons learned from the physical interaction. The broad goal of this course is to excite students' passions about their collective power to address serious social problems; the need to balance their passion with a sharp understanding of the problems addressed; and critical role that self-reflection plays in the learning process (i.e., transfer of experience from short term to long term memory), while deeply rooting the issues in the Jewish textual tradition.

### **Course Goals:**

Students' experiences in this course will enable them to:

- Recognize their ability to influence social problems in their immediate lives
- Understand that these issues are addressed by the Traditional Jewish Sources

### **Course Requirements:**

Attendance

Journal

Final

**Required Reading and Other Assignments:**

Course Reader.

**Assessment/Grading:**

Attendance – 20%

Journal – 40%

Final – 40%

**Attendance is mandatory for all class sessions. Should a student miss 20% or more of class sessions, he/she will be automatically withdrawn from the course and receive a W. To get an excused absence one must be ill and bring a doctor's note.**

**Course Schedule:**

Topic 1: Introduction

Topic 2: Social Action and Responsibility (Hillel: If I am not for myself...)

Topic 3: *B'tzelem Elokim*

Topic 4: Mar Ukva (Consideration for the receiver)

Topic 5: Rambam's 8 levels

Topic 6: *Am Segula* and *Or L'goyim*

Topic 7: More "Particularism" and "Universalism" (*Oniyei ircha vs. chaviv adam shnivra btzelmo*)

Topic 8: Beyond the Letter of the Law (Rabbah and the workers that broke the barrel)

Topic 9: Chanukah and Globalization (AJWS)

Topic 10: Chanukah and Globalization continued...

Topic 11: The Nazir as an Activist Ethic

Topic 12: Responsibilities to the Public Domain

Topic 13: Summary and Review

Topic 14: Final Analysis