

Religion Internship
Religion 380R
Wednesday, 2:00 – 3:30 p.m.
Psych 250

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I. Course Foci

At the intersection of university, community-partner organization, and communities, the Religion Internship practices engaged scholarship. While in the Religion Internship Course, we will be discovering, analyzing and reflecting on interrelationships among religion, values, culture, and action attuned to positive community and educational change. Two foci sharpen our work:

- Issues Engaging All-Being Thriving: Health in Body, Mind, Spirit
- Issues engaging Values as empathetic action
 - Prophetic approaches
 - Contemplative approaches

Sustainability and Social Justice are the two thematic areas in which these two foci play. Comparing their effects and approaches will expand the range of our learning and doing. The class uses an asset-based rather than a needs-driven analytic approach, examining participants' experiences from religious, sociological, and political contexts. Questions of ethics and action drive our personal, class-communal, and systemic analyses and critical thinking. The course uses assigned readings, in-class exercises, content from class members' internships to integrate learning from many perspectives and assumptions.

II. Course Approach to Teaching and Learning

Our pedagogical approach links ideas to actions. As a Theory Practice Learning course at Emory within the orbit of the Office of University Community Partnerships, we toggle intellectual analysis and reflection with hands-on learning in order to shape new hypotheses and test them. Participating in this learning cycle (David Kolb), we refine theories and practices. In this classroom **all members are teachers and learners with their community partners.**

In settings working with issues of Sustainability and Social Justice, we strive to cultivate skills and insights examined through the lenses of health and empathetic care in action. To do this work, we will not only sharpen our analytic skills but also skills for communication, goal setting and revision of goals, and assessment. As participants in a community-building exercise, we will pursue best practices as we reach out to partner with others beyond our community (Nussbaum: 135).

A selection of questions driving our work:

1. *How do we communicate our own values while respecting the values of others, yet not patronizing them by reducing their values to a relativizing “you do your thing, I do mine” (Nussbaum: 138)?*

2. *What are the assumptions and dynamics at play in each internship including issues of location/stand as viewpoint, power and agency, and politics as freedom to reflect, act, and assess?*
3. *What ethical perspectives and choices do each of us draw upon – and collectively?*
4. *How do dynamics of religious affiliation and commitment, gender, class, sexual orientation, and race shape expectations, possibilities, and actions?*
5. *How do the assumptions of participatory democracy play out in our settings?*

III. Course Objectives

- Expand capacities for critical and synthetic thinking in engaged, community-based scholarship
- Deepen understandings of and tools for cross-cultural communication, analysis and reflection
- Learn practices for effectively partnering with people, recognizing their assets as well as needs, and respecting their beliefs, practices, and values
- Deepen understanding of how communities structure themselves, are structured by others, and implement change in tune with their ways of thinking, making meaning, and finding purpose
- Explore how personal, communal, and religious values integrate with and/or challenge work for community-based change
- Develop personal and group-based reflective judgment skills that interrelate ethical discernment and decision-making
- Clarify trajectories of communities' and our class' intellectual approaches, values, and purposes - pursue "so what?"
- Examine the consequences of integrating scholarship and citizenship

IV. Course Practices

Active participation in class and in discussion groups

Commitment to excellent work in internships

Thorough reading of texts

Careful and thorough attention to assignments, especially portfolio entries and their reassessment

There will be several "team" assignments as well as periodic in-class exercises. These will help us:

- sharpen our skills in team contexts
- communicate more clearly to others the dynamics of our work settings connected to relevant ideas, approaches and actions from class
- learn to integrate current cultural trends, issues, and events into our internships
- improve discernment and evaluation of personal skills and performance

Note: The Dalai Lama will be in residence at Emory October 17-19, 2010. He will be making several appearances on campus including "office hours" for students. Watch the Emory website for more information and get your tickets : <http://www.emory.edu/home/academics/dalailama>

V. Texts

McKnight, John. 1995. *The Careless Society: Community and Its Counterfeits*. New York: Basic Books.

Newman, Katherine S. *No Shame in My Game*. Alfred A Knoff

Thurman, Howard. 1976. *Jesus and the Disinherited*. Boston: Beacon Press.

Additional readings available online via Blackboard.

VI. Course Requirements

Learning Contracts — Due **September 22**

Analysis, Practice, and Reflection — **Sign-up sheets**

Working Portfolio (See Separate Sheet) — **Collected every two weeks - dates within syllabus**

Presenting Portfolio: (See Separate Sheet) — Due **December 1**

Your Supervisor must give permission if you want to include in your portfolio any official material from your cases or your placement, other than mission statements, organizational charts, etc. If you use such materials, you also must write some additional response such as an analysis of structures of authority, values within the mission, or how this material is concretely affecting office dynamics and performance from your experience/perspective. You can also add personal/ethical reflection. You may not simply include the material without some critical thinking added.

Final Portfolio is due December 1, the last day of class. There are no extensions for these. Grades are lowered one level per day late (i.e.: A becomes B+).

Extra Credit. Extra credit can be earned by writing an article about your placement for the *Wheel* or *Campus Report*. This extra credit will be added to your final portfolio grade.

VII. Grading

The intellectual requirements for this course are as demanding as the placement requirements. Therefore, you should include your class preparation time as a factor when you negotiate your Learning Contract and Evaluation Methods. **You are expected to work 2 hours per week for 1 hour of credit.** (Example: If you are receiving 4 credits for this course, expect to work approximately 6½ hours per week at your placement leaving you 1½ hours for academic study and writing.

The emphasis in grading is on **progress** made within each category with particular attention to strengthened skills, improved critical thinking, and the integration of abstract, conceptual learning with practical learning.

Grading Categories:

- Theoretical Learning
- Analytical Learning
- Ethical Learning
- Concrete or Practical Learning
- Developing Hypotheses and Testing Them

We will be following the growth of each student by providing regular feedback on work done in class and in other assignments. Self-reflections and evaluations will enhance our understanding of students' strengths and challenges in learning and action.

<u>Grading Point Breakdown</u>	<u>(1000)</u>
A. Participation—including attendance, and class preparation	200

September 22

LEARNING CONTRACT DUE IN CLASS

Introduction to Community Capacity Building

Introduction to Observation Techniques

Read: *Building Community Capacity*, Chapters 1 and 6

Bourdieu: “The Space of Points of View” “Inside the Zone” (APR)

Written Assignment (bring to class):

Do an initial observation within your placement focusing on **two** of the sub-headings of Block One: “Access to Resources” and “Sense of Community” in your placement. For only 15 minutes observe what you actually see, hear, sense. Do not make assumptions – try to stick with what you experience. Then write 1-2 pages about your initial observation. In your last paragraph, write about the difficulties with this assignment.

September 29

Portfolio Due Today

Sustainable Atlanta/Sustainable Communities

Read: film on urban sprawl

Also look at:

http://infr sustainability.ce.gatech.edu/012007_TRB2007_Evaluating%20Sustainability_Jeon%20et%20al.pdf

Consider this lecture from GA Tech in the context of community capacity-building

Read Case Studies in *Why Place Matters*: 49-51

If you have time: Ruckleshaus - Heifetz

October 6

Prophetic Approach to Values in Action

Read: Selections from Dorothy Day

Selections from *A Work of Hospitality*

In-Class Workshop: *What blocks us from serving (Kegan model)*
Learning Contract

October 13

Portfolio Due Today

The African-American Prophetic Voice

Read: Minteer: *The Landscape of Reform*

Robert Bullard - Introduction

Ross, “Testimony, Witness, and Civic Life” [APR]

Dalai Lama, “Modern Society and the Quest for Human Happiness”

Assignment: Bring in some of your personal attempts to work with Kegan's model (not to turn in)

October 20

Catholic and Buddhist Contemplative Voices

Read: Selections from Merton, pp. xiii-xv; 1-20; 176-179; 250-261
Selections from The Dalai Lama, pp. 161-178 [APR]

October 27

Portfolio Due Today

Contemplative Approach to Values in Action

Read: Thurman, *Jesus and the Disinherited*

November 3

Mid-Point Evaluations

Community Capacity-Building and Human Thriving

Read: *No Shame in My Game*: ix-xix; pp.39-86

November 10

Portfolio Due Today

Professionalism, Capacity-Building and Human Thriving/Sustainability

Read: McKnight, *The Careless Society* -- chapter on healthcare

November 17

The Working Poor – Thriving/Health?

Read: *No Shame in My Game*: pp. 150-186

November 15

The Working Poor – Thriving/Health?

Portfolio Due Today

Read: *No Shame in My Game*: pp.186-230

In-Class: Revisiting/Workshopping Kegan

November 29

Why Place Matters – Thriving/Health?

Why Place Matters: focus on pp. 18-44

If you have time:

<http://pub.nextbetter.net/files/Beyond%20greening-%20Strategies%20for%20a%20Sustainable%20World.pdf>

December 1

Presenting Portfolio DUE TODAY

Strategies of Service That Make Sense
Final Discussions

Assignment: Bring your two favorite portfolio entries