

Community Volunteering – Service Learning  
SOC 110  
American Jewish University Campus in Israel  
Young Judeaea Year Course

Service Learning is defined as an academic endeavor that incorporates hands-on experience in support of learning about social issues. Students learn the history, background and current theories of a social issue and work directly with affected populations while addressing these issues. They share their experiences with each other and use their teacher/instructor as a resource. The students broaden their perspectives on the world, gain confidence to become effective change agents and increase their commitment to the community in which they volunteer.

The purpose of this course is two-fold: To learn about the Jewish nature of volunteering and community service, as well as to access community needs, discuss them, analyze them and act on those needs. Each student is required to work closely with a volunteer site and give 20-30 hours of their time per week to volunteering at the site. The hours spent with those taking the course are intended to be a forum in which analysis of the volunteer experience is given time and energy. Issues surrounding volunteering will be addressed through discussion and group exercises in hopes of linking participation with theory.

Objectives of this course include:

Working closely with an agency or school

Applying service learning theory to the local community

Understanding some of the critical issues facing the local community

Developing relevant skills towards becoming an effective teacher, teacher's assistant, group leader, etc.

Integrating scholarship and fieldwork, both Jewish and secular

Working effectively within small groups

Students will be evaluated based on: attendance and active participation at school/agency (30%), class assignments and participation (20%), weekly journal (10%), oral presentation final about social issues within the school/agency(20%) and an analysis paper (20%).

## Class #1

### I. Introductions

- a. Participant introductions – Who are we?
- b. Course description
  1. Purpose of Community projects – What are the options?
  2. Process of selecting projects
  3. Journal Writing – Why and how
  4. Discussion: Who derives what from this project?
  5. Contract with placement - explanation
- c. Review requirements for the course
  1. assignments and participation
  2. weekly journal
  3. oral presentation about social issues within the placement
  4. analysis paper – see description below
- d. Assignment for next week: Tensions and challenges in the Community
  1. Critical Issues
  2. Involvement of local officials, schools, etc.
  3. What might your contribution be?

## First Half of Class

### II. Classes 2-4

#### A. Jewish Sources on Gemilut Hasadim

- a. Mishnah Peah 1:1 – These are the things that have no limit: Gemilut Hasadim  
This world and the next world – what are the rewards?  
What is listed which accompanies the acts of Gemilut Hasadim? Analyze their commonalities.
- b. What do the words actually mean?
  1. Gomer – to bestow upon; Hesed - Kindness
    1. Shabbat 127a
    2. Bircat Hagomer
    3. Kupat Gomer
    4. Gimla'im
    5. Proverbs 11:17; 21:21
    6. Breisheet 50:15
    7. I Samuel 24:18
    8. Breisheet 32:11; 47:29; 24:27,49
      - a. Hendiadys – Two words, connected by the word/letter 'and' which mean something different (and usually more intense) than the individual words: Tohu Vavohu; good and mad; hot and heavy; hesed v'emet
- c. Mishnah Avot 1:2 On three things does the world rest: Torah, worship, and gemilut Hasadim. Why does this act merit such high regard to go along with Torah study and prayer?
  1. Being created in the image of God
  2. Love your neighbor as yourself
  3. The Holiness Code (Leviticus 19)

#### 4. The rebuke of the prophet Amos

#### 5. Sukkot 49b

Quotable Quotes: Rabbi Sara Prasche-Orlow, from 'Creating the Field of Jewish Service Learning' : "Doing service can provide the opportunity to learn about someone different from oneself and the possibility for further questioning and exploration of social issues as well as values clarification."

### III. Classes 5-7

#### Why volunteer? Jewish Sources/Outside Sources

- a. Leviticus 19:16 – Do not stand idly by the blood of your neighbor
  - 1. Indifference is not a Jewish value
    - 1. Bystander effect – the Kitty Genovese case in 1964
    - 2. Last Episode of Seinfeld
    - 3. In France and Germany, 'civil courage' is enforced by law
      - a. Alert the authorities or intervene despite possible negative consequences
- b. Mishnah Avot 2:5 – Where there is no persons around, try to be a 'mentch'
  - 1. Avot d'Rabbi Natan 33
  - 2. Sota 11a – Job kept silent – s.v. Rabbi Hiyya bar Abba in the name of Rabbi Simai
  - 3. Taanit 21a – Nahum Ish Gamzu and the beggar
  - 4. Exodus 2:11-17 – Moshe and the taskmaster
  - 5. Job 31:16-22 – Challenge of God
    - 1. Both Job and Moshe are called 'servants of God' - Why is that?
- c. Good Samaritan Laws – Luke 10:25-37
  - 1. Canada – cf. <http://medi-smart.com/gslaw-sarbc.htm> The risk of rescue – The Plight of the Good Samaritan
  - 2. Serial Reciprocity – Kenneth Boulding (1973/1981) – When our accident occurs, the persons we have helped are not likely to be there. We must count on that someone will be there, willing and able to help, as we were for someone else. Also called "Pay it Forward" (show movie?)
    - 1. Motivation and shared suffering – "I know how you feel – I've been there"
    - 2. Darley and Batson 1973 – More than half of a group of Seminarians hurrying down an alley on the way to give a lecture on the Good Samaritan Parable were unlikely to stop and help someone slumped down in an alley coughing and groaning!
  - 3. Compassion Fatigue – More catastrophes than we can grasp and more suffering than we can absorb.
  - 4. Help those that are in trouble but also don't stick your nose into other people's business. Intervening in the lives of others is the definition of philanthropy; knowing when and to what extent to do so is the philanthropist's challenge
  - 5. Core values of the Good Samaritan: Compassion, self-sacrifice, trust, generosity and courage
- d. Robert Payton (1990) – "Voluntarism: Learning How to 'Pass it On'"

#### IV. Classes 8-9

##### Tikkun Olam – Jewish Sources

- a. Doing Good – Overview: Tikkun Olam from MyJewishLearning.com
  - b. Moral Development and Tikkun Olam – from Jewish Education News, 1999
  - c. Renewing Jewish Life Through Jewish Civics – from Journal of Jewish Communal Service, June 2000
- A. Kabbalah – Shevirat Hakelim – Doing Mitzvot will gradually return the universe to its form as God had originally intended, making humankind a partner in God’s creation
- B. Aleynu L’shabe’ach – Analyze the prayer and the phrase “l’taken olam b’malchut Shaddai” and its place in the prayer
- C. Rabbinic Sources on “Mipnei Tikkun Haolam” – not following the letter of the law, but rather acting in a way in order to avoid undesirable social consequences.
1. Mishnah
    - a. Gittin 4:2-7,9; 5:3-4
    - b. Eduyot 1:13
  2. Talmud Bavli
    - a. Pesachim 88b
    - b. Hagiga 2b
    - c. Ketubot 56b
    - d. Gittin 3b, 32a-53a
    - e. Bava Metzia 14b
    - f. Arachin 2b
  3. Tosefta
    - a. Terumot 1:12,13
    - b. Ketubot 12:2
    - c. Gittin 3:5,7-9; 6:9
    - d. Bava Batra 6:20-21

## Second Half of Class

### Classes 2-3

- A. Where and what is your placement? Contract with placement due.
  - 1. History and Sociology of local community
    - a. Guest Speaker
    - b. Student presentations on local community
- B. Tensions and challenges in the Community
  - 1. What are the critical issues facing the local community?
  - 2. What is the involvement of the local officials, schools, etc.?
  - 3. What might your contribution be?
- C. Preparation, Action and Reflection

Reading: Eyler, pp. 1-22; 57-81

### Class 4 How goes the volunteering?

- a. Share two good things about the experience so far
- b. Share two frustrations about the experience so far
- c. Are there suggestions of how to increase the good and rectify the frustrating?

Reading: Eyler, pp. 23-56; 84-98

### Class 5 Reading Discussion in Groups – outline chapter or book on relevant topic and ready it for presentation

- 1. Learning English as a second language  
Reading: NW Regional Educational Laboratory – Overview of Second Language Acquisition Theory, 2003
- 2. Attention Deficit Disorder – Is it so widespread?  
Reading: Gallagher, Teresa from “Born to Explore!” – The Other Side of ADD
- 3. Behavior Modification vs. Discipline  
Reading: Packer, Leslie – Is Behavior Modification even Appropriate?, 2004
- 4. Moral Development in Children  
Reading: Crain, W.C., Theories of Development, Prentice Hall, 1985, pp. 118-136
- 5. Being a Positive Role Model  
Readings: Rose, D. (2004) 'The potential of role-model education, *the encyclopedia of informal education*, [www.infed.org/biblio/role\\_model\\_education.htm](http://www.infed.org/biblio/role_model_education.htm)  
LaMonica, Laura, Behavior Modeling, 2001

### How goes the volunteering?

- a. Follow up on last week's challenges – a discussion
- b. Good news/new frustration

#### Class 6 Making the CASE

- a. Community Partnership
- b. Advocacy
- c. Service
- d. Education – including the Jewish angle

#### Classes 7-8 Social Issues presentations – 20 minutes/group

Choose a social issue (e.g. Poverty, environment, prejudice, crime, etc.) that is relevant to the volunteering for research and presentation

1. Hunger and Homelessness
2. Immigrants
3. Literacy
4. Social Change
5. Special Needs and Disabilities

Preparatory Reading: Berger Kaye, pp. 146-208

#### Class 9 Reflections

- a. A discussion on the successes – Communally, Individually, Personally
- b. What could I have done differently?
- c. What would be helpful to suggest to the next group of students doing service learning? What pitfalls could be avoided the next time?
- d. Concluding remarks
- e. Final analysis paper due.

# Service Learning Analysis Paper

The paper is to be 4-6 pages long (double spaced, 12 point font) on the student's participation and analysis of the volunteer experience. The paper will be due on the last day of classes. Students may email the paper to the instructor prior to the last day of class, but a paper copy must exist in case of email problems.

## Suggested Outline:

1. Introduction: What general issue or problem is your school/agency responding to? Use at least one outside resource to discuss the issue or problem. Describe the school/agency. Discuss the purpose and goals of the school/agency.
2. Participation: What is your role? What project(s) have you been working on? Summarize your participation (schedule, hours, etc.). What was your contribution?
3. Analysis: Did the project in which you participated accomplish its goals? Analyze the project in the context of this class (discussions, exercises, etc.) How did this project respond to the social issue raised in your introduction? How did the project reflect social issues such as identity, social class, ethnicity, gender, etc.? Share your opinions, criticisms, feelings regarding this project.
4. Conclusions: Evaluate the overall experience as a service learning project; Offer suggestions and recommendations to improve the experience in the future; would you recommend this project to other students?
5. References: If you interview someone, list interviews by name, date, city in this section. If you site sources, give full citations in this section.
6. Appendix:               Include service hours sheet  
                                  Include programs, brochures, flyers, site materials, etc.

## Selected Bibliography

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