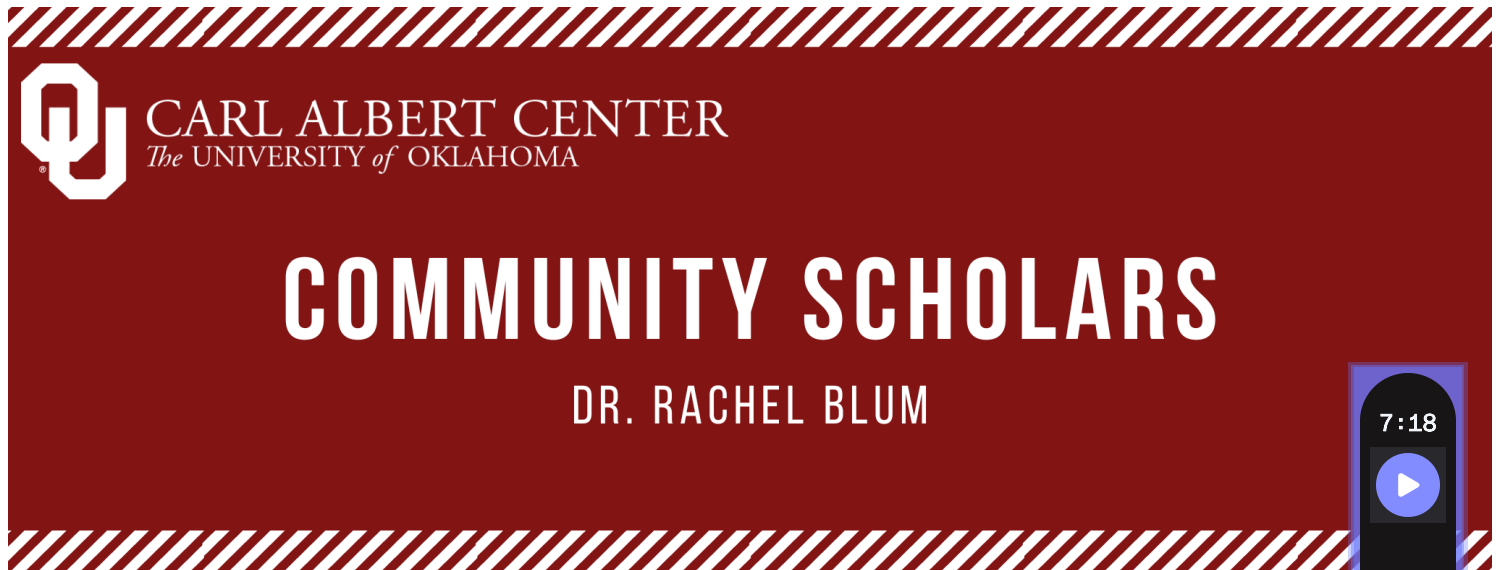


Course Syllabus

[Jump to Today](#)

 Edit



The banner features a dark red background with a white and red striped border at the top and bottom. On the left is the University of Oklahoma logo. To its right, the text reads 'CARL ALBERT CENTER' in a serif font, with 'The UNIVERSITY of OKLAHOMA' in a smaller sans-serif font below it. The main title 'COMMUNITY SCHOLARS' is in large, bold, white sans-serif letters. Below it, 'DR. RACHEL BLUM' is written in a smaller white sans-serif font. On the right side of the banner, there is a vertical black play button icon with a white triangle, and above it, the time '7:18' is displayed in white.

Welcome to community scholars! This page will serve as our syllabus and a reference page for course information.

Quick Info

- **Class time:** Thursday 1:30-4:20 pm
- **Class location:** Monnet Hall 0101 (i.e. the conference room in the Carl Albert Center)
- **Class format:** We will meet in-person unless otherwise announced. We will use Canvas and our ou.edu email accounts for all class-related communications.
- **Instructor:** [Dr. Rachel Blum \(https://www.ou.edu/carlalbertcenter/people/rachel-blum\)](https://www.ou.edu/carlalbertcenter/people/rachel-blum)
- **Instructor's contact:** [rblum@ou.edu \(mailto:rblum@ou.edu\)](mailto:rblum@ou.edu)
- **TA:** Joy Rhodes
- **TA email:** [joy.d.rhodes-1@ou.edu \(mailto:joy.d.rhodes-1@ou.edu\)](mailto:joy.d.rhodes-1@ou.edu)
- **Office hours:** Office hours are by appointment and can be scheduled by emailing Dr. Blum or Joy.

- **Readings and assignments:** will all be posted under modules on this Canvas site.

I. Overview

Community scholars is a service learning course is designed to require students, individually and as a group, to reflect on service, leadership, governance and citizenship. We will operate principally in a seminar format of critical discussion of key issues and/or academic works in the area. In addition, we will periodically host guests from the political/policy community to help us reflect in a practical manner on the works we are reading. All of this will take place at the same time that the students are interning 16 hours per week in or around the Norman in service learning internships that benefit the greater Norman Community. The intended result is a synergy of theory, practice, and inspiration to become permanently engaged in the democratic process.

7:18

I.I) What is a service learning course?

This course is primarily a service learning course with a structured learning experience that combines community service with preparation and reflection. Students engaged in service-learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their role as community members.

Depending on your internship assignment, you may engage in different types of service learning including:

- Direct Service-Learning: person-to-person, face-to-face service projects in which your service directly impacts individuals
- Indirect Service-Learning: working on broad issues, environmental projects, or community development–projects that have clear benefits to the community or environment

I.II) Service Learning Outcomes:

(1) Students will be able to analyze the current conditions (needs, services,

resources, etc.) within the community

(2) Students will be able to identify the community assets, leadership skills and social capital necessary to meet these opportunities and challenges;

(3) Students will communicate their observations and proposed solutions to enhance the leadership, governance, and civic participation of the community.

I.III) Service Learning Goals:

(1) broaden our understanding of citizenship, involvement, and leadership

(2) increase our awareness of the work done by various public and private institutions in the non-profit arena

(3) foster understanding of the micro- and macro-level links that must be made by policymakers in order to make policy

(4) foster students to ponder their future public contributions to their communities

7:18

I.IV) Community Internships

Students will be placed in internships in Norman that have a relationship with City Government or non-profits. Each year I work to place students consistent with their interests. With each placement, I stress to the supervisor that a good internship combines clearly defined tasks with some shadowing and the intern is not so just take the place of a paid employee. Students are placed in positions which may require research on new projects, the development of new guidelines for volunteers and/or employees, the design of brochures, pamphlets and manuals, communication with board members and clients, compilation of data and statistical information, participation in fund-raising campaigns, and presentation of reports to community and city government agencies. The community benefits since most of the organizations lack the capacity to achieve all their daily tasks. I also discuss with partners what their needs are during the semester. Community partners will have opportunity to give feedback to the instructor via email for face-to-face communication to improve the service learning experience or increase the impact of student work on the community.

II. Course Requirements and Assignments

II.I) Course Requirements

I expect you to:

- Attend or participate in class unless you have received permission to do otherwise.
- Turn in assignments as scheduled unless you have received an extension from me.
- Contact me as soon as you can about any absences, extension requests, illnesses, or problems with your internship.
- Regularly check Canvas and email.

In return, you can expect me to:

- Respond to emails within 48 hours (sooner if they are time sensitive).
- Return graded assignments within 2 weeks of submission.
- Grant absences and extensions if given enough notice.
- Help you with any problems or complications arising from your internship.

7:18

II.II) Course Assignments

- **A) Internship reflection memos (10%):** You will have two internship reflection assignments, due at the beginning and at the end of the semester. In these memos, you will spell out your goals and expectations for the semester, and then reflect on them. Reflection papers will be three double spaced pages.
- **B) Book presentation (10%):** Two class periods will be devoted to each student giving a brief presentation on a book of your choice on leadership, community advocacy, governance, local politics, or a related topic. I will provide a list of books. If you wish to present on a book that is not on the list, email me!
- **C) Discussion leadership (10%):** Each student will be a discussion leader for one of our weekly discussions (on Canvas). The discussion leader will be responsible for crafting an initial discussion post and prompt to kick off the discussion. Good discussion posts should do the following: give highlights of

the readings for the week, relate the readings to recent issues around Norman/your internship, and spawn seminar discussion of those topics.

- **D) Weekly discussion boards & participation (20%)** : Each Thursday we will have a discussion on Canvas. You will receive a prompt from me (or the discussion leader) for that week.
- **E) Administrative analysis and presentation (25%)**: This formal writing assignment (5-7 pages) is an administrative analysis of the institution in which you were placed and any recommendations for this organization. Your administrative analysis should include a cover memo that summarizes any action items in your report. The analysis should address mission, management, leadership, funding, and goals, along with any other areas which you deem appropriate. You must do some kind of critical analysis of the organization using the frames as described in the Administrative Analysis Overview and the use of a SWOT analysis to highlight the organization's strengths, weaknesses, opportunities and threats. You will also give a 5 minute presentation.
- **F) Placement Evaluation (25%)**: Your immediate internship supervisor will evaluate your performance during your internship using a form with the opportunity to offer additional comments.

7:18

III. Course and University Policies

III.I) COVID-19

We will adhere to all University COVID-19 policies, including the [masking policy](https://www.ou.edu/together/university-masking-policy) (<https://www.ou.edu/together/university-masking-policy>). For the most up-to-date policies, see the [OU together](https://www.ou.edu/together) (<https://www.ou.edu/together>) page.

III.II) Academic Integrity

Cheating is strictly prohibited at the University of Oklahoma, because it devalues the degree you are working hard to get. As a member of the OU community it is your responsibility to protect your educational investment by knowing and following the rules. For specific definitions on what constitutes cheating, review the [Student's Guide to Academic Integrity](http://integrity.ou.edu/students_guide.html). (http://integrity.ou.edu/students_guide.html)

III.III) Reasonable Accommodation Policy

Students requiring academic accommodation should contact the Disability Resource Center for assistance at (405) 325-3852 or TDD: (405) 325-4173. For more information please see the Disability Resource Center website <http://www.ou.edu/drc/home.html>. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

III.IV) Title IX Resources and Reporting Requirement

For any concerns regarding gender-based discrimination, sexual harassment, sexual assault, dating/domestic violence, or stalking, the University offers a variety of resources. To learn more or to report an incident, please contact the Sexual Misconduct Office at 405/325-2215 (8 to 5, M-F) or smo@ou.edu. Incidents can also be reported confidentially to OU Advocates at 405/615-0013 (phones are answered 24 hours a day, 7 days a week). Also, please be advised that a professor/GA/TA is required to report instances of sexual harassment, sexual assault, or discrimination to the Sexual Misconduct Office. Inquiries regarding non-discrimination policies may be directed to: Bobby J. Mason, University Equal Opportunity Officer and Title IX Coordinator at 405/325-3546 or bjm@ou.edu. For more information, visit <http://www.ou.edu/eoo.html> (<http://www.ou.edu/eoo.html>).

7:18

IV. Schedule for the semester:

- *Complete the course readings ahead of the date they are listed on the schedule.

Assignments and alterations to traditional class formats are highlighted in red.

8/24: Class orientation, discussion of expectations, ideas for guest speakers

8/31: Understanding our community:

Assignment:

- [Internship reflection memo 1: the "what"](https://canvas.ou.edu/courses/296719/modules/items/5561338)
(<https://canvas.ou.edu/courses/296719/modules/items/5561338>)

Readings:

1. [LOCAL COLUMN: Why not Norman? | Oklahoma | normantranscript.com](https://www.normantranscript.com/oklahoma/local-column-why-not-norman/article_f11b677e-3600-11ee-8ac3-dfc67a72571f.html)
(https://www.normantranscript.com/oklahoma/local-column-why-not-norman/article_f11b677e-3600-11ee-8ac3-dfc67a72571f.html)
2. [Demographics and Characteristics | City of Norman, OK \(normanok.gov\)](https://www.normanok.gov/about-norman/demographics-and-characteristics)
(<https://www.normanok.gov/about-norman/demographics-and-characteristics>)
3. [Oklahoma legislators need to do more to expand access to housing - Oklahoma Policy Institute \(okpolicy.org\)](https://okpolicy.org/oklahoma-legislators-need-to-do-more-to-expand-access-to-housing/)
(<https://okpolicy.org/oklahoma-legislators-need-to-do-more-to-expand-access-to-housing/>)
4. [Outsourcing Neighborhood Planning Processes? A Case Study of Nonprofit in the City of Oklahoma City \(sagepub.com\)](https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86)
(<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86>)

7:18

Optional:

- [The Unrealized Promise of Oklahoma | History | Smithsonian Magazine](https://www.smithsonianmag.com/history/unrealized-promise-oklahoma-180977174/)
(<https://www.smithsonianmag.com/history/unrealized-promise-oklahoma-180977174/>)
- [“An Exhibit as Will Astonish the Civilized World”: Seeking Separate Statehood for Indian Territory at the 1904 Louisiana Purchase Exposition | The Journal of the Gilded Age and Progressive Era | Cambridge Core](https://www.cambridge.org/core/journals/journal-of-the-gilded-age-and-progressive-era/article/abs/an-exhibit-as-will-astonish-the-civilized-world-seeking-separate-statehood-for-indian-territory-at-the-1904-louisiana-purchase-exposition/6181C9DEF57F0E592F3FAB9CCAC12CD2)
(<https://www.cambridge.org/core/journals/journal-of-the-gilded-age-and-progressive-era/article/abs/an-exhibit-as-will-astonish-the-civilized-world-seeking-separate-statehood-for-indian-territory-at-the-1904-louisiana-purchase-exposition/6181C9DEF57F0E592F3FAB9CCAC12CD2>)
- [“I Think That’s the Norma Rae in Me”: Teachers’ Perceptions of Outcomes for the 2018 Oklahoma Teacher Walkout \(tandfonline.com\)](https://www.tandfonline.com/doi/epdf/10.1080/00380237.2022.2134238?needAccess=true&role=button)
(<https://www.tandfonline.com/doi/epdf/10.1080/00380237.2022.2134238?needAccess=true&role=button>)
- [Latest poverty, health insurance data show that Oklahoma still has work to do - Oklahoma Policy Institute \(okpolicy.org\)](https://okpolicy.org/latest-latest-poverty-health-insurance-data-show-that-oklahoma-still-has-work-to-do)
(<https://okpolicy.org/latest-latest-poverty-health-insurance-data-show-that-oklahoma-still-has-work-to-do>)

[poverty-health-insurance-data-show-that-oklahoma-still-has-work-to-do/](#)

- [A Sociological Analysis of “OK Boomer” - Jason C. Mueller, John McCollum, 2022 \(sagepub.com\)](#)
https://journals.sagepub.com/doi/full/10.1177/08969205211025724?casa_token=IXI3hdnTW9cAAAAA%3A0JQ41QFSWogCFh1pRiUSZj47FB9j62ckjay
- [Oklahoma | Capital, Map, Population, & Facts | Britannica](#)
<https://www.britannica.com/place/Oklahoma-state>

9/7: What is a community:

Readings:

1. [\(9/7\): Fowler & Christakis: Connected Ch.1.pdf](#)
<https://canvas.ou.edu/courses/296719/files/86149827?wrap=1>
2. [\(9/7\): Fowler & Christakis: Connected Ch.9.pdf](#)
<https://canvas.ou.edu/courses/296719/files/86149855?wrap=1>
3. [\(9/7\): Adrian Little](#)
<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86267302>
4. [\(9/7\): Jeremy Brent](#)
<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86267303>

7:18

9/14: Roots of political participation:

Readings:

1. [\(9/14\): Tocqueville: Democracy In America.pdf](#)
<https://canvas.ou.edu/courses/296719/files/86149863?wrap=1>
2. [\(9/14\): Theda Skocpol](#)
<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86267304>

9/21: Who participates, I: Representation and Participation

Readings:

1. [\(9/21\): Taylor Carlson](#)
<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271047>

2. **(9/21): Lisa Schur and Meera Adya**

<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271037>

3. **(9/21): Jan E. Leighley and Jennifer Oser**

<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271036>

4. **(9/21): Voter turnout, 2018-2022**

<https://www.pewresearch.org/politics/2023/07/12/voter-turnout-2018-2022/>

9/28: Who participates, II: Equality and Equity*Readings:*1. **(9/28): Verba Schlozman Brady: Voice and Equity Ch.9-11.pdf**

<https://canvas.ou.edu/courses/296719/files/86149864?wrap=1>

2. **(9/28): James M. Avery**

<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271036>

3. **(9/28): The Generation Gap in American Politics**

<https://www.pewresearch.org/politics/2018/03/01/the-generation-gap-in-american-politics/>

7:18

10/5: Alternative class: Rothbaum lecture with Frances Lee**Assignment:**

- **Internship reflection memo 2: the "so what"**
<https://canvas.ou.edu/courses/296719/modules/items/5561345>
- Book review book choice due before this class -- email Dr. Blum by 10/1

10/12: Civic engagement and social capital:*Readings:*1. **(10/12): Putnam: Tuning In Tuning Out.pdf**

<https://canvas.ou.edu/courses/296719/files/86149828?wrap=1>

2. **(10/12): Bellah et al: Habits of the Heart Intro.pdf**

<https://canvas.ou.edu/courses/296719/files/86149845?wrap=1>

3. (10/12): Bellah et al: Habits of the Heart Intro ch.7.pdf

<https://canvas.ou.edu/courses/296719/files/86149842?wrap=1>

10/19: Social movements and engagement:*Readings:***1. (10/19): Doug McAdam and Sidney Tarrow**

<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271034>

2. (10/19): Soumyajit Mazumder

<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271033>

3. (10/19): Michael T. Heaney and Fabio Rojas

<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271032>

7:18

10/26: Book presentation**11/2: Role of parties in civic life:***Readings:***1. (11/2): Rachel Blum**

<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86333637>

2. (11/2): David H. Everson

<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271030>

3. (11/2): Jean L. Cohen

<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271027>

4. (11/2): Bruce A. Desmarais, Raymond J. La Raja, and Michael S. Kowal

<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271028>

5. (11/2): Seth Masket, Richard Skinner and, David Dulio

<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86333246>

11/9: Getting things done: state and local governments:*Readings:*

1. **(11/9): Jennifer L. Pomeranz and Mark Pertschuk**
(<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271032>)
2. **(11/9): Derek Carr, Sabrina Adler, Benjamin D. Winig, and Jennifer Karas Montez** (<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271035>)
3. **(11/9): Jeffrey Swanson and Charles Barrilleaux**
(<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271038>)

11/16: Getting things done: policy process and administrative burden

Readings:

1. **(11/16): Jeroen van der Heijden, Johanna Kuhlmann, and Adam Wellstead** (<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271049>)
2. **(11/16): James L. True, Bryan D. Jones, and Frank R. Bumgartner**
(<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271050>)
3. **(11/16): Donald Moynihan, Pamela Herd, and Hope Harvey**
(<https://canvas.ou.edu/courses/296719/files/folder/Readings?preview=86271029>)

7:18

11/23: No class (Thanksgiving)

11/30: Final paper workshop









Assignment:

- **Internship reflection memo 3: the "now what"**
(<https://canvas.ou.edu/courses/296719/modules/items/5561352>)

12/7: Final presentation

12/12: Final memo due at 11:59 pm

Course Summary:

Date	Details	Due
Thu Aug 31, 2023	 <u>Internship reflection memo 1: the "what"</u> https://canvas.ou.edu/courses/296719/assignments/2337407	due by 1:30pm
Sat Sep 30, 2023	 <u>Book review list</u>	to do: 11:59pm
Thu Oct 5, 2023	 <u>Internship reflection memo 2: the "so what"</u> https://canvas.ou.edu/courses/296719/assignments/2337408	due by 11:59pm
Thu Oct 26, 2023	 <u>Book Presentation</u> https://canvas.ou.edu/courses/296719/assignments/2337409	due by 11:59pm
	 <u>Book Review Presentation/Discussion</u> https://canvas.ou.edu/courses/296719/assignments/2337410	due by 11:59pm
Thu Nov 30, 2023	 <u>Internship reflection memo 3: the "now what"</u> https://canvas.ou.edu/courses/296719/assignments/2337409	due by 11:59pm
Thu Dec 7, 2023	 <u>Final memo and presentation</u> https://canvas.ou.edu/courses/296719/assignments/2337406	due by 11:59pm
Wed Dec 13, 2023	 <u>3910 paper</u> https://canvas.ou.edu/courses/296719/assignments/2337401	due by 11:59pm

 **Discussion leadership**
<https://canvas.ou.edu/courses/296719/assignments/2337403>

 **Discussion leadership #2**
<https://canvas.ou.edu/courses/296719/assignments/2337404>

 **Extra credit**

Date

Details

Due

<https://canvas.ou.edu/courses/296719/assignments/2337405>

 **PLACEMENT
EVALUATION**

<https://canvas.ou.edu/courses/296719/assignments/2337411>

 **Weekly reflection
discussion**

<https://canvas.ou.edu/courses/296719/assignments/2337412>

