

Harkavy, I. & Donovan, B. M. (2002). *Connecting past and present: concepts and models for service-learning in history*. Washington, D.C.: American Association for Higher Education (Available in Dinand Center for Teaching D16.2.C725)

Examples of CBL history courses included in this book:

- 1) *The Individual and Community in Democratic America*  
The readings in this course were on education, poverty, inequality, civil rights, and models of Christian charity in American history. Students were asked to place their CBL experience (community service at a variety of sites) in the larger context drawn from readings and seminar discussions
- 2) *American Urban History*
- 3) *Poverty & Welfare in American History*  
This course “traced the history of poverty and responses to poverty in American history” (p. 75). The major questions addressed in the course included: “Who were/are the poor?” “What have Americans thought about poverty?” “Who or what has been blamed?” “What have been the public and private policy responses to poverty?” (p. 75). The CBL experience had students look at different aspects of poverty experiences and tie this to course content.
- 4) *Teaching American History: A West Philadelphia Workshop*  
Students in this course researched local history at the Afro-American Museum, Pennsylvania Historical Society, and the local library. Students worked with social studies students at West Philadelphia High School to create a local history project that helped lead to a West Philadelphia Bibliography and Information System.
- 5) *Seminar in African American History*  
Students in this course learned about two community development initiatives as examples of civil renewal through their service to support these initiatives.
- 6) *History 101: Modern Civilization (survey course)*  
The professor teaching this course was initially interested in doing a CBL course in order to get students to think about their underlying assumptions about low wage earners so the students could better understand historical poverty, working class politics, and the level of choice that people have had through history. The course explored “different concepts of individual and societal notions of responsibility” (p. 153) through four service at four non-profits addressing food insecurity.
- 7) *History of Latin America*  
Students in this course worked in the Mayor’s Office on Hispanic Affairs, local non-profits, and area churches serving a Latin American population.
- 8) *Community Neighborhood, and Family in Ancient Athens and Modern Philadelphia*  
This course sought to link 5<sup>th</sup> century Athens and modern society. In doing so, the course asked

students to consider democracy, citizenship, neighborhoods, morality, politics, interpersonal relations, education, public events, and the arts. The professor expressed the belief that classical studies “can sharpen our understanding of our world and even help us solve some of its most pressing problems” (p. 174). Students in the course taught high school students about how ancient writers related to the present time.

9) *History of the Holocaust*

College students taught lessons about the holocaust in public schools.