**Person & Social Responsibility, The Boston College PULSE Program**

“The mission of the PULSE Program is to educate our students about social injustice by putting them into direct contact with marginalized populations and social change organizations and by encouraging discussion on classic and contemporary works of philosophy and theology.  Our goal is to foster critical consciousness and enable students to question conventional wisdom and learn how to work for a just society.  We accomplish this by helping our students make relevant connections between course material and experience with community service.

Throughout the years, we have found that the relationship between field work and classroom study evokes a rich conversation. The Western philosophical tradition began in wonder and inquiry about basic problems: What does it mean to be human? To enjoy freedom? To fall in love or become a friend? To participate in community? These basic questions reassert themselves when a student acts as a companion to a disabled adult, tutors an inmate, extends a sympathetic ear to a suicidal person over a telephone line, or feeds a homeless person on a cold winter night.

The majority of the students enrolled in the PULSE Program take a twelve-credit, year-long core-level course in philosophy and theology entitled Person and Social Responsibility. In addition to classroom reflection and discussion, carefully selected field placements in after school programs, youth work, corrections, shelters, literacy, domestic violence, health clinics, housing programs, and HIV/AIDS services among other areas become the context in which students forge a critical and compassionate perspective both on society and themselves.”

Further information can be found at: www.bc.edu/pulse

**Contemporary Moral Issues, Professor Monica Cowat, Merrimack College**
Students in this class wrote a final paper based upon a non-profit organization where they served throughout the semester. Among other topics, the final paper asked students to consider: 1) whether the organization could be classified as Kantian, Utilitarian, or Aristotelian and 2)create an action plan designed to solve the organization’s most pressing needs. The student then analyzed potential theoretical objections to that action plan in light of Kant, Aristotle, or Mill and analyzed a potential applied objection in light of contemporary moral theorists. Further details can be found at: <http://www.compact.org/syllabi/ethics/contemporary-moral-issues/4114/>

**On Death & Dying, Professor Monty Bradley, Otterbein College**Students in this course had the option to volunteer at a nursing home. This experience was then used to help students write a final a paper entitled, “How I Now View Life in the Face of Death.” Further information can be found at: <http://www.compact.org/syllabi/ethics/on-death-dying/3834/>

**Individual & Community, Professor Joni Doherty, Franklin Pierce College**
In this course, students are required to become actively involved in the community through CBL. Topics addressed in the course include: the relationship between the individual and the community, aspects of community life in modern America, balancing the claims of membership in a community with our rights as individuals, understand the evolution of concepts such as free choice, beliefs, values, independence, and autonomy in the context of their relationships to community standards. Further information about the course can be found at:
http://www.compact.org/syllabi/ethics/individual-community/4092/

**Philosophy 206, Professor Marilynn P. Fleckenstein, Niagara University**
“Each student is required to engage in a 18-20 hour Service-learning project to experience the praxis of justice and social responsibility and to promote sensitivity to diversity and multiculturalism. The service-learning project will enable students to critically reflect on the philosophical and ethical principles inherent in the praxis of justice.” Further information can be found at: <http://www.compact.org/syllabi/philosophy/philosophy-206/4027/>

The Pacific Division of the APA is seeking proposals on how philosophy professors have effectively integrated CBL into their philosophy courses for their March 2013 meeting in San Franciso. http://philosophyteachers.org/cfp-service-learning-session-at-the-pacific-apa/