**Examples of CBL in Political Science**

Battistoni, R. M. & Hudson, W. E. (2006*). Experiencing citizenship: concepts and models for service-*

*learning in political science*. Sterling, VA: American Association for Higher Education. (Available in the Dinand Library Center for Teaching JA88.U6 E95)

*Political Science 300 Contemporary Issues in American Politics,* Professor, Gregory B. Markus

“Political Science 300 Examines a variety of issues that are the focus of contemporary political debate in the United States, such as taxes and the budget deficit, the place of the U.S. within a global economy, welfare reform, the politics of race, and environmental dilemmas. This course stress the utility of scholarly knowledge as a means to understand current events” (p. 80).

Students engaged in 20 hours of service over the course of 13 weeks. Service opportunities included working at a women’s crisis center, a homeless shelter, an ecology center and tutoring at-risk primary or high school students.

“Students’ academic learning was also significantly enhanced by their participation in course-relevant community service: As compared with students taught by traditional methods, students in service-learning sections were more emphatic in their judgments that they were performing up to their potential in the course, were more likely to affirm that they had “learned to apply principles from this course to new situations” and had “developed a set of overall values in this field,” to mention some illustrative findings” (p.74).

*PSC 406 – American Public Policy,* Professor, William E. Hudson

“This course has three goals: to improve your understanding of the nature and content of existing American public policies, to improve your ability to analyze competing explanations for why policies are enacted, and to improve your ability evaluate critically policy arguments and proposals for reform” (p.93).

“Every student in this class will be required to participate in a community service activity. We expect students to complete a minimum of thirty hours of community service over the course of the semester (about two hours per week)” (p.93).

“The purpose of this service activity is to bring you into contact with how public policies affect people in American Society. Each service activity has been chosen with this purpose in mind. You are encouraged to relate the experience you will have at your service site to all aspects of the course. Comments about service experiences are welcome in every class” (p. 94).

Service opportunities included working at Smith Hill Economic Development Project, McAuley Village (residential facility that promotes quality housing, social services, and a supportive environment to assist welfare recipients in ending their dependence on public assistance). Esek Hopkins Middle School, and Project HOPE (an advocacy agency and social service center for the elderly, low-income, and working poor in the Blackstone Valley).

*Pol 5610: Political Theory and Citizen Education,* Professor, James Farr

“This course will investigate critically some major texts and arguments in the history of political thought that address the question of political education, broadly speaking. It will be concerned to trace changing conceptions of “politics” and “education”, as well as to articulate the various relationships between the discursive activity of theorizing about politics and the practice of educating citizens. It is driven by the renewed contemporary interest in questions of civic education; but it will address that interest in terms of some very important texts and arguments in the tradition of political theory” (p.106).

“Students will put their education and democratic citizenship into practice by serving as “coaches” in our Public Achievement Project for middle-school students. The younger students at these schools will be investigating and debating their own questions about politics, public problems, and social issues, in and around their school. The fundamental premise of the course is that we learn theoretically about citizenship and education in large part by being engaged practically as citizens and educators. Or to put it differently: to learn what must be learned about democratic education just is to be engaged in the practice of education democrats. Overall, in short, we are interested in the theory and practice of political education” (p.106).

There is a two hour a week service requirement.

*Political Science 440/03: Advanced Studies in American Women and Citizenship ,* Professor, Cynthia R. Daniels

“This course explores the meaning of citizenship for women in the United States through readings in feminist theory and practice. Feminist scholars have argued that the terms of citizenship must change for women to achieve gender equality . We will examine the feminist critique of key theoretical concepts including privacy, autonomy, property, individualism and community. We will then explore the connections between feminist theory and practice in a number of major areas of public policy” (p. 123).

“Students provide service through rape crisis centers, homeless shelters, and battered women’s homes. They serve the elderly, provide health care to children, and staff literacy programs in the inner city. They work in welfare office, community service programs, and day-care centers. In class, this combination of theoretical student and community-based service has produced a rich and complicated discussion of gender issues” (p.120).