

Department of Special Education
Millersville University

SPED 332

Culture of Service; Lessons From The Disability Rights Movement; Internal Reflection Leading to Actions of Community and Peace.

(3 credits)

Instructor

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CATALOG DESCRIPTION:

This course is designed to give the participant the experience of bringing together self-reflection, keen awareness of the world around them and positive social action as developed by the disability rights movement. The content and processes of this course develop behaviors that support acting in a culture of service as a way of life. The objectives of the course address the oxymoronic state of being an independent entity while also being part of and responsible to a larger system. Through the use of tools developed by civil rights movements (e.g. disability rights) participants learn the methods of peaceful communities while discovering the violence of the politics of individualism.

Mission of the Special Education Department

Prepare educators to facilitate an empowered and unified P-12 learning community to be successful in the world of people through respect, collaboration, mutuality and the realization of each individual gift.

MILLERSVILLE UNIVERSITY Professional Education Unit Conceptual Framework - Abstract

All members of the Millersville University's Professional Education Unit will create learning communities of inquiry and action, focus on students, and demonstrate exemplary professional practices.

1. **Learning Communities of Inquiry and Action:** We will engage in learning communities in which reflection, collaboration, lifelong learning, and habits of mind are developed and nurtured.
2. **Focus on Students:** We will balance knowledge and the principles and concepts delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.
3. **Exemplary Professional Practices:** We will demonstrate the knowledge, skills, and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state, and institutional standards. We will demonstrate professional dispositions or standards of conduct, will be supportive of students, families, and the school and community, and will serve as catalysts for positive and responsible change.

To view the full text of the Conceptual Framework, visit the School of Education web page linked to Millersville University's web page.

Essential Questions

- 1) What are the characteristics and behaviors of a culture of service and stewardship?
- 2) What are the politics of personal responsibility and what are the related behaviors?
- 3) What are the issues most pressing for the group?
- 4) What are the opportunities to contribute in our community?
- 5) What are / is the plan (s) of action?
- 6) What have we done and what must be done?
- 7) How does this apply to my desired calling / vocation / major?

OBJECTIVES:

- A. Identify methodologies of participatory action and popular education.
- B. Compare and contrast definitions and historic patterns of a culture of service / service behavior and worthiness as it applies to the welfare of society.
- C. Develop strategies of mindfulness and self-reflection relevant to the individual and the group.
- D. Identify current and historic political trends, based on disability culture, that facilitate and build cultural bias for “resolving disagreement” vs. “defeating opponents” (politics of division) and the impact on community and peace.
- E. Participate in restorative community action and acting in an informal service role as a means of bringing people to agreement and healing.
- F. Identify and discuss trends and issues relevant to emerging civil rights movements as linked to personal service behavior.

TEXT:

Alinsky, Saul, 1971. Rules For Radicals; A Programmatic Primer for realistic Radicals. Vintage Books, New York, NY.

Gecan, Michael, 2002. Going Public; An Organizers Guide To Citizen Action. Beacon Press, Boston, MA.

Longmore, Paul, 2003. Why I Burned My Book and Other Essays on Disability. Temple university Press, Philadelphia, PA

Additional Reading

Schon, Donald, 1987. Educating the Reflective Practitioner : Toward a New Design for Teaching and Learning in the Professions (Higher Education Series). Jossey-Bass, San Francisco, CA

Horton, Myles & Freire Paulo 1991. We Make The Road By Walking. Temple University Press, Philadelphia, PA.

Course Requirements and Evaluation Procedures

Reflective Journal 25% – Each student creates a journal. The purpose of the journal is to enter into a contemplative practice. Contemplative awareness is characterized by mindfulness of the present moment, empathy and compassion for others, and insightful wisdom. This journal is aimed at helping each individual discover their habitual emotional responses to being a servant and how these

responses impact individual mind, body, and behavior. The activities of this opportunity are:

- 1) Connect with a person to serve as a semester long mentor.
- 2) Research the concept of mindfulness.
- 3) Research the processes of journaling.
- 4) Record the intellectual, emotional and physical responses as the student intimately engages the mentor and selected community action.
- 5) Reflect and record the meaning of the responses.
- 6) Submit to professor for review.
- 7) Present a one minute summation on

Objectives Aligned to Assignment: A, C, F

Community Action / Service 35% - Each student chooses, by way of personal and group discernment, a community service or act of service. The action is to be centered on the student's personal interest and focused on the needs of a group or individual. The steps of this project are;

- 1) Engage the processes of inner reflection leading to clarity of personal commitments.
- 2) Assess local individuals, groups or communities for opportunities to serve through matching assets, needs and personal commitments.
- 3) Plan and implement action (need not be fully completed by semesters end).
- 4) Reflect on processes, actions and outcomes through public story telling events.

Objectives Aligned to Assignment: A, C, D, E, F

Ethnography of The Culture of Service as Revealed in Film 25% - The student describes the way of life for servants (people who serve others). Through the use of films (list supplied and student recommendations accepted for review) each student develops two short ethnographies containing:

- 1) The way of life for the person of service studied.
- 2) Describes the cultural basis for the individual's service culture.
- 3) Character descriptors of each serving individual observed.
- 4) Details personal struggles relevant to the life of the social change agent and resulting actions / commitments.
- 5) Reflections on personal similarities (past, present & future) between the servers studied and the writer / ethnographer.

Objectives Aligned to Assignment: A, B, D

Attendance & Reading: 15% - To demonstrate the students' understanding of their inner landscape and generate fundamental actions founded on individual interests and a supportive community. Processes introduced in this course are designed to create circles of community trust founded on participatory action, popular education and self-reflective learning consistent with intense learning communities. The success of the processes are demonstrated through the service each individual engages.

At the conclusion of this course, students are asked to demonstrate through teaching, writing, drawing acting, etc insights and information detailing personal reflections, observations and learning from the assigned readings, community conversations and public actions. This assignment will be completed in class, and requires each student to make substantial and explicit reference to the assigned readings and draw on the concepts in such a way as to demonstrate individual understanding of the material, Self and completed service. Two or three specific questions will be provided to prompt and guide reflections that result in:

- 1) Depth of critical reflection
- 2) Demonstrated understanding of course material
- 3) Active effort to connect challenging ideas with personal experience
- 4) Presence in all workshops and weekly seminars.
- 5) Ability to summarize and synthesize reading materials during group process.

Objectives Aligned to Assignment: A, B, C, D, E, F

Grading
Course Activity

% of total

Journal	25%
Community Action	35%
Ethnography	25%
Attendance & Reading	15%
Total	100%

Grading Scale

- A = 94 – 100%
- A- = 90 – 93 %
- B+ = 87 – 89 %
- B = 84 - 86%
- B- = 80 – 83 %
- C+ = 77 – 79 %
- C = 74 – 76%
- C- = 70 – 73 %
- D+ = 67 - 69
- D = 64 – 66 %
- D- = 60 – 63 %
- F = 59% or lower

Important Considerations

Attendance: is a critical part of the course. It is not possible to pass this course if one nine hour workshop is missed in part or whole. It is not possible to pass this course if two weekly seminars are missed.

Special Accommodations. Students in need of special accommodations due to disability or any other circumstances are responsible to inform the instructor of their needs. They are also responsible to provide the required documentation, which is processed through the Office of Students Services.

COURSE OUTLINE:

- I. **Knowing Oneself Through The Social Action History Of People With Disabilities (accomplished in a nine hour interactive workshop)**
 - a. What is personal integrity and informal service?
 - b. How does one decrease the likelihood of living a life devided between what is culturally expected and what is true to calling?
 - c. Tools to explore the true self.
 - d. Using community to develop personal and professional strength.
 - e. Nonviolence in everyday life.
- II. **History and Lessons From Disability Rights Movements**
 - a. **Analysis and Reconstructions of History**
 - i. Need for a History of Disabled People
 - ii. The Hidden History of Disabled People
 - iii. The Physically Handicapped and the Great Depression:
 - iv. The Disability Rights Moment: Activism in the 1970s and Beyond
 - b. **Images and Reflections**
 - i. Films Reviews
 - ii. Screening Stereotypes; Images of People With Disabilities in Television and Motion Pictures and Interpretations For Service.
 - c. **Ethics and Advocacy**
 - i. Assisted Suicide, Social prejudice and Assessing Service as Harmful or Helpful.
 - ii. Learning From the Resistance Created by the Disability Movement.
 - iii. Medical Decision Making and a Cultural Clash as it relates to Service.
 - d. **Protests Today and Forecasts For Tomorrow.**
 - i. From Disability Rights to Disability Culture (Modern Ethics, e.g. Princeton and Peter Singer)
- III. **Relating to the Other and the Habit of Action**
 - a. Knowing the world as it is through the use of community interaction.
 - b. What Do Means and Ends Have to Do With Each Other?
 - c. Communication, the use of words and developing understanding.
 - d. Living with ambiguity, reciprocity and victory as individuals grow in influence.
 - e. Clarity of purpose and developing the courage to act.
- IV. **Organizing for Personal Action and Community Wellbeing.**
 - a. The beginning middle and end of practical organizing.
 - b. The benefits of disorganizing and reorganizing.

- c. The genesis of tactics.
- V. **Reflecting and the Circular Tools of Popular Education and Participatory Action. (IV. & V. are accomplished in one nine hour interactive workshop)**
- a. Cultures that support reflection and cultures that defame reflection.
 - b. Who is at fault and what can I do?
 - c. Building the right relationships and the world of interdependence.
- VI. **Experience as the Foundation for Knowing.**

WEEK	TOPIC & ASSIGNMENTS
1 12/19	Six hour workshop held on first Monday of Semester Knowing Oneself and Understanding Service as Developed by Disability Rights
2 12/20 Online 9 A.M.	2 hour evening meeting Knowing the world as it is through the use of community interaction.
3 12/22 Online 9 A.M.	2 hour evening meeting What Do Means and Ends Have to Do With Each Other?
4 12/27 Online 9 A.M.	2 hour evening meeting Communication, the use of words and developing understanding.
5 12/28 Online 9 A.M.	2 hour evening meeting Living with ambiguity, reciprocity and victory as individuals grow in influence.
6 12/29 Online 9 A.M.	2 hour evening meeting Clarity of purpose and developing the courage to act.
7 12/30 Online 9 A.M.	2 hour evening meeting Collaborative meeting with members of Solanco High School's Social Action Club
8 1/3 Online 9 A.M.	2 hour evening meeting Adventures of a radical Hillbilly; Myles Horton and the Highlander center (film).
9 1/4 Online 9 A.M.	2 hour evening meeting Guest: Local representatives of the Disability Rights Movement tell their stories and challenge course participants.
10 1/5 Online 9 A.M.	2 hour evening meeting The beginning middle and end of practical organizing.
11 1/6 Online 9 A.M.	2 hour evening meeting Guest: Brightside Baptist (Vern) shares tales and struggles of community servant-Leadership
12	2 hour evening meeting

1/9 Online 9 A.M.	The benefits of disorganizing and reorganizing. The genesis of tactics.
13 1/10	2 hour evening meeting Film: Sargent York
14 1/11 Online 9 A.M.	2 hour meeting Discuss Film: Sargent York
15 1/13	Six Hour workshop held on final Friday of semester. Reflecting and the Circular Tools of Popular Education and Participatory Action. AND Experience as The Foundation for Knowing. Process requires each participant to demonstrate personal insights and material understanding via, writing, acting, drawing, teaching, etc.