Project 3: Pedagogy and Social Change

Total Value: **250 points.**

This project has three components: a Service Reflection worth 75 points; a White Paper or Artifact Package worth 75 points; and a Group Presentation worth 100 points. **Component 2, the white paper, is due on Monday 11/23; your service reflection is due the day your group presents. Presentations will be the week of November 16th. All group leaders must meet with me for a 30-minute conference in advance of their group’s oral presentation.**

**Component 1: Service Reflection. 75 points.**

After you and your group members complete your service, your group will debrief and discuss for 20 minutes immediately afterwards. Your group leader records this debrief. During your debrief, identify three key themes your group wants to raise, drawing on the service you did. These could be broad ideas (ex: income inequality) or more local/specific ideas (ex: how Tech students understand their relationship/responsibility to Atlanta broadly). Choose themes that resonate with the service your group performed, with our class discussions and readings, and on your research for projects 1 and 2. Your group will transcribe your debrief and, together, annotate it to produce your reflection. (You’ll save this annotated document; using either Google docs or track changes for Word so you can keep track of and differentiate every members’ reactions and reflections. This **annotated debrief** is NOT a final draft. It is, however, part of your service reflection grade. You use the annotated debrief to produce the service reflection (**500 words**).

Using your annotated debrief, as well as at least one in-class source and one outside-class source, your reflection will analyze the power and limits of community service. It will carefully consider your service in light of the broader issues it attempts to ameliorate. Your outside-class scholarly source may focus on community service in this country. Possible topics for this outside-class source include:

Who does community service and why?; How has the nature and definition of service changed over the 20th century?; Is there a relationship between service and civic engagement (that is, between doing community service and voting, or doing service and following local, national and international political events)? If so, why? Some possible resources include: *Journal of Community Engagement and Scholarship* (GT library has this e-journal); “United We Serve”: [http://www.serve.gov/](http://www.serve.gov/); Corporation for National and Community Service: [http://www.volunteeringinamerica.gov/research.cfm](http://www.volunteeringinamerica.gov/research.cfm) (resources and recent studies)
Component 2: White Paper or Artifact. 75 points.

Your group will choose to either:

Write a 1000-word collaborative white paper which offers a set of recommendations regarding the problem your service addresses. These may be more traditional policy recommendations (proposing legislation, for example), or they might address the advantages/necessity of grassroots organizing or direct action protest. Think of it this way: if you were focused on service for transgendered students seeking support during their transitions, how might you, using your research and your service experience, recommend the LGBT movement go forward? What further organizing should be done and how? What gaps exist and what opportunities exist in the current cultural and political landscape for LGBT organizing and rights?

OR

Create an artifact package that the organization you served with can use. For example: the organization you served with has almost no social media presence and wishes to have one. Your group devises a social media campaign for the group and helps it to re-brand itself—its message and its “personality”—through that social media campaign. This option obviously represents a less-structured, but potentially more fun, route. It is up to your group to perceive and address a need. Setting up a twitter account for a group won’t be sufficient, but it may be part of an artifact package that demonstrates real engagement with the group’s mission, goals, and strategy. This option, like option 1, requires that your group leader schedule a 30-minute conference with me during the brainstorming and drafting stage.
Component 3: Group Presentation. 100 points.

Your group presentation will be a 15-minute focused, cogent, sophisticated lesson on Pedagogy and Social Change. Your classmates and I are the audience.

- You will dynamically outline the key points of your white paper or you will describe your artifact package in vivid and compelling detail.
- You will also introduce a theoretical concept to us and describe how it applies to your service experience; for example, if our course were on contemporary education issues, and you tutored Spanish-speaking children in English, a possible term might be “subtractive schooling” introduced by researcher Angela Valenzuela to describe how ESOL students experience the marginalizing of their cultural knowledge and fluency in an English-only classroom/school.
- Finally, you will use engage the question of whether or not service can be a site of revolutionary pedagogy. You will need to define revolutionary pedagogy; you may choose whatever source/s you wish to do so. You may also wish to consider these questions:
  - Does it foster reflection on just and unjust structural arrangements?
  - Does the service itself offer a critique of the status quo? If so, how?
  - Does the service site/work you did play a particular role in Atlanta’s social service sector or its political life or its cultural life?
  - Your presentation must engage WOVEN—reflecting written, oral, visual, electronic and non verbal modalities. Beyond that, there are no explicit rules or parameters.

Rhetorical Situation and Assessment: We share knowledge of the course materials and can be engaged in a theoretically sophisticated, dynamic way—that is to way, you can use all the big words you want and attack the tough key terms, but you want to make sure you have thought through the affordances of your media, so as to produce an entertaining and engaging presentation. You may use any graphics/sound/dramatic formats you like. Your presentation will be filmed; you will reflect on and evaluate your own group’s filmed presentation. Your classmates and I will use the WOVEN rubric to assign a grade to the group presentation immediately afterward. I will assign individual grades based on participation reflections each group member submits.
Possible Sources for White Papers and Oral Presentations
(Obviously, any in-class text represents a possible source):

Paulo Freire, Pedagogy of the Oppressed (and any other title by Freire)

Kimberle Crenshaw, ed., Critical Race Theory

bell hooks, Teaching Community: A Pedagogy of Hope (and other titles by hooks)

Peter McLaren, Life in Schools (and any other title by McLaren)

Henry Giroux, On Critical Pedagogy (and any other title by Giroux)