

College Scholars First Year

Exploring Leadership, Service, and Scholarship

Fall Semester 2006

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*"I said to my children,
'...I don't ever want you to forget that there are millions of
God's children who will not and cannot get a good education,
and I don't want you feeling that you are better than they are.
For you will never be what you ought to be
until they are what they ought to be.' "*

GRADING FORMULA

Class Participation	40%
Writing Assignments	30% (10% per assignment)
Oral Presentations	20% (10% per presentation)
Project	10%

COURSE DESCRIPTION AND OBJECTIVES

This course explores various dimensions of intellectual life using intense open-ended intellectual inquiry, guided by discussing primary and secondary literature, viewing films and performances, engaging in service learning, and other cultural manifestations. The goals are to enhance intellectual skills, academic inquiry, cultural awareness, and leadership skills, and to broaden the foundation for ethical decision-making and encourage a global and multidisciplinary perspective on learning processes. The group service learning project will be conducted in The Intergenerational School.

READING

1. MLK "Letter from a Birmingham Jail"

2. Dewey, John. "My pedagogic creed" *The School Journal*, Volume LIV, Number 3 (January 16, 1897), pages 77-80.
3. Jean Piaget "Conclusion" In: *The Construction of Reality in the Child* (1955)
4. Bertrand Russell "Education And Discipline"
<http://www.zona-pellucida.com/essay-russel.html>
5. William G Perry, *Forms of Ethical and Intellectual Development in the College Years*. Jossey-Bass, ISBN: 0-7879-4118-2
6. Rick Moody article
7. Lamm article
8. Other materials TBA

FILMS

Akeelah & the Bee
 Higher Learning
 Little Man Tate
 Searching for Bobby Fisher
 A Private Universe

COURSE REQUIREMENTS

1. ***Class participation (20%)***. Attendance and active participation in regular class sessions is required. Unexcused absences will result in grade penalties. Positive contributions to class discussions will also be a factor in the determination of this grade element.
2. ***Group Project (10%)***. The class will split into 5 groups and develop individual white papers on related topics as part of the Group Project. The group will then synthesize the individual contributions to produce a final group project on the chosen sub-area (pedagogical aspects, organizational aspects, political aspects, philosophical aspects, health aspects, spiritual aspects, cultural aspects, digital aspects, therapeutic aspects, science curriculum, etc.).
3. ***Writing assignments (30% in all, 10% per assignment)***. Three writing assignments will be spread across the course of the semester, and the 2nd and 3rd will build on the first. All three will have to do with the development of a "white paper" on some aspect of the potential and future of The Intergenerational School. This will assist the school in its strategic planning.
4. ***Oral Presentations (20% in all, 10% per presentation)***. Two oral presentations in class will take place as the group projects are being developed. Each individual will present material on readings they are using to inform their individual white papers and group projects.

SCHEDULE

Aug 28 Discussion of Intergenerational responsibilities; Introduction of the school project
Sept 4 **No Class -Labor Day**
Sept 11 **Retreat**

Sept 18 Meet at The Intergenerational School (Tour of the school, Brainstorm whitepaper topics: Readings: 1) Peruse the school website www.tisonline.org ; 2) Martin Luther King "Letter from a Birmingham Jail" <http://www.thekingcenter.org/prog/non/letter.html> (hear a recording of Dr King reading the letter); 3) John Dewey, "My pedagogic creed"
Bring: 3 discussion questions on the readings

Sept 25 Reading: Jean Piaget (1955) "Conclusion" In: *The Construction of Reality in the Child* Online at: <http://marxists.org/reference/subject/philosophy/works/fr/piaget2.htm>

Also peruse:

http://en.wikipedia.org/wiki/Jean_Piaget

http://en.wikipedia.org/wiki/Cognitive_development

TIS Annual reports

Writing Assignment #1: Bring an annotated outline of your whitepaper and a one-paragraph explanation of the central concept of your proposed project. What sources of information & evidence will you need to proceed further?

In class: Formation of Project Groups

Oct 2 Joint class mtg, Haught reading, excerpt from *God After Darwin*

-Oct 7 (Sat) John Haught lecture "God After Darwin" 2 pm Strosacker

*Oct 9 Reading: Bertrand Russell "Education And Discipline" Bring: 3 discussion questions on the reading. In class: View & discuss film "Akeelah & the Bee."

Oct 16 Meet at The Intergenerational School; Oral Presentation #1 on whitepaper concepts. Reading: Rick Moody article

-Oct 19 Ntozake Shange talk & dinner

Oct 23 **No Class-Fall Break (Optional: Attend "Business as an Agent for World Benefit" UN, Kofi Annan, Sustainable Leadership)**

Oct 30 Reading: Lamm article; Bring: 3 discussion questions on the readings. In class: View film A Private Universe

-Nov 5-8 Optional: Attend "Reflecting on 100 Years of Alzheimer's: The Global Impact on Quality of Lives" conference, Whitehouse talk

-Nov 8 Peter speaks at City Club lunch 12:30-1:30, CSP Table?

(No class on Nov 6)

*Nov 13 Rough draft of whitepapers due. Reading TBA; In class: View film Higher Learning

Nov 20 Meet at Intergenerational School; Assignment: before class, view films "Little Man Tate" & "Searching for Bobby Fisher", Bring: 3 discussion questions analyzing the 2 films & how they relate to the philosophies of education we've been discussing. Oral Presentation #2 on whitepaper concepts

Nov 27 CSP Joint class mtg; Reading TBA

Dec 4 Meet at Intergenerational School; Final Group Presentations

Dec 10 Final draft of whitepaper due

* Peter out of town