CBL classes foster the ability to connect academic learning with action in the world. These classes require students to work with off-campus community organizations. They seek to benefit their partner organization and our shared community by addressing a need or strengthening a capacity that serves the common good.

THEA 386 Theatre in the Community: The Newark Collaboration
(Professors Lisa Brenner and Chris Ceraso, Monday and Wednesday 4:00-6:30p.m.)
This course requires travel time to and from Newark on Monday’s. Drew students work with high school students from the Newark public schools in a collaborative theater-making enterprise, serving as mentors and sharing in the process of play development and performance. In addition to weekly play rehearsals and theatre workshops with the Newark students, Drew students will meet periodically on their own to assess and develop strategies for facilitating the work of the full group. Class is held at both the Marion A. Bolden Center in Newark, NJ and Drew University. The final performance also takes place at both locations. Gen Ed: DVUS, OFFC

CE 215 Community and Vocation: Colloquium on Nonprofits and the Alternative Economy
(Professor, Elizabeth Hall, CEO of Homeless Solutions, Inc., Tuesday and Thursday 3:10-4:25p.m.)
This class combines the study of nonprofit organizations and other aspects of the “alternate economy,” or those who work for the larger public good outside of government and private industry, with hands-on work in organizations in New Jersey and/or New York. This course develops students’ knowledge of the range of organizations, models, and social concerns; fosters critical perspectives on issues in this sector such as the problems of service delivery, structural inequality, and funding models; and facilitates students’ exploration of vocations dedicated to the greater good. The course will cover the crucial elements of successful non-profit and community-benefit organizations, including mission, governance, communication, and funding. Students will complete field-based research, advocacy, or service projects that address specific needs of organizations, and present those projects in a public forum. Gen Ed: DVUS, OFFC

ENGL 219 001: Community Language and Literacy
(Professor, Elizabeth Kimball, Monday and Wednesday 10:50 -12:05p.m.)
Community Language and Literacy explores how people learn about language and learn to read. The class covers models for teaching literacy in the community, methods for tutoring and working with language learners, and critical theorists in literacy such as Freire, Brandt, and Heath. We give special attention to how linguistic ideologies affect our practices in teaching literacy. Alongside classroom work, students serve as tutors in an evening course in English as a Second Language offered at Morristown Neighborhood House and participate in a project to record literacy and immigration stories of participants. Students must be able to get to Morristown Neighborhood house 2 hours per week, Tuesday or Thursday 10 am-12 or from 7-9 pm. Gen Ed: WRIT (writing intensive), OFFC

PSCI 316/HON/CIV S14: Social Policy and Inequality in America
(Professor Patrick McGuinn Wednesday 1:45-4:15p.m.)
This course is an upper-level community-based learning seminar on social policy and inequality in America, intended for juniors and seniors interested in an applied learning experience. The course provides students with an understanding of American social policy and its politics. The United States has seen a dramatic growth in poverty and inequality in recent years; we will explore the causes and consequences of this development as well as government action that might address it. Students will survey existing programs, institutions, and political dynamics for a variety of social policy areas, with a focus on education, health care, and income support. The following questions will guide the course: How do “politics” and “policy” interact around our social welfare system? What are the different values and ideologies that inform debates over social policy? What are the strengths and weaknesses of markets, governments, and communities as societal problem solvers? What kinds of social policies have federal, state, and local governments enacted to assist low-income citizens? Are these policies adequate? Effective? This course will require approximately 20 hours of collaborative research, service, and learning with a community organization. About half of this work will take place off of Drew’s campus. Gen Ed: WRIT (writing intensive).OFFC
Community Based Learning Classes, Spring 2015

Fulfills the Gen-Ed Off Campus Experience Requirement

THEA 270/MUS 270 Performing Arts Administration
(Prof. Jim Bazewicz Tuesday and Thursday, 12:15-1:30 p.m.)
An introduction to the basic cultural role, issues, structures, operations, and personnel of performing arts (music and theatre) organizations, focusing primarily on the non-profit sector. Contextual subjects will include: an arts institution’s role in and responsibility to its community; government’s role in the arts; issues of control and power within the organization. Specific topics will include: types of organizations and organizational structures; marketing, publicity and public relations; fundraising, donor relations, grant writing; long-range planning.
Prerequisite: At least 8 credits in Theatre Arts or Music. Students will also be required to participate in a community placement with a performing arts organization for 18-20 hours during the course of the semester. Gen Ed: QUAN, OFFC

SOC. 391 Contemporary Issues in Sociology: The Practice of Public Sociology
(Professor Susan Rakosi Rosenbloom, Tuesday 11:30-1:30 p.m.)
Thinking about becoming a teacher or working with youth? Perhaps you want to use your Spanish or Creole language skills to help immigrant and native-born parents and students navigate American public education. The Practice of Public Sociology investigates civic society, specifically the public school system at Rosa Parks Community School in Orange, NJ. This course offers hands-on experience working with parents, teachers, and students to improve learning, schools, and opportunities for kids while also studying how and why entrenched structural inequalities are sustained. Public Sociology embraces complicated organizing skills, such as collaboration and working across cultural differences. Using sociological thinking and action in the public arena calls for thoughtful, messy, democratic engagement that will hopefully deepen your commitment to social justice and hone critical thinking skills. This course is meant for upper-level students who have already taken Introduction to Sociology or the equivalent. Students must go to Rosa Parks Community School once a week on Tuesday or Thursday from 3:30-6:30. The school is ½ hour away by train and the traveling time must be included in scheduling. Comments: Permission of Professor required, Spanish and Creole speakers encouraged to apply. Gen Ed: DUS, OFFC

PH 370: Special Topics in Public Health Medical Geography
(Professor Lisa Jordan, Tuesday and Thursday 9:25-10:40 a.m.)
Medical Geography is a course that investigates the intersections of health and place. The objectives of the course are to illuminate the importance of local knowledge on public health, to connect issues in health and wellbeing across scales, and to demonstrate the ways that geographic methods are relevant in the health sciences, social sciences, and policy arenas. To achieve these objectives, this course builds on the Community Based Learning (CBL) curriculum by connecting students to community partners that work globally, nationally, and locally, and whose missions are to protect and promote human health and wellbeing. We partner with USAID to examine the impact of infectious disease on health and food security in developing countries. We join the EPA in exploring research topics that link environmental health to chronic illnesses, and we collaborate with GASP, a New Jersey tobacco control non-profit, to combat preventable disease and change health behaviors locally. Student coursework in Medical Geography over the semester includes a minimum 18-20 hours of work that directly supports our community partners, which also involves some participation in off-campus activities Gen Ed: OFFC

For more information, contact the course instructor or the Center for Civic Engagement at engage@drew.edu or x8827