

Faculty-Student Collaborative Action Seminar in Urban University-Community Relations: Penn and West Philadelphia as a Case Study in Progress Spring 2023

How can Penn most effectively realize Franklin's revolutionary vision for higher education through helping to solve universal problems manifested locally?

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Masks

A mask will be required in seminar.

Seminar Goals:

One of the short-term goals of the seminar is to help stimulate a radical transformation of the Penn undergraduate experience – a transformation in which undergraduates would, in the first instance, significantly, appropriately, and actively participate in the construction and operation of the seminars and courses in which they are members, and secondarily, in the construction and operation of all aspects of the undergraduate experience. Another goal of the seminar is to help students develop their interactive, democratic, empathetic, and altruistic values.

The main long-term goal of the seminar is to contribute to the radical transformation of research universities to function as democratic, civic, and community-engaged institutions (democratic civic universities) dedicated to advancing learning and knowledge for democracy, social change and the continuous betterment of human life. William R. Greiner, former President of the University of Buffalo in the State University of New York system, wrote, “The great universities of the twenty-first century will be judged by their ability to help solve our most urgent problems.” Students will spend significant time discussing the ways in which universities could and should work to solve these problems.

Readings

All readings listed on the syllabus for a given day should be completed before class. These readings will be essential to our discussions in seminar as well as helpful to you in your work. In addition to readings for class, there will be related PSLs for you to read through as you begin to think about your paper. Though we may not directly discuss these in class, they will be useful to you in your work and learning as well as in preparing to write your paper. In addition to readings listed on the syllabus, we will periodically send articles (mostly current events) via email that may come up in our seminar discussions. Some of the readings will allow you to choose from the

PSL Bank, linked here:

https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing.

Reflection Guidelines

Reflections should be typed in response to the reflection prompts. You should aim to thoroughly answer the questions and provide your honest reflection; this will help you to prepare for discussions during seminar as well as help you as you prepare to write your PSL (Problem-Solving Learning Paper). All reflections should be emailed as Microsoft Word Documents to the Entire Teaching Team. Please do not send as Google Docs, PDFs, or in any other format.

Grading

Seminar grades are based **largely on your final PSL**. The PSL is a culmination of your work and reflection over the course of the seminar. More information about the PSL will be shared throughout the semester and a significant portion of seminar will help you with its development.

Communicating with the Teaching Team

Om is here to serve as a liaison between seminar students, Dr. Harkavy, Theresa, and Netter Center Staff. If you have any general questions or concerns about seminar, reach out to Om (via email) and he will communicate with the Teaching Team. Om is here to help you all semester, facilitate seminar, and offer peer support through the PSL process.

Approach of the Seminar:

The approach of the seminar might be described as democratic, place-based implementation research, involving the integration of theory and practice. The primary test of the effectiveness of place-based implementation research is whether it contributes to the solution of locally manifested universal problems, such as poor schooling, educational attainment gaps, eroding environments, inadequate healthcare, poverty, and high levels of economic inequality. This approach assumes that human beings “learn by doing,” and from and through implementation. It also assumes that research designed to realize large societal goals through developing and implementing programs on the ground with partners, improving these programs, and engaging in an iterative process leads to significant learning, high-level theoretical advances, and improved practice. The core rationale for implementation research is perhaps best expressed in a well-known maxim attributed to psychologist Kurt Lewin: “If you want to truly understand something, try to change it.”

Seminar Expectations:

- Be committed to your role at your placement, schedule, attend, and prepare for your sessions.

- Complete all assignments and readings on time. You will be expected to have completed the readings listed under each week prior to that week. **Weekly reflections should be submitted by 11:59 PM on Mondays by email. Weekly discussion questions should be posted on the Canvas Discussion Board by 11:59 PM on Mondays. All emails should be sent to Dr. Harkavy, Theresa, and Om.**
- Class participation, both providing your insight and listening to others, is encouraged.
- Be attentive and respectful of your peers' comments and discussion by listening and avoiding the use of technology.
- Expect to come to class on time to ensure a productive three hours.
- There is one text, *Knowledge for Social Change* (Lee Benson et al.), which can be accessed through PennText and/or purchased at the Penn Bookstore or ordered from Amazon. All other readings can be found on Canvas.

"Knowledge is power. . . for the relief of man's estate" – Francis Bacon

Overview of Course

Week 1 – January 18th: An Introduction to Penn's Commitment to Civic Engagement and the Netter Center for Community Partnerships

Week 2 – January 25th: Theory and Approach — Overview of Relevant Theories and Problem Solving Learning

Week 3 – February 1st: Context —Philadelphia Schools

Week 4 – February 8th: Context — Community Perspectives & Penn's History with West Philadelphia

Week 5 – February 15th: Approach — Problem Solving Learning Initiatives at Penn

Week 6 – February 22nd: Approach — The Netter Center's Work and Impact on West Philadelphia

Week 7 – March 1st: Approach — University-Assisted Community Schools

Week 8 – March 15th: Approach — Making an Impact through Democratic University Community Partnerships and Midterm Reflection

Week 9 – March 22nd: To Be Decided By Class

Week 10 – March 29th: To Be Decided By Class

Week 11 – April 5th: PTo Be Decided By Class

Week 12 – April 12th: To Be Decided By Class

Week 13 – April 19th: To Be Decided By Class

Week 14 – April 26th: PSL Discussions & End of Semester Evaluation

Session Schedules

Week 1 – January 18th: An Introduction to Penn's Commitment to Civic Engagement, The Netter Center for Community Partnerships, and The Role of Higher Education in Democratic Societies

Theme: *This session serves as an introduction to the course and to the Netter Center overall. The readings provide primary sources that describe some of the Netter Center's initiatives and Penn's (historic and modern) commitment to service, which will inform the seminar discussion.*

Readings (before first class):

Topic 1: The Netter Center

- Netter Center Mission Statement: <https://www.nettercenter.upenn.edu/about-center/our-mission>
- Netter Center Website: <https://www.nettercenter.upenn.edu/>
 - In particular, look at and explore the “What We Do” page, the “History of the Netter Center Page,” and the video of President Gutmann and Ira Harkavy
- Netter Center for Community Partnerships 'Summary for Penn's FY20 Economic Impact Report (Canvas)
- Penn Compact 2022: <https://president.upenn.edu/penn-compact>
 - This was the platform of the former president, Dr. Amy Gutmann.
- Welcome Back! Liz Magill. <https://www.thedp.com/article/2022/08/liz-magill-upenn-welcome-back-column-2022>.

Topic 2: The Role of Higher Education

- Why Teaching Civic Engagement is a Shared Responsibility in Colleges and Universities: <https://scholars.org/brief/why-teaching-civic-engagement-shared-responsibility-colleges-and-universities>
- Higher Ed Must Play a Role Creating Antiracist and Just Democracies - <https://www.insidehighered.com/views/2021/05/04/higher-ed-must-play-role-creating-antiracist-and-just-democracies-opinion>
- Universities After Neoliberalism: How to Build a Democratic Civic University: <https://nonprofitquarterly.org/universities-after-neoliberalism-how-to-build-a-democratic-civic-university/>.

Discussion:

- Who are you and why are you in this seminar? (Start in pairs and then move to group discussion)
 - Hometown, year, school, major, academic interests, hobbies
- What is an ABCS course?
 - Clearances check-in

- Review goals, expectations, class structure and thematic structure of the seminar: theory, context, approach
 - Theory: Introduction to some of the key theories discussed in seminar
 - Context: Introduction to the relationship between Penn and West Philadelphia
 - Approach: Introduction to Netter Center's work + PSL – practically applying seminar theories/approaches to improve Penn's relationship with/impact on West Philadelphia
 - Current programs and initiatives at Netter
- Role of community engagement/service in the course
- Review the syllabus
- Group discussion
 - Generally, do universities have a responsibility to their surrounding communities? What, if any, responsibilities do they have?
 - Given recent events (COVID-19 exacerbated inequalities, racial injustice, a violent insurrection at the U.S. Capitol and an ongoing effort to subvert the electoral process by a former president and significant leadership of his political party, gun violence epidemic, etc.), what actions should universities, and Penn specifically, take?
 - What should universities teach and why? How should they teach these concepts?

Assignment:

- Reflection: In a 2-3-page double spaced reflection, write an “educational autobiography,” where you address and discuss the following:
 - a. What is your philosophy of education?
 - b. What role has your education played in shaping who you are?
 - c. Why are you pursuing an undergraduate education? What are your goals for your Penn education?
 - d. What are your goals and expectations for the seminar?
- Please email your reflections to Dr. Harkavy, Theresa, and Om by Monday, January 23rd at 11:59pm.
- Submit 1 discussion question based on the readings (under week 2) and tell us why this question matters. Post your question on the Canvas Discussion Board by Monday, January 23rd at 11:59pm.

Week 2 – January 25th: Theory and Approach — Overview of Problem Solving Learning and Associated Relevant Theories

Theme: *This session provides an overview of relevant theories and introduces students to problem solving learning, which is a central organizing concept and approach of the seminar.*

Readings (before class):

- *Knowledge for Social Change* by Lee Benson, Ira Harkavy, John Puckett, Matthew Hartley, Rita A. Hodges, Francis E. Johnston, and Joann Weeks.
 - “Chapter 2: Benjamin Franklin’s Revolutionary Theory of Education,” (pp. 18 – 31)
- *The School as Social Center* by John Dewey (Canvas)
- *Save the World on Your Own Time* by Stanley Fish (Canvas).
- PSL Framework (Canvas)
- *Problem-Based Learning: Where Did it Come From, What Does it Do, and Where is it Going?* By Shelagh A. Gallagher. (Canvas)

Discussion:

- Clearances check-in
- Discussion of Educational Autobiographies (small groups then larger groups)
- What is Problem Solving Learning (brief background by Dr. Harkavy)
- Why is Problem Solving Learning used in this seminar? What is a PSL? What is a strategic problem? What is an ill-structured problem?
- Discussion of Readings based on Student Questions

Assignment:

- Reflection: In a 2–3 page double spaced reflection, discuss your responses to the following:
 1. What would you like to see change in your college education?
 2. Thus far, has Penn met or failed your expectations?
 3. Has your education taught you to solve problems? If so, how? If not, why?
 4. Please email your reflections to Dr. Harkavy, Theresa, and Om by Monday, January 30th at 11:59pm.
- Submit 1 discussion question based on the readings (under week 3) and tell us why you are asking this question. Post your question on the Canvas Discussion Board by Monday, January 30th at 11:59pm.

Week 3 – February 1st: Context — Overview of the School District of Philadelphia

Theme: *The readings and discussion will provide background on Philadelphia public schools (demographics, finances, and daily life in the schools), which will be useful in understanding Netter’s work with its partner K-12 schools and in helping to prepare for placements at Paul*

Robeson High School. So that we can select the most current readings for the class, we will be gathering articles until January 26 and will update the syllabus in Canvas then.

Readings (some readings will change to reflect the most up-to-date news in the District):

- School District of Philadelphia building conditions
 - Laker, B., Ruderman, W., and Purcell, D. (2018, May 3). “Toxic City: The Ongoing Struggle to Protect Philadelphia’s Children From Environmental Harm”, parts 1, 2, and 3. <https://www.inquirer.com/news/inq/lead-paint-poison-children-asbestos-mold-schools-philadelphia-toxic-city-20180503.html>
 - Graham, K. (2022, August 31). Philly Schools Won’t Be Fully Air-Conditioned Until 2027. Here’s Why. <https://www.inquirer.com/news/philadelphia-school-district-early-dismissal-air-conditioning-20220831.html>
 -
- Staffing
 - Graham, K. (2022, August 1). “Help wanted: This company is offering bonuses to try to hire hundreds of subs to staff Philly classrooms.” <https://www.inquirer.com/news/philadelphia-substitute-teacher-company-hiring-20220801.html>
- School Supplies
 - Pompilio, N. (2022, August 18). “‘Prices just shot up,’ say Philly parents struggling to afford school supplies.” <https://www.inquirer.com/business/school-supplies-cost-inflation-spend-20220818.html>
 - Wyglendowski, N. (2022, August 4): “As a Teacher, I’m Tired of Begging for What I Need to do My Job.” <https://www.inquirer.com/opinion/commentary/teacher-wishlist-philadelphia-school-supplies-20220804.html>
- Student safety and mental health
 - Graham, K. (2022, August 23). “Philly’s School Year Looms. So Does the City’s Gun Violence.” <https://www.inquirer.com/news/philadelphia-school-district-safety-police-gun-violence-20220822.html>
 - Ubinas, Helen. (2022, August 11). “Grief over Gun Violence is Weighing Down Philly Students.” <https://www.inquirer.com/opinion/philadelphia-school-students-gun-violence-trauma-20220811.html>
 - Graham, K. (2022, July 22). “Sign of the Times: At this Philly day camp, students learned ‘stop the bleed’ training for gunshot victims.” <https://www.inquirer.com/news/gun-violence-stop-the-bleed-training-camp-20220722.html>
- College access
 - Penn’s Medical School Formalizes Partnership with HBCUs in Pursuit of Greater Diversity: <https://www.inquirer.com/news/penn-medical-school-diversity-black-hispanic-20220721.html>.
 - Burke, L. (2022, August 12). “Counselors and Colleges Struggle through the Summer to Make Sure Students Show Up.”

<https://hechingerreport.org/counselors-and-colleges-struggle-through-the-summer-to-make-sure-students-show-up/>

- One Robeson student's story
 - Graham, K. (2021, April 29). "This West Philly teen overcame obstacles to win a \$50K scholarship on live TV. Meet Lyric Wise." <https://www.inquirer.com/education/philadelphia-school-district-lyric-wise-scholarship-robeson-20210429.html>
- Penn and the School District
 - Graham, K. (2022, January 17). "Penn to invest nearly \$5M over 5 years in another West Philly school." <https://www.inquirer.com/news/penn-lea-school-penn-alexander-support-20220117.html>
 - Snyder, S., Graham, K., and Goodin-Smith, O. (2020, November 17). "Penn to donate \$100 million to Philadelphia School District to help with asbestos, lead abatement." <https://www.inquirer.com/education/penn-gift-school-district-asbestos-millions-20201117.html>

Discussion:

- Clearances check-in
- Which issues are you particularly passionate about? What particular issues are you interested in?
- The context in which Netter's partner schools operate: the City of Philadelphia and the School District of Philadelphia
 - How do we interpret these statistics and trends? How would you explain these statistics and trends? (bulleted list)
- Discuss Robeson expectations

Assignment:

- Reflection: In a 2-3-page double spaced reflection, address and discuss the following:
 - What did you learn from seminar this week that was most interesting/important to you?
 - What would you change about this class/presentation? Is there anything that you would add, delete, emphasize more?
 - What ill-structured problem(s) in Philadelphia are you particularly interested in? Why?
- Please email your reflections to Dr. Harkavy, Theresa, and Om by Monday, February 6th at 11:59pm.
- Craft 1-2 questions for next week's Community Advisory Board based on the readings (under week 4). Post your questions on the Canvas Discussion Board by **Monday, February 6th at 11:59pm.**

Week 4 – February 8th: Context — Community Perspectives & Penn's History with West Philadelphia

Theme: *The Community Advisory Board panel, in conjunction with the assigned chapters from Pushing Back the Gates and Becoming Penn, will provide context for your work in West Philadelphia as well as for class discussions and the PSL.*

Readings (before class):

- [Read about the Community Advisory Board \(Netter Center\)](#)
- *Pushing Back the Gates: Neighborhood Perspectives on University-Driven Revitalization in West Philadelphia* by Harley F. Etienne (Canvas).
 - “Chapter 2: West Philadelphia, the University of Pennsylvania, and the Rough Road to Revival and Cooperation” (pp. 13 – 49)
 - “Chapter 3: Early Returns on Dramatic Efforts to Change” (pp. 51 – 77)
- *Becoming Penn: The Pragmatic American University, 1950-2000* by Puckett et al. (Canvas).
 - “Chapter 10: Triumph in University City” (pp. 249 – 268)
- Can Anacostia Build a Bridge Without Displacing Its People? (New York Times): <https://www.nytimes.com/interactive/2022/08/09/headway/anacostia-bridge.html>
- Why the University Townhomes are Really Vanishing — And Why it Could Happen Again: https://www.inquirer.com/news/university-city-townhomes-encampment-development-20220812.html?utm_source=newsletter&utm_medium=email&utm_campaign=news_alerts_8_13_2022&sfmc_id=0031U00001gO3haQAC&sub_source=must_read_alerts_newsletter&list_name=DE37_Newsletter_Must_Read&int_promo=newsletter&et rid=246301927#loaded.
- Elite Universities are Out of Touch (New York Times): <https://www.nytimes.com/2022/08/02/opinion/elite-universities-campus.html>

Discussion:

- [Clearances check-in](#)
- Discussion of work at Robeson
- Community Advisory Board Panel
- Discussion of submitted questions (small groups then larger groups)

Assignment:

- Reflection: In a 2-3-page double spaced reflection, address and discuss the following:
 - How did the panel and readings affect the way you view the relationship between Penn and West Philadelphia?

- Do Penn's interests align with those of the West Philadelphia community? If not, how can this be remedied?
- Has the relationship between Penn and West Philadelphia changed over time?
- What can Penn students do to support the West Philadelphia community?
- How can your PSL contribute to a mutually-beneficial, mutually-transformative relationship between Penn and West Philadelphia?
- Please email your reflections to Dr. Harkavy, Theresa, and Om by **Monday, February 13th** at 11:59pm.
- On the canvas discussion board, post a question you have about the PSL process by **Monday, February 13th** at 11:59pm. Also, select one past reading (not Anneka Ignatius' PSL) and discuss how it connects to your PSL process.

Week 5–February 15th: Approach — Problem Solving Learning Initiatives at Penn

Theme: *The session focuses on applying what has been learned in seminar thus far to the development of a problem solving learning paper.*

Readings (before seminar):

- Read the following:
 - PSL: Spring 2020, "The Copeland Dance Program." Anneka Ignatius (in the PSL Bank)

Seminar Discussion:

- Discussion of work at Robeson
- Discuss PSL ideas

Assignment (due the Monday before next class):

- By next class, decide on the overall problem you wish to solve. This will likely continue to evolve, but by now, you should have a general idea of what you would like to focus on for the rest of the semester. You may also begin to brainstorm solutions, keeping in mind that you may have to try many options!
- Submit 1 question for the Netter Center panel, who will be a resource to you throughout your PSL journey by **Monday, February 20th at 11:59pm**.
- In addition, complete questions 1-2 from the PSL framework with your group (if applicable).
 - Please email (only need one per group) to Dr. Harkavy, Theresa, and Om by **Monday, February 20th at 11:59 PM**. Also, select one reading and discuss how it connects to your PSL process.
- Feel free to begin research for PSL - interviews, books, online sources.

Week 6 – February 22nd: Approach — The Netter Center’s Work and Impact on West Philadelphia

Theme: *Students will have the chance to discuss the Netter Center’s work and their PSL ideas with various Netter staff members.*

Readings (before class):

- *Knowledge for Social Change* by Lee Benson et al.
 - “Chapter 6: The Netter Center for Community Partnerships: Intellectual and Practical Roots” (pp. 87 – 96)
 - “Chapter 7: Penn and West Philadelphia: From Conflict to Collaboration” (pp. 97 – 111)
 - “Chapter 9: Solving Complex Real-World Problems Through Academically Based Community Service: The Agatson Urban Nutrition Initiative” (pp. 124 – 139)
- PSL: “The Civic Ivy?: Changing the Way Penn Presents Admissions Programming.” Wren, Steven. (in the PSL bank)

Discussion:

- Weekly Check-in
 - Discuss clearances if needed
- Netter Panel
- Problem Statement Workshop
- Discuss PSL ideas with Netter Team

Assignment:

- Complete questions 3 – 7 of the PSL Framework, and revise answers to questions 1-2 based on last week’s feedback.
- Please email your reflections to Dr. Harkavy, Theresa, and Om by **Monday, February 27th at 11:59pm.**
- Submit 1-2 questions for next week’s UACS speaker based on the readings and post on the Canvas Discussion Board by **Monday, February 27th at 11:59pm.** Also, select one reading and discuss how it connects to your PSL process.

Week 7 – March 1st: Approach — University-Assisted Community Schools

Theme: *The session discusses University-Assisted Community Schools, their role in West Philadelphia and the impact of COVID-19 on their work. Students will also have a chance to discuss PSL ideas with UACS staff.*

Readings (before seminar):

- *Knowledge for Social Change* by Lee Benson et al.
 - “Introduction: University-Assisted Community Schools and the Expanding Global Movement of Democratic, Civically Engaged, Modern Research Universities.”
 - “Chapter 4: John Dewey and the Community School Idea” (pp. 48 – 67)
- PSL: Spring 2022, Math and Munch: An Expansion and Development of the Hamilton Afterschool Math Club. Manghani, Om. (in the PSL bank).
- Vast New Study Shows a Key to Reducing Poverty: More Friendships Between Rich and Poor. New York Times.
https://www.nytimes.com/interactive/2022/08/01/upshot/rich-poor-friendships.html?campaign_id=29&emc=edit_up_20220801&instance_id=68156&nl=the-upshot®i_id=96069207&segment_id=100140&te=1&user_id=a803961ad0cf9b0b877d8159a0a632f4
- Fremont High School Students. School is For Us:
https://www.nytimes.com/2022/09/01/opinion/us-high-school-oakland.html?action=click&pgtype=Article&state=default&module=opinion-what-is-school-for&variant=show®ion=TOP_BANNER&context=op-whatisschoolfor-topnav
- Jessica Grose. School Is for Care:
https://www.nytimes.com/2022/09/01/opinion/us-school-care.html?action=click&pgtype=Article&state=default&module=opinion-what-is-school-for&variant=show®ion=TOP_BANNER&context=op-whatisschoolfor-topnav.
- Anya Kamenetz. School Is for Everyone:
https://www.nytimes.com/2022/09/01/opinion/us-school-history.html?action=click&pgtype=Article&state=default&module=opinion-what-is-school-for&variant=show®ion=TOP_BANNER&context=op-whatisschoolfor-topnav.

Seminar Discussion:

- Discussion of work at Robeson
- UACS Panel
- What are the PSL topics that each person/group chose? How is your topic of choice a strategic problem?

Assignment:

- Complete questions 8 – 11 of the PSL Framework, and revise answers to questions 1 -7 based on last week’s feedback.

- Please email your reflections to Dr. Harkavy, Theresa, and Om by Monday, March 13th at 11:59pm.
- Submit 1 discussion question based on the readings (under week 8) and tell us why you are asking this question. Post your question on the Canvas Discussion Board by Monday, March 13th at 11:59pm. Also, select one reading and discuss how it connects to your PSL process.

Week 8– March 15th: Approach — Making an Impact through Democratic University Community Partnerships and Midterm Reflection

Theme: Class discussion will focus on exploring the many ways that solutions to urban and university problems can be initiated, as well as how the PSL functions as an example of this process.

Readings (complete before class):

- *Participatory Action Research as a Process and as a Goal* by Davydd Greenwood, William Foote Whyte, and Ira Harkavy (pp. 175 – 190) (Canvas).
- *Dewey, Implementation, and Creating a Democratic Civic University* by Ira Harkavy (Canvas)
- Penn Partners with West Philly High: <https://www.inquirer.com/news/penn-west-philadelphia-high-architecture-careers-20220804.html>
- Our House Is Burning. Inside Higher Ed. <https://www.insidehighered.com/views/2022/08/22/higher-ed-must-confront-threats-democracy-opinion>

Seminar Discussion:

- Discussion of work at Robeson
- Midterm Evaluation
- Break into groups to discuss readings
- Break into groups to discuss PSL ideas

Assignment (due the Monday before next class):

- Midterm Reflection
 1. Have you realized your goals for the semester thus far? Why or why not?
 2. Have your goals been changing over the course of the semester thus far, and if so, how and why?
 3. What could you do to better realize your goals, and what could seminar do to help you better realize your goals?
 4. What concerns, if any, do you have about the PSL?
- Please email your reflections to Dr. Harkavy, Theresa, and Om by Monday, March 20th at 11:59pm.

- On the Canvas Discussion Board, discuss the PSL that you chose to read. What did the author do well? Why did you choose to read that PSL? What could the author have improved? Complete this post by Monday, March 20th at 11:59pm.

Week 9 – March 22nd

Theme: *Students decide based on midterm reflection*

Readings:

- Read one new PSL from the PSL Bank (linked below).
 - https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Seminar Discussion:

- Discussion of work at Robeson
- Weekly PSL Update
- PSL Calendar
- Develop a list of connections/resources that students have that would be beneficial for other students' PSL's

Assignment:

- In 1-2 sentences, please state your group's current problem statement.
- Prepare a list of scheduled/planned interviews, a list of secondary research articles/books you are planning to use, and an annotated bibliography for those sources. Include any research you have done up to this point to help us understand the direction in which you are heading. Please email to Dr. Harkavy, Theresa, and Om by Monday, March 27th at 11:59pm.

Week 10 – March 29th

Theme: *Students decide based on midterm reflection*

Readings:

- Read one new PSL from the PSL Bank (linked below).
 - https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Seminar Discussion:

- Discussion of work at Robeson
- Weekly PSL Update
- Implementation Workshop
- TBD

Assignment:

- Please submit your group's most current problem statement (1-2 sentences). How is your topic of choice a strategic problem?

- Each group should submit answers to the “who does what, when, where, and how” questions for each potential agent and catalyst (about 1-2 sentences per answer is fine). Please email to Dr. Harkavy, Theresa, and Om by Monday, April 3rd at 11:59pm.
- There’s nothing due regarding your interviews and research for this week, but please continue working on these.

Week 11 – April 5th

Theme: *Students decide based on midterm reflection*

Readings:

- Read one new PSL from the PSL Bank (linked below).
 - https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Seminar Discussion:

- Discussion of work at Robeson
- Weekly PSL Update
- Student Panel
- PSL Deconstruction

Assignment:

- In a 1-2-page double-spaced reflection, tell us what you have done so far and what remains to be done. What is your plan going forward?
- Each group should also submit a minimum 2–3-page outline of your PSL. This outline can be as detailed as you would like to make it - feel free to include sources and specific notes and make it as long as you like. Please email to Dr. Harkavy, Theresa, and Om by Monday, April 10th at 11:59pm.

Week 12 – April 12th

Theme: *Students decide based on midterm reflection*

Readings:

- Read one new PSL from the PSL Bank (linked below).
 - https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Seminar Discussion:

- Discussion of work at Robeson
- Weekly PSL Update
- Discussion of PSL research papers with Netter staff
- TBD

Assignment:

- Each group should submit an updated and detailed outline for your paper. We are looking to see an emphasis on clear steps/strategies for implementation (revisit your answers to who does what, when, where, and how?). Please also submit summaries (bullets or a few sentences are fine) of each of your previous interviews, as well as a list of planned ones. These will all be due by email to Dr. Harkavy, Theresa, and Om by Monday, April 17th, at 11:59 PM.

Week 13 – April 19th

Theme: *Students will discuss their PSL ideas and progress in small groups with Netter staff.*

Readings:

- Read one new PSL from the PSL Bank (linked below).
 - https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Seminar Discussion:

- Discussion of work at Robeson
- Big Picture Lecture by Dr. Harkavy
- PSL peerreview

Assignment:

- Answer the following end-ofsemester evaluation questions. When answering these questions, it may be helpful to look back at what your stated goals were at the beginning of the semester. Please email to Dr. Harkavy, Theresa, and Om by Monday, April 24th at 11:59pm.
 1. Do you feel more or less efficacious as a result of the seminar? Why or why not?
 2. Has seminar made you feel more or less optimistic? Why or why not?
 3. Have your goals changed? If so, why, if not, why not?
 4. Have you reached your goals? If so, why, if not, why not?

Week 14 – April 26th: PSL Discussions & End of Semester Evaluation

Theme: *Students will discuss their PSL progress with the teaching team, and Om will conduct the end-of-semester course evaluation.*

Readings:

- Read one new PSL from the PSL Bank (linked below).
 - https://drive.google.com/drive/folders/1HAdoVmHO_jgBWufMmZN8L-5Ncf-Xk8X1?usp=sharing

Seminar Discussion:

- Discussion of work at Robeson
- Group reflection
- Final PSL update
- Course evaluation discussion with TA

Assignment:

- Final PSL due **Sunday, May 7th at 11:59pm.**