**Week Two Journal Questions**

**Select only one, write two pages in response, due Saturday September 19 at 5 PM**

*To ask staff at PBHA, tutors, faculty or graduate students:*

*Should service be a requirement? If so, how should it be funded?*

[From the class] Given: 1.) the stated mission of the college to “educate the citizens and citizen-leaders for our society” and help students “[learn] how they can best serve the world” and

2.) liberal arts goals that include “acquiring a sensitivity and concern for ethical issues, and learning to understand and work effectively with people of all different cultures, backgrounds, and races,” (Bok, 169) do you think that some form of service should be a requirement for graduation?

[From Elise] In *Higher Education in America*, Derek Bok emphasizes extracurricular activities as a source of significant student development. For example, he claims cultural awareness is better taught by interactions with classmates in clubs and activities rather than in classes. If activities outside the classroom are so powerful, why aren’t they required of students? Does their transformative power come from students’ freedom to choose them, and if so, should the same freedom of choice apply to curricular choices?

[From the class] Given 1.) the importance of service and Harvard’s civic mission in the visions of President Bok and Deans Khurana, Langemann, and Lewis and 2.) the socioeconomic diversity of our undergraduates, do you think the university should do more to make summer service opportunities financially viable for all students?

*To ask one of your peers*:

The Mission of Harvard College states, “Through a diverse living environment, where students live with people who are studying different topics, who come from different walks of life and have evolving identities, intellectual transformation is deepened and conditions for social transformation are created.” Do you feel that you regularly interact with students who study different topics and come from different backgrounds? If so, do you feel that these interactions are transformative?

*To reflect on individually*:

How might service experiences be integrated into the curriculum? Where do you think they would best fit - in concentration, elective, or general education courses? How do you view your service experiences (or the process of getting involved in service for first year students) in relation to your academic experiences?

Bok writes that “the current curricular structure, with its untested assumptions and unexamined rationales, often fails to give students a clear and persuasive idea of what they should be aspire to achieve in college and why” (Bok, 182). Have this week’s readings given you a clearer sense of the assumptions and rationales for your coursework? If so, how?