

Community Schools and University-Assisted Community Schools: Partnerships that Change Schools, Communities, and Universities for the Better

A Deep Dive on the Role of Universities in University-Assisted Community Schools (UACS)

Academically-Based Community Service (ABCS) Supports

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Academically Based Community Service Courses (ABCS)



At Penn...

- 1991-1992: **4** ABCS courses
- 2000-2001: **38** ABCS courses
- 2010-2011: **62** ABCS courses
- 2023-2024: **82** ABCS courses
- Enrolls **1900+** undergraduate and graduate students
- Engages **11** of Penn's 12 schools

ABCS courses...

- Integrate service with research, teaching, and learning
- Are a form of Community-Engaged Scholarship (CES)
- Bring together academic expertise and the expertise of the community via mutually beneficial, mutually transformational democratic partnerships
- Use collaborative local problem-solving to improve the quality of life and learning in the community and the quality of learning and scholarship in the university
- Foster structural community improvement (e.g., effective public schools, neighborhood economic development)
- Emphasize student and faculty reflection on the service experience
- Help students become active, creative, contributing citizens of a democratic society

ABCS & Community-Engaged Scholarship Programs and Resources

Provost's Graduate Academic Engagement Fellowship at the Netter Center

- For PhD students across the University whose scholarship significantly involves ABCS and other community-engaged research
- Two-year fellowship:
 - Years one and two
 - Faculty-student seminar on community-engaged research and teaching
 - Research fund of \$5,000
 - Support to attend and present at conferences
 - Year two
 - Full fellowship in which Fellows continue their studies and/or work on their dissertation

Penn Graduate Community-Engaged Research Mentorship

- 10-week summer program for graduate students interested in community-engaged research
- Smaller scale, short-term projects under guidance of faculty mentors
- Learning community with faculty and other students doing this work across different disciplines
- Participating students receive a stipend



ABCS Course Development Grants

- Up to \$10,000 over two years
- Support faculty in developing a new course or substantially restructure an existing course
- Proposed courses should be intended to be taught on an ongoing basis

Provost's Faculty Fellows

- Faculty who work to develop and disseminate their own ABCS teaching and research
- Work to increase Penn faculty involvement in ABCS teaching and community-engaged scholarship and research
 - Recruit & mentor new faculty

Provost-Netter Center Faculty-Community Partnership Award

- \$10,000 award (\$5,000 to the faculty partner and \$5,000 to the community partner)
- Recognizes local, productive, and sustained faculty-community partnership projects
- Junior and senior faculty as well as senior lecturers and associated faculty from any of Penn's schools are eligible for nomination, along with their community partners





Additional Resources for ABCS Courses

- Literature & sample syllabi
- Connection to schools & community-based organizations
- Undergraduate work-study Teaching Assistant
- Transportation to community sites
- Clearances to work with minors
- Class visits
- Ongoing support by Netter staff

Beyond 40 Acres and a Mule: The History and Practice of Reparations in the African Diaspora



HIST 2162
Section 401, CRN 29669
**Beyond 40 Acres and a Mule: History &
Practice of Reparations in the African Diaspora
(ABCS course)**

Last Updated 11/10/2024, 9:16:15 PM
Section Status: Active
Schedule Type: Seminar
Instruction Method: In Class
Campus: Philadelphia
Credit: 1
Scheduled With [AFRC 2162, section 401](#)
Maximum Enrollment: 15 / Seats Avail: 15

COURSE DESCRIPTION

How did enslaved people and their descendants conceptualize reparations? What strategies did they employ to achieve them? How do present day movements for reparations seek to address historic harms? This ABCS course will examine the history of reparations advocacy amongst enslaved Africans and their descendants from the inception of the trans-Atlantic traffic in enslaved people to present day. This action-oriented course will explore the root of reparations – repair – and the historical and current strategies that people are employing, both nationally and globally, to advance racial and reparatory justice for descendants of enslaved Africans in the United States. By situating reparatory justice initiatives in the context of the African diaspora, the course will examine demands, goals, implementation plans, and organizing methods used by the descendants of enslaved Africans for the harms and legacies of slavery and colonization. Penn students will travel to Science Leadership Academy at Beeber once a week for ten weeks. *History Majors may write a 15-20 page research paper for the final project to fulfill the History Major research requirement.*

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This course offers undergraduate students the opportunity to engage in the history of the slave trade, slavery, emancipation, gradual and compensated abolition, and historical to present-day advocacy to address the harms of the transAtlantic slave traffic and enslavement of African people through reparatory justice.

EAS 2420: Energy Education in Philadelphia Schools

Students will learn about basic residential energy efficiency measures and practices from an established community based energy organization, the Energy Coordinating Agency of Philadelphia. Identify and understand fundamental core STEM energy concepts. Develop a short "energy efficiency" curriculum appropriate for middle or high school students. Teach three (3) sessions in a science class in the School District of Philadelphia.

EAS 2420: Energy Education in Philadelphia Schools

AN INTRODUCTION TO ENERGY & WEATHERIZATION

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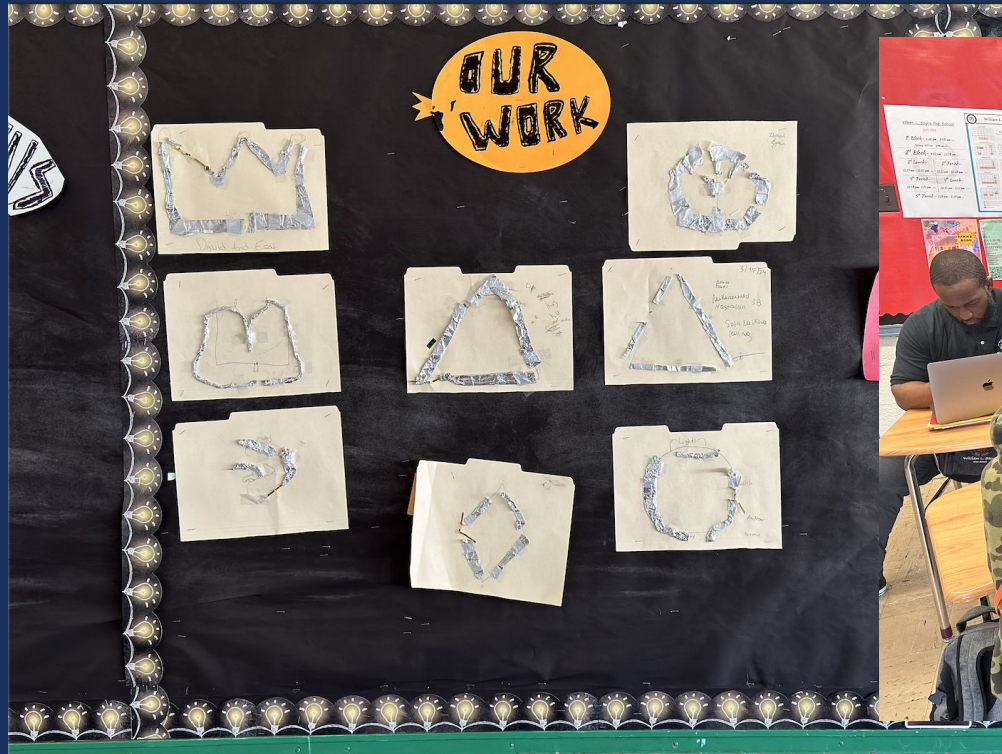
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