Instructor: Dr. Joanne Muzak
Email: jmuzak@ualberta.ca
Office Hours: Mondays, 11am – 12pm in CSL House, 11039 Saskatchewan Dr.
                        Wednesdays, 1:30pm – 3pm in 1-02B Assiniboia Hall
                        Also by appointment

Calendar Description

An in-depth exploration of theories and practices of civic engagement and community change for students who have already completed a course with a CSL component and who wish to extend their volunteer experience.

Prerequisite: Completion of a course with a CSL component or substantial community involvement and consent of instructor.

Course Description

Community service-learning (CSL) integrates community-based activities with classroom learning, but to what end? What does CSL accomplish? Why is it an increasingly popular and important pedagogical strategy in today's university? Some CSL practitioners would respond to these questions by asserting that community-engaged learning plays a key role in bringing about social change. This political model of service-learning exemplifies a worldview that emphasizes social justice, "where the personal and the political meet in a substantive praxis and where higher education is viewed as an agent of progress towards a more equitable society" (Butin 2007). Other advocates of service-learning suggest that community engagement will help shape responsible citizens and reinvigorate participatory democracy. Others value service-learning more for its ability to provide students with practical work experience, including networking opportunities and transferable skills. Are these goals consistent with a social change agenda? Should they be? The first part of the course will explore the debates concerning the goals and possibilities of community-engaged learning and the purposes of the university. We will focus on the theoretical and practical connections between service-learning, community engagement, and social change. Building on the notion that CSL projects often address social justice issues and aim to advance social change, the second part of the course will examine several methods of documenting and researching social change and documenting and researching *for* social change. We will ask: What is social change? How does social change happen? How do we recognize social change?   How is social change documented? How do practices of documentation and research contribute to social change?

Objectives

- To examine CSL as a pedagogy, to think about the roles and responsibilities of the university in the broader community, and to critically examine our roles as learners

- To explore theories and methods of social change and community building through conventional classroom learning (readings, lectures, discussions) as well as community service-learning placements
- To practice and examine various academic and community-based ways of documenting social change and community engagement

Key Course Concepts & Themes
- social change; theories of social change
- social responsibility
- community engagement
- citizenship
- roles and responsibilities of education, community service-learning as a pedagogy
- models of service
- the non-profit or voluntary sector
- social justice
- social capital
- social economy
- social entrepreneurship, social enterprise
- community-based research
- ethnographic research, visual ethnography, narrative ethnography

Course Environment & Activities
This is an interdisciplinary course. You can expect to read material from a variety of disciplines, including sociology, anthropology, visual studies, cultural studies, literary studies, women's studies, educational theory, geography, and political studies.

The class will be run as a seminar, which means you can expect plenty of class discussion and group interactions. We will combine this in-class seminar style theoretical learning with community-based, practical learning outside of the classroom. The community-based learning and practical work experience will be facilitated through the rubric of Community Service-Learning. You will be required to work as volunteers for 30-35 hours in a chosen community service organization. Pre-arranged volunteer placements and projects whose mandates correspond to the course's focal themes have been arranged by the Community Service-Learning Program. Please refer to the CSL300 Placement List. If you would like to continue work you've been doing with a community organization, and if that works matches the course themes and objectives, you may arrange your own CSL placement, but you must consult with me immediately to make the appropriate arrangements.

Required Texts and Materials
- Course readings have been collected as PDFs and distributed electronically.
- Additional readings may be distributed as handouts.
- URLs are listed with online readings.
- Online readings are also available on the course blog at:
  <http://csl300fall2010.blogspot.com>
- Clarkes, Lincoln. 2002. *Heroines: Photographs*. (Available at the UA Bookstore)

Grading and Assignments

CSL Participation	20%
Discussion Exercise	10%
Notebook	30%

- 15% Part 1
- 15% Part 2

Final Project:	40%

- 10% Proposal & Bibliography
- 25% Critical Analysis Paper
- 5% Presentation

Please refer to Assignment Details, p. 11

Policies and Expectations

Policy about course outlines can be found in §23.4(2) of the University Calendar.

Grading System

Percentage	Letter Grade	Point Value	Description
95-100%	A+	4.0	Excellent
90-94%	A	4.0	Excellent
85-89%	A-	3.7	Excellent
80-84%	B+	3.3	Very Good
76-79%	B	3.0	Good
71-75%	B-	2.7	Good
66-70%	C+	2.3	Satisfactory
62-65%	C	2.0	Satisfactory
58-61%	C-	1.7	Satisfactory
54-57%	D+	1.3	Poor
50-53%	D	1.0	Minimal Pass
0-49%	F	0.0	Fail

For further details, see section 23.4(4) of the University Calendar (online at www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation /23/4.html#23.4). Unless otherwise discussed with the instructor, failure to complete a component of the course requirements can result in a failing grade. Violations of the Code of Student Behaviour can also result in failing grades.

Class Dynamics: An important guideline for any classroom is respect for all class members, their ideas, experiences, and comments. We will discuss a wide range of topics and issues in this class, and we are certain to disagree with each other from time to time. These differences add to the richness of the course. Be open to learning from each other. Please communicate your observations and ideas in ways that acknowledge the many voices and perspectives in the room. Please recognize that you and your colleagues may find some course material both personally

and intellectually demanding in that it challenges assumptions about culture, society, community, social issues, power, etc..

The Code of Student Behaviour: The Code of Student Behaviour outlines the rights and responsibilities of all students. Please be aware of the regulations under the Code regarding behaviour in the classroom and discrimination. Disruptive classroom behaviour will not be tolerated, nor will discrimination as defined by the Code of Student Behaviour (consult Section 30.3.4). <http://www.ualberta.ca/~unisecr/policy/sec30.html>.
Inappropriate behaviour and the disrespectful treatment of others includes, but is not limited to, personal attacks inside or outside of class and the harassment of others in any form. A number of penalties can be imposed, such as lowering a grade or expulsion from the University (as outlined in Section 30.4(2) of the Code). I will report and act on any violations of the Code of Student Behaviour.

Attendance and Participation: Much of the value that you will receive from this course will come from a conscientious consideration of the course readings and from your interactions with your colleagues. You are expected to attend class having read and thought about the assigned materials. Although I will lecture occasionally, ultimately, the class will be built around you reading, thinking, questioning, and exploration of the course materials and your CSL experiences. Your attendance and participation are, therefore, extremely important to the success of this class and to your learning process.

Contacting the Instructor: Please do not hesitate to contact me about course-related issues of any kind, but do not rely on email to do so. You should see me during my office hours to discuss any issues that arise for you throughout the course. I will be happy to set up an appointment with you via email. I will not have academic discussions over email, however. Please note that I will not respond to email queries dealing with matters already covered in class. This does not mean that I am not available to clarify things that come up in class. It means, rather, that I will not respond to queries about what you missed in class. Again, for queries of a more detailed nature, it is best to talk to me in-person. *When you send me email, please include the course code (CSL300) and a phrase that indicates what the email is about in the subject heading.*

Late Policy: Assignments must be submitted on specified deadlines. Late assignments will not be accepted. If you anticipate that you may miss a deadline due to an illness or personal matter, please let me know as soon as possible so that alternate arrangements can be made.

Original Work: All of your work in this class and in any other context should reflect original thinking and analysis. Plagiarism and other forms of cheating are punishable under The Student Code of Behaviour. All written work must be your own. Others' ideas and words must be meticulously documented. Ignorance is not considered an acceptable defense in cases of academic offences. Refer to a style manual of your discipline (MLA, APA, Chicago).

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behavior

which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offense. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University" (GFC 29 Sep 2003).

Readings & Schedule

- Readings have been collected as PDFs and distributed electronically, unless otherwise noted.
- All readings with a noted URL are also available on the course blog.
- There may be minor changes made to the schedule throughout the term. I will announce any changes in class. It is your responsibility to be aware of any changes to this schedule.
- * Indicates readings that may be selected for Discussion Exercise.
- *Please have the readings with you in class.*

- Part 1: CSL and Social Change: Key Concepts, Theories, and Models -

Week 1	Introductions: The Course and CSL
Sept. 13	

Review of Syllabus
Discussion of Ethics
Community Partners Visit

Readings:
- CSL Guidebook
- CSL300 Placement List

- Muzak & Woollard, "The Politics of CSL in University Education" (pdf) (6 pgs.)
- Fish, "Why We Built the Ivory Tower," http://www.nytimes.com/2004/05/21/opinion/why-we-built-the-ivory-tower.html (2 pgs.)
- Fish, "Aim Low," http://chronicle.com/article/Aim-Low/45210 (2 pgs.)
- Butin, "Focusing Our Aim" (4 pgs.)
- Imagining America, "Specifying the Scholarship of Engagement" (5 pgs.)

Supplementary Readings:
- Butin, "Saving the University on His Own Time: Stanley Fish, Service-Learning, and Knowledge Legitimation in the Academy"
- Butin, "Service-Learning as Postmodern Pedagogy"

Week 2	Models of Service & Theories of CSL
Sept. 20	

Readings:

- Morton, "The Irony of Service: Charity, Project and Social Change in Service-Learning" (14 pgs.)
- Butin, "Justice-Learning: Service-Learning as Justice-Oriented Education" (7 pgs.)
- Bickford & Reynolds, "Activism and Service-Learning: Reframing Volunteerism as Acts of Dissent" (24 pgs.)

Supplementary Readings:
- Rocheleau, "Theoretical Roots of Service-Learning" (19 pgs.)
- Saltmarsh, "Ethics, Reflection, Purpose, and Compassion: CSL" (13 pgs.)

Week 3 Sept. 27	Conceptualizing Roles & Relations: Citizenship & The Other

Readings:
- Westheimer & Kahane, "What Kind of Citizen? The Politics of Educating for Democracy" (33 pgs.) *
- Himley, "Facing (Up To) 'The Stranger' in Community Service-Learning" (23 pgs.)   *
- Alcoff, "The Problem of Speaking for Others" (12 pgs.)

Week 4 Oct. 4	The Nonprofit Sector: Local & Global Contexts

Readings:
- CSL Non-Profit Primer (4 pgs.)
- Brodhead, "On Not Letting a Crisis Go to Waste: An Innovation Agenda for Canada's Community Sector" (24 pgs.)
- Smith, "Introduction: The Revolution Will Not Be Funded" (17 pgs.) *
- Fyfe & Milligan, "Out of the Shadows: Exploring Contemporary Geographies of Voluntarism" (18 pgs.) *

Supplementary Readings:
- Imagine Canada, *The Nonprofit and Voluntary Sector in Alberta*
- Salamon & Anheier, "Social Origins of Civil Society: Explaining the Nonprofit Sector Cross-Nationally"

Oct. 11	No Class - Thanksgiving Holiday

Week 5 Oct. 18	Social Economy, Social Entrepreneurship, Social Change

Readings:
- CERSP brochure, "The Social Economy in Canada" (2 pgs.)
- McMurty, "Social Economy as Political Practice" (11 pgs.)

- Defourny, "Introduction: From Third Sector to Social Enterprise" in *The Emergence of Social Enterprise* (e-book, available online through UA Library) (29 pgs.)
- Kivel, "Social Service or Social Change?" (21 pgs.) *
- "Homeless people give alternative guide to London," http://www.guardian.co.uk/society/2010/aug/25/homeless-guides-tour-of-london

Guest speaker: Anna Bubel (To Be Confirmed)

Supplementary Readings:
- Moulaert & Ailenei, "Social Economy, Third Sector and Solidarity Relations: A Conceptual Synthesis from History to Present"
- Ninacs, "A Review of the Theory & Practice of Social Economy in Canada"

- Part 2:   Documenting (for) Social Change: Methods & Case Studies -

Week 6	Social Research: Methods & Methodologies
Oct. 25	

Readings:
- Schratz and Walker, "Social Research as Social Action" (14 pgs.)
- Harper et al., "Community Narratives: The Use of Narrative Ethnography in Participatory Community Research" (19 pgs.) *
- Reid, "Advancing Women's Social Justice Agendas: A Feminist Action Research Framework" (15 pgs.)   *
- Pink, "Planning and Practicing 'Visual Methods': Appropriate Uses and Ethical Issues (22 pgs.)

Supplementary Readings:
- Wagner, "Observing Culture and Social Life: Documentary Photography, Fieldwork, and Social Research"
- Stanczak, "Introduction: Images, Methodologies, and Generating Social Knowledge" in *Visual Research Methods: Image, Society, and Representation*
- Pink, "The Visual in Ethnography: Photography, Video, Cultures and Individuals" in *Doing Visual Ethnography*

Week 7	Public Health & Homelessness: Social Media, Mobile Technologies, and Oral History
Nov. 1	

Readings:
- Social Tapestries (4 min. movie): http://socialtapestries.net/outcomes/Social_Tapestries_2006.mov
- DoDoLab website, "Program Description" and "Nodes":http://dodolab.ca/

- Fearless City Mobile website: http://www.netsquared.org/projects/fearless-city-mobile
- W2 Creative Media Arts Vancouver website: http://www.creativetechnology.org/
- Mobile Active website; read "Areas of Practice": http://mobileactive.org/
- Urban Tapestries, "Public Authoring," http://research.urbantapestries.net/author.html
- Lane, "Social Tapestries: Public Authoring and Civil Society" (9 pgs.)
- Kerr, "'We Know What the Problem Is': Using Oral History to Develop a Collaborative Analysis of Homelessness from the Bottom Up" (20 pgs.) *

Guest: Dr. Gordon Gow, Graduate Program in Communication & Technology, Faculty of Extension

Supplementary Readings:
- Urban Tapestries Project website: http://urbantapestries.net/
- Rheingold, "Mobile Media and Political Collective Action"
- Eyrich-Garg, "Mobile Phone Technology: A New Paradigm for the Prevention, Treatment, and Research of the Non-sheltered 'Street' Homeless?"

Week 8	Violence Against Women: Photography & Memorialization
Nov. 8	

Readings:
- Culhane, "Their Spirits Live within Us: Aboriginal Women in Downtown Eastside Vancouver Emerging into Visibility" (15 pgs.) *
- Clarkes, *Heroines: Photographs* (including essays)

Film Viewing:
- Feingold, *Heroines: The Photographic Obsession of Lincoln Clarkes*

Supplementary Readings:
- Butler, "The Hero of Heroines," *Mosaic* 37.4 (2004): p. 275, 22 pgs.
- Online articles re: Artistic Representations of Missing Women: http://csl300fall2010.blogspot.com/2010/08/art-about-missing-women.html

Week 9	Environmental Sustainability & Climate Change: Community Mapping & Visual Communication
Nov. 15	

Readings:
- Greenmap.org: http://www.greenmap.org/greenhouse/home
  - http://www.greenmap.org/greenhouse/en/about
  - Read: Intro, Mission Statement, Making a Green Map, About Green Mapmakers, Impact
- UVic Community Mapping: http://mapping.uvic.ca/resource_centre

      o   Resources: http://mapping.uvic.ca/centre_details
      o   UVic Community Green Map: http://mapping.uvic.ca/geobrowser
- Parker, "Constructing Community Through Maps? Power and Praxis in Community Mapping" (16 pgs.) *
- Doyle, "Picturing the Clima(c)tic: Greenpeace and the Representational Politics of Climate Change Communication" (22 pgs.) *

Guest: Dr. Christopher Fletcher, Anthropology (To Be Confirmed)

Supplementary Readings:
- van Weelden, "Possible Worlds" in *Else/Where: Mapping New Cartographies of Networks and Territories*

Week 10	The Human Rights Movement: Life Narrative, Video, & Digital Storytelling
Nov. 22	

Readings:
- Smith and Schaffer, "Conjunctions: Life Narratives in the Field of Human Rights" (24 pgs.) *
- "Empowering Human Rights Through Video: An Interview with *Witness*' Sam Gregory," http://www.alliancecm.org/cmr/human-rights/empowering-human-rights-through-video-interview-witness-sam-gregory
- "Videos in Action: *Witness* Case Studies," http://www.witness.org/index.php?option=com_content&task=blogcategory&id=24&Itemid=60
- Centre for Digital Storytelling: http://www.storycenter.org/index1.html
      o   Case Studies: http://www.storycenter.org/cs_socialjustice.html
- Fletcher and Cambre, "Digital Storytelling and Implicated Scholarship in the Classroom" (23 pgs.) *

Guest: Naureen Mumtaz, Graduate Student, Visual Communication Design
or Film: *24 Days in Brooks* (NFB online) (To Be Confirmed)

Supplementary Reading:
- Stories For Change website: http://www.storiesforchange.net
      o   About Digital Storytelling: http://storiesforchange.net/about_digital_storytelling

Week 11	Catch Up, Wrap Up, Consultations Class
Nov. 29	

Readings:
- Dunlap et al., "White Students' Experiences of Privilege and Socioeconomic Disparities"
- Revisit Imagining America Objectives

Course Evaluations
Conversations & Consultations about Final Projects

Week 12 Dec. 6	CSL Project Presentations
Dec. 8	Final Paper Due

Assignment Details

Assignment Due Dates	
CSL Participation	
- Note of Placement Preference	On or before Friday, September 17, 5pm
- Student Agreement Form	Wednesday, September 22
- Hours Log	December 6
- Evaluation	November 29
Discussion Exercise	Various
Notebook	
- Part 1 (4 entries)	November 1
- Part 2 (4 entries)	November 29
Final Project:	
- Proposal & Bibliography	Friday, November 12, 4pm
- Ethics Statement, if applicable	Friday, November 12, 4pm
- Critical Analysis Paper	Wednesday, December 8, 4pm
- Presentation	December 6

CSL Participation (20%)

CSL participation is a required part of the course. Students are required to work between 30 and 35 hours with a chosen community organization over the term. Before you meet with your community supervisor, take some time to think about how you work best and what kind of volunteer schedule will work best for you. Many students find that having a fixed day and time for CSL work is an effective time management strategy.

Grades will be awarded for completion of the requisite 30-35 hours and for sharing your experiences and insights in class, as well as for completing the following administrative assignments:

1. Note of Placement Preference
   - Due: on or before Friday, September 17, 5pm
   - In a brief email (2-3 coherent paragraphs), indicate your placement preferences. Explain which *two* (2) organizations you would most like to work with and why. Consider the following questions:
     - What experiences and/or skills do you bring to your placement?
     - What interests you most about this placement?
     - What do you want to learn from this placement?
   - There are a limited number of placement spots available, so your first choice may not be available. Be prepared to work with either organization that you select.

2. CSL Student Agreement Form
    - Refer to CSL Guidebook
    - Due: No later than Wednesday, September 22
    - Please bring to class on Monday, September 20 or drop off Agreement Form during my office hours on Wednesday, September 22

3. CSL Hours Log
    - A record of dates, hours worked, activities/tasks performed, and total hours
    - Must be signed by your community supervisor to verify completion
    - Due: December 6

4. CSL Evaluation (November 29, in class)

I also expect that you will use your experiences in your service organization to reflect and write critically about key course concepts and theories. You will be expected to bring your CSL experiences and insights to the class. Be prepared to share your CSL experiences with your colleagues via discussion and written assignments.

Discussion Exercise (10%)
Once during the term, you will be responsible for leading the discussion on a selected reading. Your task here is *not* to summarize the reading, but to prepare a discussion exercise related to the reading and the week's topic or issues. For example, you can: isolate key quotations to investigate further; outline discussion questions raised by the reading; bring in a related newspaper or magazine article or a video clip with which to frame your discussion exercise; plan a game or an activity. You may refer to other course material and readings, particularly other readings for that week. Assume your classmates have completed the readings. While you do not want to summarize the reading(s), you may start by establishing the main ideas of the article. You'll want to use the reading as the starting point for your exercise. You have a maximum of 10 minutes to present or outline your exercise; then we will spend 20-30 minutes on your exercise. Please hand in a 1-page overview of your exercise as well as copies of any materials you use. We will determine a schedule in class on September 20 and student-led discussion exercises will begin September 27.

Notebook (30%)
Your notebook will be a place for you to describe, reflect on, and analyze your CSL experiences weekly. Think of your notebook as a place not only to record significant events or experiences, but also to self-reflexively analyze them. Part of your self-reflexive, critical analysis should include making connections between assigned readings, lecture or discussion topics, and your CSL work. Although topics will not be formally assigned, I will occasionally pose questions to direct your writing.

Be prepared to share your writing, or at least parts of it, in class.   Bring a hard copy of your week's writing with you to each class, or have your writing available with you electronically.

Format and Submission Requirements
- Date and title each entry. Give an appropriate, descriptive title, as opposed to "Entry 1."
- Each entry should be 250-500 words (typed, 12 pt. font, double spaced). Be concise and direct with your ideas. Forego long introductory paragraphs and overly formal writing formats. Use an active written voice.
- Writing skills matter; check grammar, punctuation, spelling, etc.
- Make sure to cite all sources used in text, with a reference list at the end, using either MLA or APA citation style.
- Notebooks may be submitted as electronic copies by email or as paper copies. If you choose to submit the journal electronically, it must be a Word document (.doc) or an rtf file, and it must be submitted by the beginning of class. ***Anything submitted to me late or unreadable for ANY reason will be considered late and will not be accepted. Please note, I will not entertain computer bugs or internet glitches as legitimate excuses for late submissions***.
- Dates: You should have an entry for each of the following dates:

  - Week 3, September 27   - Week 7, November 1
  - Week 4, October 4   - Week 8, November 8
  - Week 5, October 18   - Week 9, November 15
  - Week 6, October 25   - Week 10, November 22

- Notebooks will be collected and graded twice during the term:
  - (1) November 1 (15%)
  - (2) November 29 (15%)
- If you would like feedback on your notebook writings before or between submission dates, please feel free to consult with me.
- Your notebook submissions will be evaluated on both quality and quantity. Quality refers to the connections between course concepts, course materials, and your CSL experiences. Quantity refers to your completion of entries for each of the weeks listed above.

Content Guidelines
- Entries may reflect on the week past and/or on the upcoming week.
- You must follow *ethical guidelines* in your journals. You must maintain high degrees of *confidentiality* and *anonymity*, especially when referring to people with whom you are interacting at your CSL placement. While you can include anecdotal experiences, you must protect the identity of clients, other volunteers, and agency staff. Use pseudonyms and do not include any personal information that might identify any client, volunteer or staff person. Refer to events in a broader context; focus on the social/political circumstances of the situation rather than individual, and analyze your own experience of events that you describe. Through these practices you demonstrate academic integrity and respect for the individuals with whom you come in contact.
- Your entries will report and reflect on your CSL placement (the practices and goals of your organization, the specific work you are doing, situations you encounter, etc.). This can and should include personal thoughts and reactions, but should mostly report on key experiences and observations arising in your CSL placement.
- Whenever possible, your entries should also reflect on experiences and observations in your CSL placement in relation to course material. Consider how course materials and your CSL experiences inform, overlap with, or contradict each other.

- You may use the following as a kind of template for your entries. It may help keep entries manageable and provide a clearer structure to work with, but it is just a suggestion. Include detail to add specificity and encourage analytic depth.

1. Describe a Significant Experience
Consider structuring each entry around a specific experience. Start with a brief description of the event or experience (i.e., an interaction – positive or negative – with a program participant or a supervisor, an interaction between clients or workers, the culmination of a project you've been working on, a mistake you made, a problem you solved or couldn't solve, some kind of moment that illuminated a concept from the course readings for you – an "ah-ha" moment).

2. Describe the Significance of the Experience
Explain why you've chosen to write about this event or why you find this experience significant. Why did this moment strike you as significant? What did you learn from the experience? Was the experience significant for others involved? What concepts from the course readings does this experience remind you of? How does this experience link to course themes and concepts?

3. Analyze the Experience and Link to Course Concepts
Part of the significance of a chosen experience might be its link to a course theme, but you need to analyze that connection. Explain how your experience exemplifies/ illustrates/challenges/problematizes an idea from the readings. Be specific and draw directly and explicitly on course material. Use direct quotations where necessary to support your ideas and analyses. How has this experience affected your understanding of concept x? How has this experience affected your understanding of your role as a learner, as a volunteer, as a researcher, etc.? How has this experience shaped your understanding of social change?

- You may want to reverse the order of this template and start with a direct quotation from the readings that particularly intrigued you because you saw it somehow operating in your placement or providing a framework for your interpretation of an experience.

Questions to Get You Writing
You do not need to answer these questions directly. They're here to get you writing if you're stuck.

- Why do I want to do CSL? Why do I want to work with this particular organization? Revisit these questions throughout the term.
- What did I do this week at my placement?
- What did I particularly enjoy or find interesting this week (at my placement, in the class, in the readings)?
- What did I find boring, upsetting, frustrating?
- What did I learn this week at my placement? How has what I learned this week affected the way I understand the work I'm doing or the work the organization is doing or the way I understand the idea of x, y, z?
- Do I fully understand the goals of this organization? What goals do I most or least admire? Why?
- From what I've seen, what does the organization do to best meet its goals? How are those goals congruous or incongruous with the work I've been assigned and/or what I'm learning as a university student?
- How are the goals and work of the organization tied to broader social, cultural, political issues and structures?

- How are power relations evident in this organization?   How are they significant? How do they affect the work that gets done?
- How does this organization deal with issues related to broad social, structural conditions?
- How does the organization conceptualize social change? What does this organization do that I might consider part of the processes of social change?

Final Project

Proposal & Bibliography (10%)   + Ethics Statement, if necessary

All types of final projects require a proposal. You will prepare a 1-2-page (350-400 words) proposal that outlines your project as well as a bibliography of 4 academic sources (other than course material) that you will use. A good proposal is direct and specific. The proposal should clearly identify your topic and map what you plan to accomplish in the project. Double space your work and type in 12-point font, please. Be sure to cite any ideas (paraphrased or quoted) that are not your own using either MLA or APA guidelines.

The proposal should include the following:
1. a good title
    - no longer than 80 characters
    - should clearly indicate what the project is about
2. a clear statement of your topic (1 sentence)
3. a statement of purpose or objective (1-3 sentences)
    - Why are you writing about this topic?
    - What is important about this topic?
4. clear "research" questions (2-3 rhetorical questions)
    - What questions are guiding your work?
    - What do you really want to explore here?
    - What do you really want to know?
5. approach to the topic/organization of the paper (2-3 sentences)
    - Try to envision a logical way to present your material or go about producing your project.
    - In what order will you present your material to best address or represent the topic?
    - Provide a map of the way that the paper could go or what the project will accomplish.
    - Let me know where you think you're headed.
6. Append a bibliography of 4 academic sources to your proposal.

Consider using direct phrases like, "This project will examine . . ." ; "In this project, I will . . ." ; "The goal of this project is to . . ."; "The main issue that this project addresses is . . ."; "This project asks the following question: . . ."; "This project aims to (or suggests an) answer (to) the question, . . ." Avoid generalizations or broad and vague statements. Be as specific as you can.

Critical Analysis Paper (25%)

Given that this course is about multiple strategies and approaches to research, community-based work, and social change, the final project gives you an opportunity to practice and/or examine one of those strategies or methodologies in a way that connects to your CSL work over the term.

You have a couple of options here and I encourage you to be creative. The goal of this assignment is to explore a social issue that interests you through practicing or exploring a specific research methodology or community-based strategy of documentation. Your final project must link in some way to your CSL placement. We will have ongoing conversations about linking your CSL work to your research and course material, but I encourage you to come see me to talk about how to incorporate your CSL work into this final project.

Option 1 Research Paper
You may write a conventional research paper (10-12 pages, double-spaced, excluding title page and bibliography) on a topic related to course concepts and your CSL placement. Your paper should cite 8 academic sources as well as course material. As with conventional research papers, the paper should develop and support an original thesis. Your focus may be issue-based or method-based. That is, you may pick an issue that you want to know more about and research it, or you may choose a method of documentation that you may want to know more about and research it. You may, for example, explore the complexities of oral history as a research strategy when working with homeless people. Another example: you may explore the Green Map movement and evaluate its effectiveness in changing attitudes towards climate change. Another example: you may examine the ethical considerations of participatory action research when working with children. Remember, your research must link clearly to your CSL work and to course concepts and guiding course questions.

Option 2 Documentation Project
You may choose one of the strategies of documenting social change that we've examined during the course (i.e., digital storytelling, documentary film, community mapping, oral history, practices of memorializing, personal narratives, photography, social media) or a strategy that we haven't had a chance to explore (i.e., various artistic practices or uses of technology, podcasting, descriptive mapping, memory-work, etc.) and practice that strategy. Some examples: you may produce a digital story or a podcast, or, if it's appropriate to your placement and approved by your community supervisor, you may design an activity using photography or produce a dramatic play as part of your CSL project to explore community-building. Your product (film, photo collection, map, podcast, oral history, etc.) will be accompanied by a 6-8-page analysis of your process and its outcomes. You must reference at least 5 academic sources. Your critical analysis should consider the course's key questions, namely, how is this strategy effective for documenting and/or enacting social change? And, again, you need to link this analysis to the work you've done in your CSL placement.

* Ethics Approval Required: You will need to obtain ethics approval from me for any project that involves working with human subjects. You must submit an Ethics Statement with your Proposal & Bibliography. Please see the handout, "Meeting Ethics Requirements for your Final Project" for a template of the Ethics Statement and Consent Form. You may not, under any circumstances, work with vulnerable persons, including children, institutionalized individuals, or anyone who is unable to provide informed consent.

Option 3 Documentation for your CSL Organization
You may choose one of the strategies of documenting social change to produce an effective product for your CSL organization. If it is not feasible to produce a documentary film for your organization, for example, but you are convinced of the idea's effectiveness for bringing about

social change in this particular context, you may devise a detailed plan for the film. In the case of the film, you may outline a script, but also provide information on costs and available resources. *The main idea with this option is that you produce something that your organization can use.* As in Option 2, the product will be accompanied by a 6-8-page analysis of your process and its outcomes. You must reference at least 5 academic sources. Your critical analysis should consider the course's key questions, namely, how is this strategy effective for documenting and/or enacting social change? Why is this an effective strategy for your community organization? The work you do here is not considered part of your assigned CSL project, although it may be related. For example, if your organization has asked you to research how to build stronger, longer-lasting ties among the community members it serves, you may design an activity using one of the strategies we've discussed. You may, for instance, begin an oral history project and collect one or two stories from people in that community. You would then reflect on the process, your findings, and make suggestions for how your organization might use this strategy and/or the findings. This work would be in addition to your 30-35 hours, however. As the term goes on, you may see gaps in how your organization engages people or collects information for the purposes of bringing about social change, or you may find certain activities or work that the organization does worthy of documentation.

* Ethics Approval Required: You will need to obtain ethics approval from me for any project that involves working with human subjects. You must submit an Ethics Statement with your Proposal & Bibliography. Please see the handout, "Meeting Ethics Requirements for your Final Project" for a template of the Ethics Statement and Consent Form. You may not, under any circumstances, work with vulnerable persons, including children, institutionalized individuals, or anyone who is unable to provide informed consent.

Presentation 5%
At the end of the course, all students will briefly present an overview of their final projects. Depending on our final numbers, you'll have 10-15 minutes for your presentation. Your presentation will provide a brief description of your CSL work and then move into a description and/or demonstration of your final project. You will receive a complete/incomplete grade for this presentation. CSL community supervisors will be invited to attend the final presentations.

Other Important CSL-Related Notes

What is CSL?
Community Service-Learning integrates community-based activities with classroom learning. Students volunteer with a non-profit community organization (see Placement List) for a minimum of 30 hours over the semester. You will be expected to have an engaged presence in the community throughout the semester and to reflect on your experiences on regularly using course content as a basis for your understanding and analysis.

For further information about CSL, including the Certificate in CSL, see
http://www.csl.ualberta.ca/

Community Supervisor
Think of your community supervisor as a co-educator and mentor in the course. You can learn a lot from them, perhaps more than from the classroom or the instructor. Accord your supervisor due respect and courtesy. Remember, they also want to learn from you, just as I do, so be open to discussing any relevant issues that come up for you.

Ethics, Confidentiality, and Respect
Familiarize yourself with the "Safety and Ethical Guidelines for CSL Participants" in the CSL Guidebook, pg 5.

Student Confidentiality and Anonymity
Your written material and in-class discussions may incorporate anecdotal information drawn from experiences at your CSL placement, but you must take steps to avoid any identifying information. Do not use real names; do not include details that would allow a reader to deduce anyone's identity.

Confidentiality and Respect
You may be privy to sensitive parts of people's personal and social lives. Consider how often you are privy to intimate details of those around you. As we draw on our experiences outside of the classroom in class, please maintain high degrees of confidentiality. Respect peoples' intimacies with confidentiality.

Research Ethics
Should any student choose to represent any other person or his/her experiences, s/he must obtain permission from the subject. People subject to representation must be able to provide informed consent. If people are not able to provide informed consent, then they must NOT be represented. Subjects must be informed that they are able to withdraw consent at any time, before or after being represented, and that they are not obliged to provide reasons for the withdrawal of consent. If you choose, for example, to interview someone or to photograph them, you must document their consent; consent forms are available from the instructor.

Vulnerable Persons
We will also discuss ethics and research ethics at various points during the class as we explore case studies that involve working with vulnerable persons. We will **not**, however, be conducting research with vulnerable persons. For your reference, vulnerable persons include children, institutionalized individuals, and other individuals who are incompetent to provide consent. From the University of Alberta's GFC Policy Manual: "SECTION 66 / 66. HUMAN RESEARCH—UNIVERSITY OF ALBERTA STANDARDS FOR THE PROTECTION OF HUMAN RESEARCH PARTICIPANT **VULNERABLE PERSONS— those whose lack of competence and/or decision-making capacity make them vulnerable**. Children, institutionalized persons or others who are vulnerable are entitled, on grounds of human dignity, caring, solidarity and fairness, to special protection against abuse, exploitation or discrimination."