

UNIVERSITY OF ALBERTA

CSL 100

Introduction to Community Engagement

Fall 2013 (3 credits)
September – December, 2013
University of Alberta North Campus

Tuesday & Thursday 9:30-10:50
Location: HC 2-34

Instructor:

Dr. Zane Hamm

Faculty of Education, Educational Policy Studies

zhamm@ualberta.ca

7th Floor, 133A Education North

Office Hours: email to set-up a time

The course website is accessible on line via E-Class: <https://eclass.srv.ualberta.ca>

Introduction to the CSL 100 course

CSL 100 is an interdisciplinary introduction to community and civic engagement for students interested in preparing the groundwork for undertaking experiential educational opportunities. This course serves as a foundation for internships, Study Abroad, and Community Service-Learning (CSL). The course integrates the following components and principles:

- an intensive service-learning component engaging students in a short but in-depth community volunteer project of direct relevance to the course topics and themes
- it is interdisciplinary in course content; students are from a variety of disciplines and faculties

Introduction to Community Engagement

Students will explore key questions, including: What does “community engagement” mean? How and in what ways can students be involved and engage with their community? How are theory, research, and practical experiences connected? In this course, we will explore concepts of “community” and engagement, and examine the role that experiential education has in engaging with community. We will explore questions and concepts of community, community engagement, citizenship, social responsibility, and experiential education through theoretical and practical approaches in the classroom and in the community.

As part of this course, students will participate in community service-learning (CSL), which integrates community-based activities with classroom learning. For 20 hours over the semester, students will work with a local non-profit community organization. We will reflect on our CSL experiences to deepen our understanding of community and social issues. Students will also explore research tools and skills that will provide a foundation for future experiential education opportunities.

Objectives

Build Theoretical & Practical Frameworks

- To critically examine the concepts of community engagement, student engagement, communities, active education, and socially responsible citizenship by exploring theoretical and practical approaches to community and civic engagement.
- To understand concepts through practice, reflection tools, and research methods
- To provide an introduction to reflection tools and methods that will put into practice or apply theoretical frameworks and concepts.

Unify, or Bridge Theory and Practice: Community Service-Learning

- To integrate theoretical and practical approaches to community and civic engagement through community service-learning (CSL). Engaging with community through CSL placements to reflect on and raise questions about these concepts and understand how they are applied.
- To encourage students to cultivate an ability to be part of knowledge construction and co-construction with community members, and revise theoretical understandings and frameworks based on 'lived experience'.

Course Environment and Pedagogy

In-class sessions will primarily use a seminar format, but we will also use a variety of teaching and learning strategies, including: lectures and individual and group activities, storytelling and other narratives, audio-visual components, and reflective techniques. To participate effectively in and benefit fully from class discussions and other activities, you are expected to have finished all assigned readings before each class. The course pedagogy will be guided by my commitment to challenge each course participant in a respectful learning environment.

The goals of this course are not only to understand the key facets of community engagement and community service-learning, but also to build analytical interdisciplinary tools and firsthand experiential knowledge of the community experiences in the context of Alberta. As outlined in more detail in the schedule below, we will explore community engagement and sustainability through:

- a series of readings and in-class presentations introducing us to concepts and case studies
- guest speakers
- introductions to theories and methods for interdisciplinary analysis of community
- preparation and implementation of community engagement projects with Edmonton community organizations
- creation of class projects and presentations that reflect ongoing learning across course material and CSL activities

Course Themes and Concepts

Topics may include: exploring the meaning of community, understanding experiential education – definitions, types and history, defining community service-learning, examining meanings of engagement (student, community, civic), differentiating types of engagement (volunteerism, activism, public service, advocacy), understanding the non-profit sector – definitions, characteristics and history, understanding citizenship (individual, political, global), social capital, social change, social justice, community-based research, and participatory action research (PAR), forms of knowledge and power, power and privilege, marginalization and vulnerability, knowledge production and kinds of knowledge, social media and technology, and intercultural education. In discussion, we may also explore community social and economic development, current issues and responses in community engagement (considering scope and scale), policy cycles, and global perspectives.

Course Assessment & Evaluation

- 1. Course Contract (15%) Throughout the term**
- 2. Portfolio (25%) Assessed throughout the term, First due date October 8**
- 3. Mid-term Evaluation (10%) October 24**
- 4. CSL Deliverable & Presentation (25%) November 19 & December 3**
- 5. Final Integrative Assignment (25%) Due December 5**

Schedule and Readings

Texts and Class Materials:

There is no required text for this course. The course material and readings will be available on E-class. You may be required to search for supporting materials through the University of Alberta database.

Course Website:

The course website is <https://eclass.srv.ualberta.ca>. The majority of course materials and the obligatory on-line forum will be available on this site throughout the term.

Instructor Background and Availability:

My formal background includes a PhD in Educational Policy Studies with a Specialization in Adult Education. I have a Master's degree in Education (MEd) in International/Global Education and have worked in numerous international and experiential education organizations including Canada World Youth, Canadian International Development Agency (CIDA), Kativavik, and Ship for World Youth, and Leadership Initiative for Earth. My work and volunteer commitment in the non-profit field includes 15 years of experience with local and international organizations related to health and community development. My research interests include rural youth mobility and migration, school-work transitions including youth in the trades, community engagement (CSL!), and intergenerational education. I teach MBA courses in Community Economic Development and an Educational Policy Studies course in adult education programming. I grew up on a farm in rural Saskatchewan.

I am available to meet with you to answer questions and to support your learning and your success in the course. Please contact me at zhamm@ualberta.ca to arrange an appointment time.

Policies and Expectations:

Policies about course outlines can be found in 23.4(2) of the University of Alberta Calendar

Student Support Centre: For support in developing strategies for time management, study techniques, or exam preparation, contact: Academic Support Centre (2-300 Students' Union Building).

Late Policy: Late arrival to class will impact your class contract mark. Late assignments will be deducted 3% per day. Please contact me in advance if alternate arrangement must be made.

Class Schedule & Expectations

- Course materials and readings available online or available to students as PDF on the course website (Eclass)
- Please have copies of assigned readings with you in class (paper or electronic form).
- Please note that there may be minor changes to the schedule throughout the term. All changes will be announced in class or on Eclass. You are responsible to know about course schedule or readings.
- Readings are to be completed for the beginning of the week unless otherwise noted.
- You are expected to be on-time. Please turn off distracting tech devices, and engage in class discussion.

Course Reading Module on-line link – Selected readings will include required and recommended articles related to community engagement, community service-learning and adult education.

Week 1 – Welcome to CSL & Introduction

Overview of the course: Introduction to CSL as a pedagogy, choosing CSL projects, meet community partners

- Introduce conceptual frameworks for the course
- Form interdisciplinary teams for study and for CSL projects

Thursday, September 5 – Introduction to Community Service-Learning (CSL)

Introductions to course and overview

- CSL Program Introduction & “What is Community Service-Learning?” (CSL Guidebook)
- Explore purpose of connecting theory – practice, and assignments for reflections (e-portfolio, study groups)
- Link theme of Community Engagement with course content and assessment
- Introduction to Community Partners and “Choosing the Right Placement”

Readings:

CSL Guidebook: <http://www.casl.ualberta.ca/Students.aspx>

CSL Placement List, Course Syllabus and other important course documents on EClass.

“How to choose a placement” - PDF

“Ethics in Helping” (CACSL)-PDF on E-Class Site

Actions for this week:

Log onto course website (Eclass)

Read the course syllabus, course contract and other course documents

Read and be familiar with CSL Guidebook (available on CSL website)

Review CSL Placement List

* CSL partners will visit with us in the classroom. Please read the CSL Placement list before class and prepare any questions you may have about the placements. **Email CSL placement choices - due Friday, Sept. 6th, noon.**

Week 2 – September 10 & 12 Theoretical Foundations of Adult Learning & Theories of Community

Tuesday, September 10:

- **Review Details** – how to log-on to CSL site, forms, deadlines
- **Explore Foundations of Adult Education and Community Service-Learning** (CSL Guidebook)

What is Community?

Exploring key terms, history, and context

- Exploring key concepts of community, service, engagement, and learning

Learning with/in Community

- Roots of community organizing and adult education in Canada and in Alberta

Readings:

Bhattachararya, J. (2004). Theorizing community development. *Journal of Community Development Society*, 34(2).

“Experiential Education” (CACLS) – PDF on EClass

Encyclopedia of Informal Education, “Community” <http://www.infed.org/community/community.htm>

“Non-profit primer” – PDF in reading file on EClass

Thursday, September 12 - University & Community: Bridges and Boundaries

- **Understanding and Conceptualizing your “Community”**
- **Exploring the University Community**
- **Introducing debates on CSL pedagogy and practice**

Prepare Community Mapping Assignment:

1) Situating yourself: Discovering your community (can be geographical, areas of interest, values...)

To which communities do you belong?

What does it mean to be part of this community? What brings people together? Who makes the decisions? Who is left out?

2) Community building in practice: Mapping your community.

a) Identify non-profit or service organizations in your community. What factors characterize them as part of the non-profit sector?

b) How is your chosen CSL placement situated in the community (location, what need does it address)? How and in what ways does it strengthen the community?

Readings:

Fish (2004) “Why we Built the Ivory Tower”

<http://nytimes.com/2004/05/21/opinion/why-we-built-the-ivorytower.html> (2 pages)

Fish (2003), “ Aim Low” <http://chronical.com/article/Aim-Low/45210> (2pages)

Muzak & Woollard, “The Politics of CSL in University Education” (6pages)

Butin, D. (2007). Focusing our aim: Strengthening faculty commitment to community engagement. *Change*. Nov-Dec. pp. 34-38. (4 pages)

CSL Student Agreement: <http://www.csl.ualberta.ca/Students.aspx>

Supplementary Reading:

Anderson, B. (2006) *Imagined Communities. Reflections on the origin and spread of nationalism* (revised edition), London:Verso.

- **Watch EClass site for additional instructions on e-portfolio**

Do this week:

- Contact your community partner to meet, discuss and sign Student Agreement forms.
- Complete security checks at CSL office (see CSL Guidebook for details and due dates).

Week 3 – September 17 & 19 – Models of Service & Theories of Service Learning

- **Exploring Models and Theories of Service Learning**
- **Situating ourselves in the debates on CSL**

***Student Agreement Forms Due in-class**

Readings:

Morton, K. (1995). The irony of service, charity, project and social change in service learning. *Michigan Journal of Community Service Learning* 2(1).

Butin, "Service-Learning as Postmodern Pedagogy"

- Selected readings to be added to eclass

Complete this week:

Follow-up with any unfinished business – contract and security checks

Week 4 – September 24 & 26 – Exploring Power and Privilege

- **Defining and examining power and privilege**
- **Reflecting on individual and collective power and privilege and connections to CSL**

Readings:

Dunlap, et al. (2007). White students' experiences of privilege and socioeconomic disparities: Towards a theoretical model.

McIntosh, "White Privilege and Male Privilege"

Himley, "Facing (Up To) 'The Stranger' in Community Service-Learning"

In-class activity: Understanding Privilege

Week 5 – October 1& 3 - Citizenship, Engagement & Social Capital

- **Defining Citizenship**
- **Exploring Citizenship and Education**

Readings:

Rocheleau, "Theoretical Roots of Service-learning: Progressive Education and the Development of Citizenship"

Muller, J. (2013). Capitalism and Inequality What the right and the left get wrong. *Foreign Affairs* 22, (2). March/April. Pp. 30-51.

Westheimer and Kahne (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41 (2). Pp.237-269.

Social Capital Readings to be added to eclass

See overview of social capital at: http://www.infed.org/biblio/social_capital.htm

Due Tuesday this week: Snapshot #1**Week 6 – October 8& 10 – Community Sector, Non-profit and Social Economy**

- **Defining and connecting Social Economy and Community Sector**
- **Examining frameworks for community and social economy**
- **Understanding the scope and scale of non-profit sector**

Readings:

Quarter, Mook, and Armstrong (2007). *Understanding the Social Economy* [article and framework provided on eClass]

Gibson, D. (2012). *A social policy framework for Alberta: Fairness and justice for all*. Edmonton, Alberta. Parkland Institute and Alberta College of Social Workers.

‘About the non-profit sector’ – CSL website

CERSP brochure (2008), “The Social Economy in Canada”

Case Study: Edmonton Chamber of Voluntary Organizations

Guest Speaker: TBA – Understanding the Non-profit Sector

Week 7 – October 15 & 17 - Community Sector, and Transforming Community

- Exploring the community sector
- What does it mean to “engage”? What does it mean to “serve”? How and in what ways is it possible to “transform” community? [Bridges and Road Blocks]
- Who, what, when, where, why and how? - Impacting social change

Readings:

Wolch, (1996). The shadow state: Transformations of the voluntary sector.

Kivel (2000). Social Service or Social Change?

Okon, U. (2012). *An introductory guide to social enterprising for Bissell Center*. Edmonton, Alberta: University of Alberta Non-profit Board Development (NPBD Program).

Additional readings TBA on e-class

*Community Field Trip – Details to be discussed in-class.

Week 8 – October 22 & 24 – Mid-term Review and Evaluation

- Clarifying concepts and reflecting on course themes
- Reflections on individual and collective learning (in-class, project site, in the community)

October 22 – Mid-term Review, Reflections on Learning & Discussion Café at Kids in the Hall Bistro

October 24 – Mid-term Evaluation and Reflection (in-class)

- Due this week: Snapshot #2

Week 9 – October 29 & 31 – Community-based Research, Arts-based Engagement & Strengthening Healthy Communities

Tuesday, October 29:

Community-Based Research: Issues and Methods

Flicker et al, (2008). A Snapshot of Community Based Research in Canada: Who? What? Why? How?

Community-University Partnership (CUP) website: <http://www.cup.ualberta.ca>

Case Study: Centre for Digital Story Telling
Guest Speakers & Workshop on Photovoice

Thursday, October 31:
Creative Community Engagement

Christensen, J. (2012). Telling stories: Exploring research storytelling as a meaningful approach to knowledge mobilization with Indigenous research collaborators and diverse audiences in community-based participatory research. *The Canadian Geographer / Le Géographe canadien*, 56 (2), 231-242. Retrieved from <http://onlinelibrary.wiley.com/login.ezproxy.library.ualberta.ca/doi/10.1111/j.1541-0064.2012.00417.x/pdf>

Wang, C., Cash, J., and Powers, L. (2000). *Who knows the streets as well as the homeless? Promoting personal and community action through photovoice*. Health Promotion Practice: Sage Publishers.

Library or shelter? Compensating for Alberta's inadequate social services. In *Alberta Views*, April, 2013, p. 35-39.

Nykiforuk (2011). Photovoice as a method for revealing community perceptions of the built and social environment.

TBC - Walking tour of the Stanley A. Milner Library, Churchill Square

Week 10 – November 5 & 7 – Intercultural Education and Human Rights

Readings and guest speakers to be announced

Case Studies:

Alberta Council for Global Cooperation (ACGC); Journeys, John Humphrey Centre for Human Rights

Thursday, November 7th - Final project proposal and bibliography – bring to class for peer editing

Week 11 – November 12 (Fall Break) & 14 – Knowledge Mobilization, Research, & Educational Change

- **What counts as “knowledge”?**
- **Whose knowledge ‘counts’?**
- **Connecting research – practice: cycles of research, design, implementation and evaluation, reflection**
- **Learning to inform advocacy and policy change**

Readings:

Levin, (2009). Building a relationship between research and practice

Bloor & Wood, “Action Research”

No class November 12 – University is closed for Remembrance Day – Enjoy the Fall Break!

Week 12 – November 19 & 21 Civic Engagement, Social Media and Social Change

- **Exploring the concept of civic engagement**
- **Limits, Risks and Possibilities - social media and social action**

Kahne, J. Lee, N. and Freezel, J. (2011). The civic and political significance of online participatory cultures among youth transitioning to adulthood.

Bickford and Reynolds, "Activism and Service-Learning: Reframing Volunteerism as Acts of Dissent"

Additional Readings on EClass site

Case Study: Centre for Public Involvement

- **Due this week – Snapshot #3**

Week 13 – November 26 & 28 – Selected Topics in Community Engagement

***Readings and Themes to be selected based on students' interests and prior learning**

In-class evaluation, time for group work or community/library-based research

Draft of final project – bring to class for peer editing session

Week 14 – December 3 – Last day of class - Concluding Perspectives & Reflections

- Final project presentations/sharing session and wrap-up
- Community partners and guests invited to class

DUE: December 5 – Final Projects and Presentation Summary Due

Summary Descriptions of Course Work Components:

Course Contract (15%) Due Second Week in September, Assessed throughout the term

The course contract is a simple way to separate the steps that are important to completing a task from the end product and to ensure that students are keeping up with material throughout the term. The ultimate purpose of the contract is to set students up for success by making it clear what is expected of them by outlining this explicitly and by attaching a mark to their efforts that contributes to their overall grade.

Students are expected to participate fully in all aspects of the program: in-class discussions, volunteer projects, group work including in-class presentations and contributions to on-line discussions and forums. Assessment and evaluation will be comprised of a variety of sources including the instructors, peers and self.

*This component requires your full engagement, and it is worth your effort. Average marks are often at least (75% or a B) for course contract mark if you meet the basic requirements of the course contract.

Portfolio (25%) First Due Date October 8

Students will construct a portfolio, submitted in stages and in its entirety at the conclusion of the course that includes key components from their writing responses and artifacts of their learning through the CSL placement and course materials. The portfolio is a collection of your work that will outline your trajectory as a learner throughout the term. It is comprised of a combination of directed reflection writing (the instructor will sometimes give you a specific topic to write about; for example, written responses to specific sets of questions in response to readings and guest speakers of the week and their disciplinary perspective) and self-directed writing on your experiences related to your CSL partnership work and the class as a whole (for example, notes from class activities including readings, community mapping, class lectures, guest speakers, observations and experiences from work with your community partner, *and small-group discussion*). The e-portfolio is an opportunity for you to construct, collect and demonstrate your efforts over the term in a single location.

Mid-term Reflection and Evaluation – (10%) - Details to follow. In-class (October 24)

CSL Project “Deliverable” and Presentation (25%) Due November 19 & December 3

All of the CSL projects will involve a deliverable that students are required to submit. While these deliverables—reports, information booklets, websites, summaries—may be group projects, groups are expected to divide the tasks evenly with group members. The course instructor will support this process of group work to help ensure that work is evenly divided and that everyone’s contributions are taken into consideration. Students may use the on-line site to collaborate and develop these projects.

You will have an opportunity to prepare a 15-minute presentation that highlights your project deliverable and explains your key areas of learning. This presentation may be open to community partners and invited guests.

Final integrative paper or creative project (25%) Due December 5th

Integrative Paper

Based on the CSL project experience, course readings, and work done in the weekly reflective pieces, students will submit an 8-10 page integrative paper. Your paper should cite at least 8 academic sources as well as course materials. Your integrative paper should develop and support an original thesis. Details will follow in class.

Community Document or Tool

You may choose to produce an effective product for your CSL partner organization. The main idea is that you recognize a need or a gap within your partner organization and you produce something that the organization can and will use and that might build the capacity of the organization. The work you do here is not considered part of your CSL placement, (it is in addition to the CSL placement project) although it may be related. That is, you may not duplicate the work you’ve already done or are doing for your placement in this final project.

Creative Option

If students prefer to demonstrate their learning through a final integrative creative project, this is an option. We will outline examples in class, and students are welcome to submit a written proposal for a creative final project. The proposal will be assessed to ensure it fulfills the course requirements as a final integrative assignment.

Policies and Procedures

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

Academic Integrity

“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 Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Learning and working environment

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice:

(<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at <http://gfcpolicymanual.ualberta.ca/> .

Academic Integrity and Course Outline Policy

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 Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

Plagiarism and Cheating: All students should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected. consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss with your instructor.

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

***In this course, expectations for participation are outlined on our course contract.**

Specialized Support & Disability Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email ssdsrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

Grading:

Marks for assignments, tests, and exams are given in percentages, to which letter grades are also assigned, according to the table I will distribute in class. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course. Grades will be calculated in percentage form throughout the term and will be converted into letter form only for your final course grade. You will receive a failing grade if you receive less than 50% on all required course work, or if you receive less than 50% on the Final Integrative Assignment.