

**UNIVERSITY OF ALBERTA  
FACULTY OF ARTS  
Community Service-Learning**

CSL 100: Introduction to Community Engagement  
Winter 2016

Instructor: Dr. Daniel M. Johnson  
Class Time: Tuesday 5:00-8:00  
Class Location: HC 2-22

Email: dmjohnson@ualberta.ca  
Office Hours: By appointment  
Phone: (780) 999-4400

**Course Website:** CSL 100 eClass

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

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc?

Yes       No, not needed. No such projects approved.

**Community Service-Learning** component

Required     Optional     N/A

**Past or Representative Evaluative Course Material Available**

- Exam registry – Students’ Union  
[http://www.su.ualberta.ca/services\\_and\\_businesses/services/infolink/exams](http://www.su.ualberta.ca/services_and_businesses/services/infolink/exams)
- See explanations below
- Document distributed in class
- Other (*please specify*)
- NA

**CALENDAR DESCRIPTION**

An interdisciplinary introduction to community and civic engagement for students interested in preparing the groundwork for undertaking further experiential educational opportunities (e.g., Internships, Study Abroad, CSL).

**ABOUT CSL 100**

CSL 100 includes a mandatory community service-learning (CSL) component. Students will be required to volunteer 20 hours with a community partner outside of scheduled class time.

CSL 100 will focus on several key themes: critical pedagogy, organizing for systemic/structural social change, harm reduction, and critical approaches to community engagement and social service work.

The tone will be overtly political, oriented toward activism and social change.

## INSTRUCTOR AVAILABILITY

I work full time as the Program Manager at the Women's Emergency Accommodation Centre (E4C-WEAC). I have provided my cell phone (780-999-4400) as a means of contacting me during the day. As this phone is intended for the use of WEAC business, I ask that you only phone me regarding urgent matters that cannot be addressed in class or by e-mail.

However, please feel free to text me at this number.

I will be available to meet students **by appointment only**. Please send me an e-mail to schedule an appointment.

## COURSE GOALS AND OBJECTIVES

The course will examine how university-community partnerships can co-create knowledges and practices (theory and praxis) that are beneficial to diverse constituencies.

Course objectives include:

- To theorize ways that community-based research and practice can be used toward goals of social justice, decolonization, resurgence, and liberation
- To meaningfully engage with communities in Edmonton to co-create research projects that work toward social justice that is defined primarily by and in collaboration with community partners through community service-learning
- To engage in critical, collaborative, action-oriented research activities
- To further refine students' critical thinking, reflection, reading, and writing skills

**Announcements, course materials, and other information will be disseminated via the course website (eClass).**

## REQUIRED TEXTS

The following books are available at the University of Alberta Bookstore:

Paulo Freire, *Pedagogy of the Oppressed*, trans. Myra Bergman Ramos (1970; repr., New York: Continuum, 2010).

Colin Turbett, *Doing Radical Social Work* (New York: Palgrave Macmillan, 2014).

**Additional readings will be made available in class and via the course website.**

## COURSE EVALUATION

Class Attendance and Participation	10%	(See page 4)
Weekly Reading Question/ Topic for Discussion	10%	
Presentation	10%	
Reflection Essays	50%	
Final Project Outcome and Presentation (including CSL Completion Form)	20%	Due April 5

## LATE ASSIGNMENTS AND ABSENCES

Generally, late assignments will not be accepted. Exceptions will be made under extenuating circumstances and if suitable arrangements are made **in advance of the due date** (subject to the instructor's approval). Electronic versions of assignments will not be accepted.

In the event that you are absent from class for a prolonged period of time, please contact the instructor by e-mail to make arrangements for assignments and missed work.

## 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/>).

## 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. **Students involved in language courses and translation courses** should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in language courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and 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.

## A NOTE ON ATTENDANCE AND PARTICIPATION

Class participation comprises both regular attendance and participation in class discussions and activities. In the event of an absence, students are responsible for collecting notes and materials from a fellow student. Students are expected to be in class on time.

Participation in class also requires that students complete readings prior to the class in which they are reviewed/discussed, and coming to class prepared to make thoughtful contributions to discussions.

## SPECIALIZED SUPPORT AND 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](mailto:ssdsrec@ualberta.ca); Email; phone 780-492-3381; WEB [www.ssds.ualberta.ca](http://www.ssds.ualberta.ca)).

CLASS SCHEDULE

★ indicates the reading will be posted to the course website.

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WEEK ONE

**Tuesday, Jan. 5**

**\*\* CSL Placement Choices due by Friday, Jan. 8 at 11:59 pm (see page 7)\*\***

Introduction to CSL at the University of Alberta and community partners

Participant introductions and discussion

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WEEK TWO

**Tuesday, Jan. 12**

Readings: ★ Donna M. Bickford and Nedra Reynolds, "Activism and Service-Learning: Reframing Volunteerism As Acts of Dissent," *Pedagogy* 2, no. 2 (2002): 229-252.

★ Eric C. Sheffield, "Toward Radicalizing Community Service Learning," *Educational Studies* 51, no. 1 (2015): 45-56.

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WEEK THREE

**Tuesday, Jan. 19**

Reading: Turbett, *Doing Radical Social Work*, 1-58.

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WEEK FOUR

**Tuesday, Jan. 26**

Reading: Freire, *Pedagogy of the Oppressed*, 35-69.

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WEEK FIVE

**Tuesday, Feb. 2**

Reading: Freire, *Pedagogy of the Oppressed*, 71-124

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WEEK SIX

**Tuesday, Feb. 9**

Reading: Freire, *Pedagogy of the Oppressed*, 125-183.

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**\*\* READING WEEK \*\***

**February 15-19**

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WEEK SEVEN  
**Tuesday, Feb. 23**

Reading: Turbett, *Doing Radical Social Work*, 73-96.

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WEEK EIGHT  
**Tuesday, Mar. 1**

Reading: Turbett, *Doing Radical Social Work*, 116-143.

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WEEK NINE  
**Tuesday, Mar. 8**

Reading: ★ Dean Spade, *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law* (Durham: Duke University Press, 2015), 38-72.

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WEEK TEN  
**Tuesday, Mar. 15**

Readings: ★ Christopher B. R. Smith, "Harm Reduction as Anarchist Practice: A User's Guide to Capitalism and Addiction in North America," *Critical Public Health* 22, no. 2 (2012): 209-221.

★ Benjamin Shepard, "Harm Reduction as Pleasure Activism," *Queering Anarchism: Addressing and Undressing Power and Desire*, ed. C.B. Daring, J. Rogue Deric Shannon, and Abbey Volcano (Oakland: AK Press, 2012), 101-114.

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WEEK ELEVEN  
**Tuesday, Mar. 22**

Reading: ★ End Poverty Edmonton, "End Poverty in a Generation: A Strategy," City of Edmonton, 2015.

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WEEK TWELVE  
**Tuesday, Mar. 29**

To be announced

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WEEK THIRTEEN  
**Tuesday, Apr. 5**

**\*\* Dec. 1: Final day to hand in CSL 100 Completion Form \*\***

Presentation of Term Projects

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## CHOOSING A COMMUNITY PLACEMENT

Community partners will visit class on Tuesday, Jan. 5. This will be your opportunity to ask questions and learn more about the community partners and their projects. Please log on to the CSL Portal and review the community projects prior to this class.

On **Friday, Jan. 8 by 11:59 pm** you are asked to send the instructor an e-mail (dmjohnson@ualberta.ca) that contains the following:

- your name and contact information (these will be forwarded to your community partner)
- 1-3 sentences about why you are enrolled in CSL 100
- list any prior CSL placements you have had in University of Alberta courses
- your **top two choices** for a community placement, with 3-4 sentences explaining (1) why you have made these choices, (2) what you hope to contribute to each project, and (3) what you hope to learn from each placement
- anything else you think the instructor and/or community partners should know

You will be informed of the one community placement to which you will be assigned prior to class on Tuesday, Jan12.

## FACULTY OF ARTS GRADING SCALE

A+	94 and above	Excellent
A	90-94	
A-	85-89	
B+	80-84	Good
B	75-79	
B-	70-74	
C+	65-69	Satisfactory
C	60-64	
C-	55-59	
D	50-54	
F	below 50	