

**UNIVERSITY OF ALBERTA**  
**FACULTY OF ARTS**  
**Community Service-Learning 100 (Section X50)**  
<https://www.ualberta.ca/community-service-learning>  
Introduction to Community Engagement  
Winter 2017

Instructor: Dr. Tania Kajner  
Class time: Tues. 5-8 PM  
Location: HC 2 – 22

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Office Hours: By appointment  
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### **Overview**

CSL 100 is an interdisciplinary introduction to community and civic engagement for students interested in preparing the groundwork for undertaking experiential educational opportunities. Students will explore forms of community engagement, including engagement practices, service, and how community is understood in engagement.

Through an exploration of the many manifestations of privilege, students will be introduced to the key concepts and structures that form the context for community social action. They will develop an understanding of these concepts and explore how they shape and impact community work, how they intersect with one another in the lives of community members, and the ways in which community organizations seek to dismantle and disrupt these systems through service provision, lobbying, and advocacy.

### **Course Website**

You can access the CSL 100 course website through the eClass portal at:  
<https://eclass.srv.ualberta.ca/portal>

Students can access an online introductory training/orientation to eClass at  
<https://eclass.srv.ualberta.ca/course/view.php?id=2187>

### **Course Objectives**

In this course, students will have an enhanced understanding and critical awareness of:

- Community engagement, including the different engagement practices and how community is conceptualized.
- Concepts and structures that sustain privilege including: poverty, colonialism, gender inequity, hetero-normativity, and racialization.
- How various systems and structures intersect with one another and impact the lived experiences of community members.
- Community actions that can address the needs of citizens, and dismantle and disrupt systems that support privilege.
- The complexities of the context within which community organizations work and the supports for / constraints facing these organizations.

## Assignments

1. Class attendance and participation: 10%

For full marks students should attend class and out of class events as assigned, come to class having completed and thought about the assigned readings and course materials, and participate fully -recognizing that participation can take many different forms.
2. Photography assignment: 15%

Students will provide two photos that capture their understanding / experience of community by the date assigned. Each photo should have a one-two word descriptor (due before 2:00 pm January 22<sup>nd</sup>).

Students will participate in class process to share photos and the meaning behind them (in class on January 24<sup>th</sup>).

Students will then submit a written reflection (2 pages, double spaced, 12 pt font) exploring what community means to them and incorporating the feedback/discussion from the classroom sharing event (Due January 31<sup>st</sup>).
3. Reflective Assignment 1: 20%

Students will complete a paper (3 pages, not including references page, double spaced, 12 pt font) that summarizes Westheimer and Kahne's (2004) "three kinds of citizens" and the relationship of each to social change. Students will then reflect on their own CSL experiences to date, or other experiences working for social change and explore their own practice of citizenship. Finally, students will offer two key critical points about the models of citizenship presented in the article and explicitly state how these critical points link to/ emerge from their own experience. Further details will be provided in class. (Due before 5:00 pm on Feb 28)
4. Reflective Assignment 2: 25%

Students will complete a paper (3 pages, not including references page, double spaced, 12 pt font) that captures their understanding of privilege and their own social positioning. Students will explore the various elements of privilege that we have touched on in class, relating these concepts to their lifeworld and providing specific examples that demonstrate the student's understanding of their own social positioning. Students will then reflect on ways to disrupt any privilege they hold, including concrete actions. Further details will be provided in class (Due before 5:00 pm on March 7).
5. Final Report & Presentation: 30%

Students will complete a group presentation, partnering with other students in their placement. The presentation should give an overview of the placement organization and it's work, the various jobs that each student completed through the placement, and the collective and individual learning that happened as a result of the placement. Community organizations will be invited to attend these presentations. Further details will be provided in class. (Due in class April 11<sup>th</sup>).

Each student will also submit a report that captures their learning throughout the CSL process. Students can choose to do ONE of the following: a written reflection paper (3 pages, double spaced, 12 pt font) or a photovoice report. Further details will be provided in class. (Due in class April 11<sup>th</sup>).

### Course Readings

Readings for this course will be made available online through eClass. There is no required textbook for this course.

**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/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (*please specify*)
- NA

### Required Notes:

“Policy about course outlines can be found in the [“Evaluation Procedures and Grading System”](#) section 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 [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

### **Academic Honesty:**

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

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. See the [Academic Discipline Process](#).

### **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 content author(s) 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

## Class Schedule, Reading Assignments and Due Dates

\*subject to change with notice

| Class # | Date    | Topic   | Readings  |
|---------|---------|---|---|
| 1       | Jan. 10 | Course introduction   | Course Outline  |
|         | Jan. 13 | Student's CSL Placement Preferences   | DUE: *** CSL Placement 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> choices with a one paragraph justification for each by 2:00 PM   |
| 2       | Jan. 17 | Photovoice overview<br><br>CSL and ethics<br><br>Reflection, learning and social action | Guest Speaker on Photovoice: Winta Gidei<br><br><b>Pages 1-3.</b> Duncan, J. (2000). Pedagogy of the Oppressed. <i>World Philosophers &amp; Their Works</i> , 1-3.<br><a href="http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=lfh&amp;AN=103331PHI13080265100079&amp;site=eds-live&amp;scope=site">http://login.ezproxy.library.ualberta.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&amp;db=lfh&amp;AN=103331PHI13080265100079&amp;site=eds-live&amp;scope=site</a><br><br><b>Chapter 2, pages 13-21</b><br>Smidt, S. (2014). <i>Introducing Freire</i> . Routledge.<br>< <a href="http://www.myilibrary.com?ID=613753">http://www.myilibrary.com?ID=613753</a> > |
|         | Jan. 22 |   | DUE: *** Student photos due by end of day   |
| 3       | Jan. 24 | Conceptualizing community   | In class workshop   |
| 4       | Jan. 31 | Reflection, learning and social action  | Freire, P. (1993). Chapter 1. <i>Pedagogy of the oppressed</i> (pp. 43-71). New York: Continuum, 1993.<br><br>Due: Student written reflection on community before 5:00 PM   |
| 5       | Feb. 7  | Citizenship and social action   | Westheimer and Kahne (2004). What kind of citizen? The politics of educating for democracy. <i>American Educational Research Journal</i> , 41(2), 237-269.<br><br>Handout on social issues in Edmonton to be distributed during class   |

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| 6  | Feb. 14 | Privilege and poverty         | <p>Ferguson, S. (2014). <i>Privilege 101: A quick and dirty guide</i>.<br/> <a href="http://everydayfeminism.com/2014/09/what-is-privilege/">http://everydayfeminism.com/2014/09/what-is-privilege/</a></p> <p>McNall, S. (2016). Chapter 2. <i>The Problem of Social Inequality: Why It Destroys Democracy, Threatens the Planet, and What We Can Do About It</i> (pp. 26-63).<br/> <a href="http://eds.b.ebscohost.com/login.ezproxy.library.ualberta.ca/eds/ebookviewer/ebook/bmxlYmtfXzExMjQzOTBfX0F00?sid=caa55c84-8b31-4489-8245-07cf135f534d@sessionmgr107&amp;vid=0&amp;format=EB&amp;rid=1">http://eds.b.ebscohost.com/login.ezproxy.library.ualberta.ca/eds/ebookviewer/ebook/bmxlYmtfXzExMjQzOTBfX0F00?sid=caa55c84-8b31-4489-8245-07cf135f534d@sessionmgr107&amp;vid=0&amp;format=EB&amp;rid=1</a></p> |
|    | Feb 21  | Spring Break – No class       |  |
| 7  | Feb. 28 | Colonialism                   | <p>Introduction. (2015). <i>Truth and Reconciliation Commission Summary Report</i> (pp. 1-25).<br/> <a href="http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf">http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf</a></p> <p>Kane, D. (2016). Jawbreakers. In Daniel Metcalfe-Chenail (Ed.), <i>In This Together: 15 Stories of Truth and Reconciliation</i> (pp. 45-52). Victoria, BC: Brindle &amp; Glass Publishing.</p> <p>DUE: Student written reflection on citizenship practice by 5:00 PM</p>  |
| 9  | Mar. 7  | Gender inequity and violence  | <p>Turner, C., (2016). To fight the slow pace of gender equality in the workplace, attack the root cause. <i>The London School of Economics Business Review</i>.<br/> <a href="http://blogs.lse.ac.uk/businessreview/2016/01/20/to-fight-the-slow-pace-of-gender-equality-in-the-workplace-attack-the-root-cause/">http://blogs.lse.ac.uk/businessreview/2016/01/20/to-fight-the-slow-pace-of-gender-equality-in-the-workplace-attack-the-root-cause/</a></p> <p>Guest speaker: U of A Sexual Assault Centre</p>   |
| 10 | Mar. 14 | Privilege and heterosexuality | Documentary viewed in class: <i>How we got gay</i>   |
| 8  | Mar. 21 | Racialization                 | <p>Halley, J. O'Malley, Eshleman, A., &amp; Vijaya, R. Mahadevan. (2010). Chapter 1: The Invisibility of Whiteness. <i>Seeing white: an introduction to white privilege and race</i> (pp. 1-24). Lanham, MD: Rowman &amp; Littlefield Publishers.</p> <p>Due: Student written reflection on privilege before 5:00 PM</p>   |

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| 11 | Mar. 28 | Structural oppression | Bishop, A. (2002). Step 1: Understanding Oppression, The personal is political. <i>Becoming an Ally</i> . (2nd Edition). Halifax: Fernwood Publishing. |
| 12 | Apr. 4  |                       | Group Project Workshop   |
| 13 | Apr. 11 |                       | Final Class- Student Presentations<br>Due: Students group presentations and final written assignment or photovoice project by 5:00 PM                  |