

University of Alberta
Community Service-Learning Program
CSL 350/360 – Oil & Community: Gendering the Boom; Spring 2009
M/W/F: 9:00-11:50 a.m.; Room: HC 2-7

Course Contacts:

Dr. Mebbie Bell, *Instructor*

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Email: Mebbie.Bell@ualberta.ca - e-mail is the best way to contact me; I will respond to e-mails within 48 hours whenever possible. Please include your name and the course name in all emails.

Office Hours: Email to arrange appointment

Laura Templeton, *Teaching Assistant*

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Course Description:

Through coursework and community service-learning (CSL) placements with Edmonton-based not-for-profit organizations, students will explore the effects of the energy boom (and bust) on the intersectionalities of gendered relations and on struggles for women's equality. Specifically, we will be examining the processes and lived experiences of marginalization, focusing on the disproportionate impact of the cultural economies of oil on particular marginalized individuals and communities. We will explore questions such as: what factors inform and constrain women's lived experiences in the cultural economies of oil? What are the material impacts of marginalization in these economies? How do the power relations and privileges of the cultural economies of oil reproduce (and rely on) marginalized identities, experiences, and communities? How are these marginalized experiences located in social hierarchies of affluence/class, ethnoracialization, genders, sexualities, abilities, nationalities, among others? This analysis will synthesize students' critical reflection on CSL experiences, collaborative analysis, and in-class discussion of course materials.

Course materials include interdisciplinary texts and perspectives, as well as scholarly/academic and more mainstream sources; and, students will work and study in interdisciplinary groups to learn community-based research and analysis skills. As the course addresses the power relations and hierarchies of the cultural economies of oil, course content may address difficult and/or controversial issues, such as physical, emotional and sexual violence, prostitution, racism, sexism, heterosexism, etc. Therefore, course participation necessarily involves a respectful engagement with issues such as sexualities, racialization, ethnicities, economic and social disparities, abilities, violence, and diversity. The respectful treatment of others is part of this engagement, and is a requirement of the course. Well-thought out differences of opinion are more than welcome, but personal attacks are not.

Please notify me immediately if you require assistance through the Specialized Support and Disability Services at any time during the course.

Course Objectives:

1. Develop students' conversance with the complexities of women's lived experiences within local, North American, and global contexts
2. Develop students' conversance with the economic, social, cultural and political dimensions of gendered relations within local, North American, global contexts
3. Develop students' conversance with feminist/cultural/critical perspectives on cultural economies of oil

4. Develop students' conversance with feminist/cultural/critical methodologies for community-based theorizing and activism
5. Develop students' conversance with feminist/cultural/critical methodologies for analyzing gendered intersectionalities
6. Develop students' conversance with feminist/cultural/critical theoretical frameworks of marginalization
7. Develop students' conversance with contemporary issues and lived experiences of marginalization
8. Develop students' conversance with theories and practices of community service-learning
9. Develop students' abilities to discuss, communicate, reconsider and analyze in both oral and written forms.

Required Texts/Materials:

1. *CSL 350/360 Spring 2009 Custom Courseware*. Available from University of Alberta SUB Bookstore
2. CSL 350/360 E-Reserve readings. **To access E-Reserve materials:** go to the University of Alberta library website, select 'Reserves' (above the main search box), enter 'CSL 350,' follow the links to the appropriate materials. Please note that you will need your campus computing ID# and password to access some materials
3. Any materials distributed in class sessions

You will produce written work throughout the course, and be evaluated on both form and content. A writing guide will be invaluable for guiding you through grammatical/syntactical rules. You are also required to provide complete bibliographic information for all assignments, using APA or MLA citation style consistently and correctly. I would strongly recommend obtaining or accessing a current copy of your citation style guide. The University library has reference materials for all styles, but be careful of online versions—HTML can change fonts, underlines, italics, etc. It's best to consult a hard copy.

Course Conduct:

All aspects of this course are governed by the regulations of the University of Alberta, as outlined in the 2008/2009 University *Calendar* (online at www.registrar.ualberta.ca/calendar/). "Policy about course outlines can be found in Section 23.4(2) of the University *Calendar*."

"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.uofaweb.ualberta.ca/secretariat/studentappeals.cfm) and avoid any behaviour which 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." A copy of parts of the Code of Student Behaviour is attached. The Code of Student Behaviour can also be found in Section 26 of the University *Calendar*. Following these regulations, ***plagiarism and other forms of cheating are punishable under the Code, as is inappropriate behaviour and the disrespectful treatment of others. This 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.***

DON'T CHEAT. DON'T PLAGIARIZE – IT'S NOT WORTH IT.

Ignorance is not considered an acceptable defence in cases of academic offences.

Class Schedule & Readings:

CP indicates coursepack reading; **ER** indicates E-Reserve reading; * indicates Critical Reading Analysis article

May 4 – Course Overview // CSL Information Session
Complete CSL Student Agreement & Security Checks (if required) in Class
May 6 – Critical Contexts & Inquiry // Ethically Engaged Community Learning Visit <i>The Globe and Mail</i> , ‘Shifting Sands’ - http://www.theglobeandmail.com/oilsands/ Collins, ‘It’s All in the Family’ – CP Meyers, ‘Marginalized Identities’ – CP
May 8 – Critical Contexts & Inquiry Harper et al, ‘Community Narratives’ – ER hooks, ‘Choosing the Margins’ – CP Lorde, ‘Age, Race, Class and Sex’ – CP West, ‘The New Cultural Politics of Difference’ – CP <u>Supplementary:</u> hooks, ‘Culture to Culture’ – CP
May 11 – Critical Contexts & Inquiry *Connell, ‘The Big Picture’ – CP *Overall, ‘Return to Gender’ – CP Denzin, <i>The Art and Politics of Interpretation</i> – CP
May 13 – Gendering Social Re/production *Miller, ‘Frontier Masculinity’ - ER *Quam-Wickham – ‘Rereading Man’s Conquest of Nature’ - ER <u>Supplementary:</u> Michelle Fine et al, ‘(In)Secure Times’ – CP
<u>Guest Speaker: Dr. Bonnie Watt-Malcolm</u>
May 15 – Gendering Social Re/production *Altamirano Jimenez, ‘Indigenous Peoples and the Topography of Gender in Mexico and Canada’ – CP *Brodie, ‘The Great Undoing’ – CP Saukko, ‘Studying Lived Resistance’ – CP
Research Abstracts due at beginning of class
May 18 – Holiday/NO CLASS
May 20 – Social Exploitation Beyond the Oil Field *Gotell, ‘A Critical Look at State Discourse on “Violence Against Women”’ – CP *Kaufman, ‘The Construction of Masculinity & the Triad of Men’s Violence’ – CP Naples, ‘The Outsider Phenomenon’ – CP <u>Supplementary:</u> Johnson, ‘Domestic Violence: The Intersection of Gender and Control’ – CP
May 22 – Social Exploitation Beyond the Oil Field *Brown, ‘Beyond Prostitution’ – ER *Razack, ‘Gendered Racial Violence and Spatialized Justice’ – ER SafeEdmonton, ‘Working Together to Address Sexual Exploitation in Edmonton’ – ER <u>Supplementary:</u> ‘Tar Sands Workers Cruising Down to Edmonton’ – ER
<u>Guest Speaker: Kate Quinn, Director, PAAFE</u>
May 25 – Immersion Week
May 27 – Immersion Week

<p>May 29 – Social Exploitation Beyond the Oil Field *Jenness – ‘From Sex as Sin to Sex as Work’ – ER *Pateman, ‘What’s Wrong with Prostitution?’ – CP <u>Supplementary:</u> Anthony, ‘Prostitution as “Choice”’ – CP; McIntosh, ‘Feminist Debates on Prostitution’ – CP Guest Speaker: Stephanie Laskoski</p> <p>**List of Posts & Responses for Grading due by 11:59 p.m.**</p>
<p>June 1 – Social Labour Beyond the Oil Field *Parennas, ‘The Overlooked Second Generation’ – CP *Stewart et al, ‘Immigrant Women Family Caregivers in Canada’ – ER</p> <p>Guest Speaker: Dr. Sara Dorow</p>
<p>June 3 – Social Labour Beyond the Oil Field *Lozanski, ‘Temporary Foreign Workers’ – ER *Pratt, ‘From Registered Nurse to Registered Nanny’ – ER</p> <p><u>Film:</u> <i>Tar Sands: The Selling of Alberta</i> (CBC-TV, 2008)</p>
<p>June 5 – Living Beyond the Oil Field *Scott, Home Sweet Home – CP *Wilkie & Berdahl, ‘Hard Times’ - ER <u>Supplementary:</u> Snow, ‘A Roof Over our Heads’ – ER</p> <p><u>Film:</u> <i>Bridge to Community</i> (Sweetgrass Films, 2007)</p>
<p>June 8 – Living Beyond the Oil Field *Dillabough & Van Der Meulen ‘Female Youth Homelessness in Urban Canada’ – CP *Robinson, ‘A History of Youth Homelessness’ – CP <u>Supplementary:</u> Razack, ‘When Place Becomes Race’ – ER; Ruck et al, ‘Youth Experiences of Surveillance’ – CP</p>
<p>June 10 – Last Class & CSL Project Presentations ** Hand in Signed CSL Log**</p>
<p>June 11 – Research Papers due by 4:00 p.m. at 13-15 Tory</p>

- The readings go along with in-class lectures, discussions, group work, activities, guest lectures, etc. Please bring your readings to class as we will work with them in some classes.
- May 25 & 27 comprise the CSL ‘Immersion Week.’ While you will be participating in your CSL placements throughout the course, this time is an opportunity to focus more substantively on your placement, as well as your research project. Depending on the structure of your placement, you can schedule more placement hours/shifts during these days, undertake a special project with your placement, do additional research, etc.
- **Class Absences:** All students are responsible for obtaining any missed information from a class absence. I will not provide notes for any missed lectures/in-class activities; notes are not available online.

Course Requirements & Grading:

Final grades will be determined from your performance on the following components. Details of all components will be discussed in class. **Technical guidelines listed below apply to all written assignments.**

****Graduate Students – Please note that these requirements are supplemented and/or amended by your individual WST 500 registration descriptions/agreements.****

1. **Attendance/Participation [5%]; Ongoing:** You are required to participate regularly in the classroom discourse. This means being in attendance for class sessions, doing the assigned readings, being prepared to speak in class, and engaging with the class discussion. This does not mean that the best contribution comes from the student who speaks the most. Instead, you should aim to demonstrate a critical engagement with the subject matter. Respecting and engaging with other perspectives and individuals is a required part of this process.
2. **CSL Project: Student Agreement [5%]; Critical Engagement Posts [4 worth 20%]; Critical Engagement Responses [4 worth 10%]; Presentation [5%]** – Edmonton-based CSL placements are an integral and required course component. It is expected that students will spend 35-40 hours engaged in their placement activities throughout the term. Keep track of your hours on the attached CSL Log; at the end of term, ask your CSL supervisor to sign it and hand it in with your Presentation paper. **Please note** - failure to complete your CSL placement may result in a grade of zero on this course component.

Please note, as well, that you cannot undertake any formal research with human participants in your CSL placement (e.g., formal interviews, surveys, etc.). You can participate in informal information gathering.

Student Agreement – to be completed in class Monday, May 4th. Hand in your completed and signed Student Agreement form by the end of class. **If your supervisor is not in attendance, you must contact them to arrange a time to meet during the first week of class and submit your student agreement by Friday, May 8th.**

Critical Engagement Posts & Responses

- These assignments are intended as an intellectual exercise in the critical and reflective application of course concepts, principles and theories to personal experience and observation.
- Your posts should reflect upon and analyze not only what is covered in course readings and discussed in class, but also your experiences and observations in everyday life. Posts may include commentary and personal reflection on assigned readings, lecture/discussion topics, and any relevant personal experiences outside of the classroom. And, you are expected to use your posts, in part, as a forum in which to explore your CSL experience and how this experience has contributed to your learning of the subject matter.
- You will also respond to your classmates' posts. In your responses, aim to take up, address, or expand upon specific points of analysis raised by your classmates. For instance, explore connections between their observations and your's; examine intersections in your joint perspectives; offer alternative readings or interpretations; share further relevant examples or experiences. Remember that working through this material is a collaborative process; as such, respectful engagement with other ideas and individuals is vital to maintaining and expanding your scholarly exchange.
- Posts & Responses will be evaluated on both quality and quantity. Quality refers to the connection of the entries with the objectives and focus on the course. Each post should approximately 250 words in length. There is no word limit for responses, but aim to substantively and thoughtfully engage with your classmates' ideas. You must complete at least 1 post & 1 response for each of the 4 following weeks; posts and responses are due by 11:59 pm on the Friday of each week:
 - May 4/6/8
 - May 11/13/15
 - May 18/20/22
 - May 25/27/29
- You can post & respond on the class blog as often as you wish. However, only 4 posts & 4 responses will be graded. **By Friday, May 29th, at 11:59 p.m.**, you must submit to me via e-mail a list of the 4 posts & 4 responses that you want to be evaluated (1 each for each of the four weeks).
- **Please see attached sheet for details on the class blog.**

Presentation – Presentations will occur **Wednesday, June 10th**; all presentation papers are due in class at **9:00 a.m. on Wednesday, June 10th**. At the end of the course, all students will briefly present an overview of their CSL Projects. **You have a maximum of 5 minutes for your presentation**. Hand in a 250-300 word (approximately 1 page) paper that outlines your presentation. In your presentation/paper, you must discuss: 1) where you were placed, 2) what you did in your placement, and 3) to which course principles it was related.

3. **Critical Reading Analysis – 10% - Hardcopy due in class at 9:00 a.m. on assigned days; electronic copy to be submitted to class blog by 5:00 p.m. the day before**
 - Once during the term, each student will briefly present their response to one of the assigned readings. Critical Reading Analysis articles are indicated in the class schedule (above).
 - For your reading response, write a 400-500 word (approx. 1.5-2 pages) paper, excluding title page and references, in which you: 1) briefly summarize/annotate the reading; 2) identify and explore one critique of the author's arguments; and, 3) outline at least one question that prompts critical analysis/discussion. Situate your critique and questions in the context of the reading and other course materials. Be creative: bring in examples from your CSL experiences or other aspects of your everyday life; explore gaps in the author's argument, multiple and/or contradictory issues raised by the reading; or, examine how the reading challenges/aligns with previous readings.
 - You have a **maximum of 10 minutes** to present your response. Assume that your classmates have completed the reading; focus on outlining your critique and discussion questions.
 - A presentation schedule will be determined in class on Wednesday, May 6th
 - Critical Reading Analyses will also be shared with the class on the class blog, as above. **Please do not put your student ID#, or any other personal information, on your posted reading analyses.**
 - **Please see the attached sheet for details on the class blog.**

4. **Research Paper/Project: Research Abstract [10%]; Final Research Paper [35%]** – These connected assignments will help you carefully develop and elaborate a research project on a topic related to course themes; you may also analyze a related issue not specifically addressed in course materials, but that falls within the broad themes of the course.

Abstract – Due Friday, May 15th in class at 9:00 a.m.: After completing preliminary research, write an abstract of your research paper. Your abstract must:

- Define the title and topic
- Define the objective of the paper & Outline theoretical perspectives to be employed
- Identify the central argument and manner in which you intend to proceed with your analysis
- Include a reference list of **at least 8** scholarly/academic sources (not including course materials)
- **Required length: 400-500 words (approx. 1.5-2 pages), excluding title page and bibliography.**

Paper – Due Thursday, June 11th, by 4:00 p.m., at 13-15 Tory: Using the feedback on your abstract, develop your work further into a complete research paper. Your paper must:

- Develop and elaborate an original thesis related to course materials
- Cite course materials and at least 8 other scholarly/academic sources
- **Required length: 2,500 – 3,000 words (approx. 10-12 pages), excluding title page and bibliography.**
- Your paper will be assessed using the following criteria: Did it address all requirements of the assignment? Was the material presented clearly and coherently? Were arguments well supported and defended? Was good use made of sources? Was the paper referenced in a consistent manner? Was the approach used innovative? Was attention paid to style/mechanics (e.g., sentence & paragraph structure, grammar, spelling)?
- Please Hand in **two copies** of your paper; one will be kept by the program and one will be returned to you.

Technical guidelines for written assignments:

1. Papers must be word-processed or typed with an easily readable darkness of print. Handwritten papers will not be accepted.
2. Papers must be stapled. Please do not enclose them in paper/plastic covers, binders, etc., or paper clip them.
3. Papers must be double-spaced, with at least a 12-point font (Times New Roman preferred) and 1-inch margins.
4. Papers should be grammatically and technically clear. Writing skills matter. Remember to proof-read, spell check, and edit your paper.
5. Include a title page with your name, student ID number, paper/assignment title, and course details.
6. Indicate the citation style you are using and the assignment word count on your title page.
7. Number all pages in the upper right hand corner, and include a running header with your name and the course name. This ensures that all parts of your paper can be put back together if your pages come apart.
8. Properly cite in-text all sources you use, following a standard style guide (i.e., MLA, APA). If you use readings from *Open Boundaries* or refer to class materials, lectures, guest lectures, etc., make sure you cite these sources as well. **Not citing your sources is a form of plagiarism.**
9. Include a complete bibliography/reference list for all works cited, following a standard style guide.

For writing assistance, the Academic Support Centre and library resources are very helpful, as are writing manuals and guides. I cannot read full drafts of your assignments, but I am more than willing to discuss them with you.

Grading:

Grades for each component will be added together at the end of term. The final total will be translated to the University of Alberta's letter grade system as follows:

<i>Excellent</i>		<i>Poor</i>	
A+	94-100%	D+	54-57%
A	88-93%		
A-	82-87%		
<i>Good</i>		<i>Minimal Pass</i>	
B+	78-81%	D	50-53%
B	74-77		
B-	70-73		
<i>Satisfactory</i>		<i>Failure</i>	
C+	66-69%	F	0-49%
C	62-65%		
C-	58-61%		

For further details, see section 23.4(5) of the 2008/2009 University Calendar (online at www.registrar.ualberta.ca/calendar/). Unless otherwise discussed with me, failure to complete any one component of the course can result in a failing grade. Violations of the Code of Student Behaviour can also result in failing grades.

Grade Description & Notification:

- All efforts will be made to return graded assignments promptly. Late assignments will be graded by the last day of classes, but I will not provide comments on late assignments. A copy of your final papers will be kept by the Program.

- Details of all assignments will be discussed in class; they can also be accessed in individual consultation with me.
- If you complete an assignment (i.e., write an exam, hand in a paper, give a presentation), you cannot—after the fact—claim that extenuating circumstances affected your work and request a grade adjustment. If you are having difficulty with an assignment or there are serious extenuating circumstances affecting your work, please speak with me as soon as possible.
- I am more than willing to discuss assigned grades. If you want a grade re-assessed, review the assignment carefully, come with specific questions and carefully thought out reasons for the re-assessment. **Please note that grade re-assessments may result in a lower grade, a higher grade, or no change in grade.**
- At the end of the term, I reserve the right to raise the final grade of a student whose overall performance in the class merits more than the numerical calculations suggest. ONCE THE TERM IS OVER, you must go through the correct appeals procedure. Details of these procedures are listed in the University *Calendar* (see esp. section 42.7).

Submission/Late Policies & Exam Absences:

Any submission—early, on time or late—that is put under my office door or the door of the Women’s Studies General Office or CSL offices will not be accepted. Early submissions may be made to me or submitted to Women’s Studies (c/o 13-15 Tory), if they are directed to my mailbox. E-mailed papers, e-mail attachments and faxed papers will only be accepted in exceptional circumstances and by pre-arrangement with me. **It is very important to complete your assignments on time and be in attendance for exams. Missed, late and/or incomplete assignments will receive a raw score of zero.**

To apply for an excused absence:

- **For missed term work worth 20% or more**, “a student must present supporting documentation pertaining to the absence to the instructor within two working days following the scheduled date of the term work missed or as soon as the student is able, having regard to the circumstances underlying the absence. Where the cause is incapacitating illness, a student must present a University of Alberta Medical Statement Form. The University of Alberta Medical Statement Form must be completed and signed by the treating physician or recognized health care provider (e.g., a University of Alberta Health Centre physician, a student’s own family physician, a walk-in clinic physician, an emergency department physician, a dentist, or a psychologist) and indicate that the student was ill on the date of missed term work or is under continuing care for a chronic illness over a period of time that would prevent the completion of the missed term work as scheduled. In other cases, including domestic affliction or religious conviction, adequate documentation must be provided to substantiate the reason for an absence” (section 23.4(3) of the University *Calendar*).
- **For missed term work worth less than 20%**, “students must seek an excused absence from the course instructor within two working days following the term work missed or as soon as the student is able having regard to the circumstances underlying the absence” (section 23.4(3) of the University *Calendar*) and as outlined above. Supporting documentation may be required, but the University Health Centre will not provide a Medical Statement Form.
- For written assignments, **I strongly recommend that you to back up your work** regularly on a diskette as you write, and print out advanced drafts. Assignments that are late because of computer or printer problems will be accepted only if a substantial advanced draft is submitted on paper or diskette by the due date and time. These will be accepted only if it is a substantial advanced draft. Your assignment will then be graded only if you promptly submit a final hardcopy version.
- **Please note** that “excused absence for missed term work is not automatic and is granted at the discretion of the instructor. Instructors are not required to grant excused absences for unacceptable reasons that include, but are not limited to personal events such as vacations, weddings, or travel arrangements.” (section 23.4(3) of the University *Calendar*).

- **In all cases of missed term work, regardless of reason, you must notify me of the situation. I will then determine what options, if any, are available to you.**

Excerpt from Section 30.3.2 of the Code of Student Behaviour from the GFC Policy Manual (available from www.uofaweb.ualberta.ca/governance/StudentAppealsRegulations.cfm):

30.3.2 Inappropriate Academic Behaviour

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2) a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2) b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6 (4).

30.3.2(2) c No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

30.3.2(2) d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2) e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.2(3) Misuse of Confidential Materials

No Student shall procure, distribute, or receive any confidential academic material such as pending examinations, laboratory results or the contents thereof from any source without prior and express consent of the Instructor.

30.3.2(4) Research and Scholarship Misconduct

30.3.2(4) a No Student shall violate the University of Alberta Research and Scholarship Integrity Policy, as set out in § 96.2 of the GFC Policy Manual or any other University regulation concerning academic matters.

30.3.2(4) b Where a Student is charged with the academic offence of research and scholarship misconduct, the special requirements for communication and documentation imposed by § 96.2 of the GFC Policy Manual shall constitute part of the procedures outlined below.