

University of Alberta
Community Service-Learning Program
CSL 300 – Theory & Practice of Community Service-Learning
Winter 2010; Wednesdays: 1:00-3:50 pm; Room: HC 2-41

Embodying Community: Learning, Space & Social Justice

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: Tuesdays, 9-11 am; or by pre-arranged appointment

Course Description:

Community service-learning (CSL) is emerging in Canadian universities as an innovative, and sometimes controversial, approach to teaching and learning. In particular, the practices and pedagogies of experiential learning raise important debates about: critical analysis; social justice; marginalization; power; identities; and, the relationships between university/community, instructor/student, student/community, and students with their own conceptions of themselves as embodied learners. In CSL 300, we will engage with these debates by locating ourselves collectively as embodied learners, both inside and outside the classroom. Several questions will inform this engagement: What are the spaces and experiences of community-engaged learning? How does social space embody resistance, marginalization, and community? How does bodily experience challenge dominant notions of community?

In a seminar setting, we will explore the negotiations of place, power and identities produced within marginalized urban communities, and in relation to the privileges of the university, through focused readings and discussion, lectures, in-class activities, and—most importantly—community service-learning placements. Interdisciplinary readings will provide a range of approaches to these issues (e.g., sociology, cultural studies, English, educational theory, human geography, postcolonialism, feminism, social/political theory). And, students will practice community-based research and analysis skills. As course content may address difficult and/or controversial issues, such as physical, emotional and sexual violence, prostitution, racism, sexism, heterosexism, etc., 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 a required part of this engagement. Well-thought out differences of opinion are welcome; 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.

Pre-requisite: Previous CSL course or other substantial volunteer experience (with consent of instructor)

Course Objectives:

1. Develop students' conversance with a range of debates about CSL
2. Develop students' conversance with a range of theoretical perspectives on CSL
3. Develop students' conversance with a range of methods and methodologies applicable to CSL
4. Develop students' conversance with perspectives on communities and marginalization
5. Develop students' conversance with perspectives on social space and marginalization
6. Develop students' conversance with perspectives on embodiment and marginalization
7. Develop students' conversance with perspectives on learning and self-reflexivity
8. Develop students' conversance with perspectives on learning and embodied subjectivity
9. Develop students' abilities to discuss, communicate, reconsider and analyze in both oral and written forms.

Required Texts/Materials:

1. *CSL 300 Winter 2010 Custom Courseware*. Available from University of Alberta SUB Bookstore
2. CSL 300 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 300,' follow the links to the appropriate materials. Please note that you need your campus computing ID# and password to access some materials
3. Any materials distributed in class sessions

Course Conduct:

All aspects of this course are governed by the regulations of the University of Alberta, as outlined in the 2009/2010 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*."

Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

"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.***

Class Schedule & Readings:

CP indicates coursepack reading; **ER** indicates E-Reserve reading; **DE** indicates Discussion Exercise class

January 6 – Course Overview // CSL Information Session		
Friday, January 8 – CSL Placement Email due by 5:00 pm		
January 13-15 & January 18-19 from 9:00 am to 4:00 pm		
Complete required Police Information Checks and Youth Intervention Checks at CSL House		
<i>Part I: Locating the Self as Embodied Learner //Practicing Autoethnography</i>		
January 13: Theorizing Communities & CSL		
Butin, 'Service-Learning as Postmodern Pedagogy' – CP		
Fish, 'Why We Built the Ivory Tower' & 'Aim Low' – CP		
Morton, 'The Irony of Service' – CP		
U of A CSL, 'Understanding the Non-profit Voluntary Sector – ER		
January 20: Theorizing Communities & CSL		** Student Agreements Due **
Doddington, 'Critical Thinking as a Source of Respect for Person: A Critique' – CP		
Duck-Joo, 'Reconceptualizing Critical Thinking' – CP		
hooks, 'Choosing the Margins' – CP		
Imagine Canada, 'The Nonprofit and Voluntary Sector in Alberta' – ER		

January 27: Autoethnography & Locating the Self	DE
Clair, 'Narratives in the Old Neighbourhood' – ER Saukko, 'Between Experience and Discourse' – CP Toyosaki et al, 'Community Autoethnography' – ER <i>Supplementary:</i> Wall, 'An Autoethnography on Learning Autoethnography' – ER	
February 3: Self as Embodied Learner	DE
Emig, 'Embodied Learning' – ER Foucault, 'Body/Power' – CP Lacom & Hadley, 'Deconstructing Normalcy and Resignifying the Marked Body' – CP <i>Supplementary:</i> Foucault, 'The Subject and Power' – CP	
February 10: Self as Embodied Learner	DE
Dunlap et al, 'White Students' Experiences of Privilege and Socioeconomic Disparities' – CP Himley, 'Facing Up to "The Stranger" in Community Service Learning' – ER Naples, 'The Outsider Phenomenon' – CP	
February 15-19: NO CLASS – Reading Week	
<i>Part II: Locating Marginalized Communities // Practicing Institutional Ethnography</i>	
February 24: Institutional Ethnography & Locating Community	** Pt. 1/Notebooks Due** DE
Campbell & Gregor, 'Collecting Data for an Institutional Ethnography' – CP Smith, 'Institutional Ethnography' – CP <i>Supplementary:</i> Foucault, 'The Order of Discourse' – CP	
March 3: Homelessness	DE
Kawash, 'The Homeless Body' – ER Williams, 'Geography of the Homeless Shelter' – CP Diamond, "'Where did you Get the Fur Coat...'" – CP	
March 10: Homelessness	DE
Nichols, 'Gimme Shelter' – ER Padgett et al, 'In Their Own Words' – ER Smith, 'Texts and Institutions' – CP <i>Supplementary:</i> Robinson, 'Grieving Home' – ER	
March 17: Domestic Violence & Shelter Communities	DE
Enke, 'Finding the Limits of Women's Autonomy' – CP Haaken and Yragui, 'Going Underground' – ER Lush, 'Designing a Safe Haven for Women' – ER	
March 24: Marginalized Bodies & Violent Space	**Pt. 2/Notebooks due** DE
Razack, 'Gendered Racial Violence' – ER Robertson, 'Taming Space: Drug Use, HIV, and Home-making in Downtown Eastside Vancouver' – ER Subramanian, 'Embodying the Space Between' – CP <i>Supplementary:</i> Sanchez, 'Enclosure Acts and Exclusionary Practices' – CP	
March 31: Revisiting Embodied Selves in Communities	
Fyfe and Milligan, 'Out of the Shadows: Exploring Contemporary Geographies of Voluntarism' – ER Imagining America, 'Specifying the Scholarship of Engagement' – ER	
April 7: LAST CLASS & CSL Project Presentations	
In-class Presentations	
Friday, April 23rd – Final Papers due by 4:00 pm at CSL House	

- 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.
- **Class Absences:** All students are responsible for obtaining any missed information from a class absence. In the case of illness, please speak with me regarding missed materials.

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.**

1. **Class Attendance/Participation [10%]; 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 class discussions and activities. 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. **Discussion Exercise [5%]:** Once during the term, each student will prepare a discussion exercise related to the week's topic/readings. For example, you can: isolate key quotes to investigate further; outline discussion question(s) raised by the readings; bring overheads, a newspaper article or a brief video clip with which to frame your discussion exercise; plan a game/activity. Don't summarize the readings; use them as your starting point, and assume your classmates have completed the readings. The discussion exercise will take place at the beginning of each class and will be used as a means of initiating the day's discussion. You have a maximum of 10 minutes present/outline your exercise; then, we will spend the first 20-30 minutes of class on your discussion exercise. Hand in a 1 page overview of your exercise, along with a copy of any materials you use. A schedule will be determined January 13th; student-led discussions will begin on January 20th.
3. **CSL Project – Student Agreement [5%]; Project Notebook [20% x2 = 40%]; Presentation [10%]:** CSL placements are an integral and required course component. It is expected that students will spend 30-35 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** that 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, report and reflect on informal conversations with individuals, and analyze your own participant observations. In these activities, make sure follow ethical guidelines (to be discussed further in class).

Following the In-Class CSL Information Session on January 6th, you must email your top 2 placement choices to me by 5:00 p.m. on Friday, January 8th, with a brief description (1-2 paragraphs) of why you want to do each placement. **I will then assign placements and notify you of your CSL placement via email.** **Please note that there is no guarantee of CSL placement choice.** For your project, you may also choose to modify a voluntary commitment with which you are already involved; please speak with me if you are interested in this option.

Once you have received this notification, make arrangements to meet with your placement supervisor. At the meeting: 1) discuss your placement in detail (ask questions, figure out a schedule, clarify their expectations and your's); 2) fill out your Student Agreement form (on the last page of the CSL Student Handbook); and, 3) make sure both you and your supervisor sign the Agreement.

Student Agreement – Your completed and signed Student Agreement is **due at 1:00 pm in-class, Wednesday, January 20th.**

Project Notebook – Part I due at 1:00 pm, Wednesday, February 24; Part II due at 1:00 pm, Wednesday, March 24

- Your project notebook is an opportunity to analyze your CSL experiences self-reflexively, as well as to engage in the critical and reflective application of course concepts, principles and theories to your CSL experiences and observations. Each week’s entries will be structured around assigned response questions arising from class readings and activities; these questions are intended as a guide for engaging with the authors’ ideas, as well as a starting place for your writing and reflections. Specifically, each week’s questions will help you explore/build connections between the theories/research practices under discussion and your CSL placement experiences, outlining ‘mini’ research activities that will focus your engagements with your placement. In Part I, we will focus on practices of autoethnography; in Part II, we will focus on practices of institutional ethnography. Response questions will be distributed and discussed in class.
- Your notebook submissions will be evaluated on both quality and quantity. Quality refers to the connections between the research questions, course materials/foci, and your CSL experiences. Quantity refers to your completion of entries for each of the following weeks:

Part I: Locating the Self as Embodied Learner // Practicing Autoethnography	Part II: Locating Marginalized Communities // Practicing Institutional Ethnography
January 20	February 24
January 27	March 3
February 3	March 10
February 10	March 17

- Each entry should be 250-500 words in length.
- In some class sessions (TBA), we will share notebook entries, as a means by which to reconsider and elaborate our responses to course materials and CSL experiences. Remember that working through this material is a collaborative process, and respectful engagement with others’ ideas is vital.

Presentation – Presentations will occur Wednesday, April 7th; all presentation papers are due in class at 1:00 pm on Wednesday, April 7th. At the end of the course, all students will briefly present an overview of their CSL Projects. You have a maximum of 10 minutes for your presentation. Hand in a 400-500 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) how your CSL placement was related to course materials/themes.

3. Final Paper/Project [30%]: Due Friday, April 23, by 4:00 pm at CSL House:

For your Final Paper/Project, you will undertake a small scale research project that examines an aspect or aspects of your CSL placement experience; this project must employ or investigate research practices of either institutional ethnography or autoethnography. Your paper/project must elaborate/build on ideas you developed in your Project Notebook entries, with the expectation that you will use select material from notebook entries; but you need to develop these ideas further for the final paper. For example, you could analyze one text from your placement organization (institutional ethnography), or write a self-reflexive autoethnographic account of one experience you had at your placement. In your paper, you must complete the following:

- Define the objective of the paper
- Identify the central argument and manner in which you intend to proceed with your analysis
- Employ or investigate either autoethnographic or institutional ethnographic methods
- Cite course materials and cite at least 4 other scholarly/academic sources
- Include a reference list of all materials cited in text
- Required length: 2000-2500 words (approx. 8-10 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.
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 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, in either MLA or APA style. If you use readings from 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 in either MLA or APA style.

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 2009/2010 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 comments may not be provided. A copy of your final papers will be kept by the Program.
- Details of all assignments will be discussed in class, and can be accessed in individual consultation with me.
- If you complete an assignment (i.e., 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 completing an assignment, 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: 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 the door or in the outside mailbox of the CSL offices will not be accepted. Early submissions may be made to me or submitted to me care of CSL House (directed to my mailbox). E-mailed papers, attachments and faxed papers will only be accepted in exceptional circumstances and by pre-arrangement with me.
- For written assignments, **I strongly recommend that you to back up your work** regularly as you write and print out advanced drafts. Assignments that are late because of technical problems will be accepted only if a substantial advanced draft is submitted on paper or electronically by the due date and time. Your assignment will then be graded only if you promptly submit a final hardcopy version.
- **Regarding missed term work**, as per section 23.4(3) of the University Calendar (addendum):
 - 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. When a student misses some term work (e.g., classes, labs, assignments, quizzes, term papers, reports, etc.) without acceptable excuse, a final grade will be computed using a raw score of zero for the term work missed. Any student who applies for or obtains an excused absence by making false statements will be liable under the Code of Student Behaviour.
 - Any student who is incapacitated because of illness, is suffering from severe domestic affliction or has other compelling reasons (including religious conviction) may apply for an excused absence for missed term work. Students should consult their Faculty for detailed information on requirements. To apply for an excused absence, 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: i) a medical note cannot be required; ii) if a student chooses to provide a medical note, the University of Alberta Medical Statement Form may be downloaded from the Online Services section of www.registrar.ualberta.ca; iii) instructors may request other adequate documentation at their discretion such as a form from the student's Faculty or a statutory declaration. In other cases, including domestic affliction or religious conviction, adequate documentation must be provided to substantiate the reason for an absence.
 - The instructor has the discretion either to waive the term work, or require the student make-up the term work. For a waiver, the percentage weight allotted to the term work missed is added to the percentage weight allotted to the final exam. For the make-up of term work, the student is required to complete equivalent term work as decided by the instructor. If the student does not complete the missed term work as prescribed by the instructor, a raw score of zero will be assigned for the missed term work.
- In all cases of missed work, regardless of reason, you must notify me of the situation. I will then determine what options are available to you. Also refer to the University Calendar for further details.

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