

## CSL100: Introduction to Community Engagement

Winter 2011

Tuesdays and Thursdays, 9:30 – 10:50am

Tory Building 1 100

Instructor: Dr. Joanne Muzak

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### 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).

### Course Description

Community engagement is a term we hear a lot these days on university campuses, including the University of Alberta. Universities are trying to be more *engaged with the community* and to promote strategies for student engagement.

- But what exactly does *community engagement* mean?
- What does an *engaged student* do?
- How do students engage with the community?
- What role does experiential education have in community engagement?
- How are research and community engagement connected?
- What are the intended results of community engagement in university education?

We will explore these questions and the related concepts of community, community engagement, citizenship, social responsibility, and experiential education through theoretical and practical approaches inside and outside of the classroom. As part of the 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 examine our CSL experiences to enrich our understandings of community, engagement, and social issues. The course will also introduce students to research tools and skills that will provide a foundation for undertaking further experiential educational opportunities.

### Objectives

#### *Build Theoretical 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.

#### *Understand Concepts Through Practice: Reflection Tools & Research Methods*

- To provide an introduction to some reflection tools and methods that will help us apply theoretical frameworks and concepts.

*Bridging Theory and Practice: Community Service-Learning*

- To integrate theoretical and practical approaches to community and civic engagement through community service-learning (CSL). Engaging with the community through CSL placements will help us reflect on and raise questions about these concepts and to understand how they are applied. Ideally, CSL will also encourage us to cultivate an ability to revise our theoretical understandings and frameworks on the basis of experience.

**Course Themes**

Possible Themes include:

- The meaning of community
- Understanding experiential education – definitions, types, and history of
- Defining community service-learning
- The meanings of engagement – student, community, civic
- Differentiating types of engagement: volunteerism, activism, public service, advocacy
- Understanding the non-profit sector – definitions, characteristics, history of
- Understanding citizenship – individual, political, global
- Social capital
- Social change, social justice, social problems
- Community-based research, participatory action research
- Knowledge production, locations of knowledge, kinds of knowledge

**Required Texts**

Course material available online or sent to students as PDFs

<http://csl100.blogspot.com/>

**Assignments**

**Assignment Due**

**Dates**

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|---------------------------------------|----------|
| 1. CSL Snapshots (3 x 10% each) (30%) |          |
| - 1 in Week 3, 4, or 5                |          |
| - 1 in Week 6, 7, or 8                |          |
| - 1 in Week 9, 10, or 11              |          |
| 2. Mid-term exam (15%)                | March 3  |
| 3. Participation (20%)                |          |
| - In-class component 10%              | ongoing  |
| - Completion of 20 CSL hours 10%      | April 7  |
| 4. Final Project                      |          |
| - Proposal & Bibliography (10%)       | March 10 |
| - Final paper (6-8 pages) (20%)       |          |
| o Draft due in class                  | April 7  |
| o Final draft due in class            | April 12 |
| - Presentation (5%)                   | April 12 |

## Schedule

- All readings have been distributed as PDFs to your U of A email account, or, as indicated by a URL, are available online.
- ***Please have copies of the assigned readings with you in class.***
- Please note, there may be minor changes made to the schedule throughout the term. All changes will be announced in class. You are responsible for knowing about any changes to the course schedule.
- Readings are to be completed for the beginning of the week (Tuesday's class) unless otherwise specified below.

### **Week 1                      Introductions**

#### **Jan. 11 & 13**

#### Readings:

- CSL Guidebook
- CSL100 Placement List
- CACSL, "Ethics in Helping" (2 pgs.)
- CACSL, "Experiential Education" (1 pg.)
- Ethics Handout

January 11      Overview of Course  
 Introduction to Community Service-Learning (CSL)  
 Ethics  
 Ethics and the CSL Snapshot Assignment

January 13      Introduction to Community Service-Learning Continued

- CSL Program Introduction
- CSL Community Partner Visits
- Choosing the Right Placement

#### Due This Week:

Saturday, January 15: Placement Preference Paragraph (Email) Due by 5pm

### **Week 2                      The University & The Community: Bridges & Boundaries**

#### **Jan. 18 & 20**

#### Readings:

- Fish, "Why We Built the Ivory Tower,"  
<http://www.nytimes.com/2004/05/21/opinion/why-we-built-the-ivorytower.html> (2 pgs.)
- Fish, "Aim Low," <http://chronicle.com/article/Aim-Low/45210> (2 pgs.)
- Muzak & Woollard, "The Politics of CSL in University Education" (6 pgs.)

- Butin, “Focusing Our Aim” (4 pgs.)
- Encyclopedia of Informal Education, “Community”  
<http://www.infed.org/community/community.htm>

**Do This Week:**

Contact your community supervisors, meet and discuss Student Agreement Forms  
Complete any required security checks at CSL House (see CSL Guidebook for details)

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**Week 3                      Models of Service & Theories of Service-Learning**  
**Jan. 25 & 27**

Readings:

- Morton, “The Irony of Service-Learning” (14 pgs.)
- Dunlap et al., “White Students’ Experiences of Privilege & Socioeconomic Disparities” (11 pgs.)

Supplementary Reading:

- Bickford & Reynolds, “Activism and Service-Learning: Reframing Volunteerism as Acts of Dissent” (24 pgs.)

**Due This Week:**

In Class on Tuesday, January 25 Student Agreement Form  
CSL Snapshot 1

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**Week 4                      Citizenship, Engagement, Social Capital**  
**Feb. 1 & 3**

Readings:

- Westhiemer & Kahane, “What Kind of Citizen? The Politics of Educating for Democracy” (33 pgs.)
- “Social Capital,” [http://www.infed.org/biblio/social\\_capital.htm](http://www.infed.org/biblio/social_capital.htm)

**Due This Week:**

CSL Snapshot 1

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**Week 5                      The Community Sector/Non-Profit Sector/Social Economy**  
**Feb. 8 & 10**

Readings:

- CSL Non-Profit Primer (4 pgs.)
- CERSP brochure, “The Social Economy in Canada” (2 pgs.)

- Brodhead, “On Not Letting a Crisis Go to Waste: An Innovation Agenda for Canada’s Community Sector” (24 pgs.)

Feb. 8 Guest speaker: Mandie Abrams, ECVO

Feb. 10 Field Trip to Boyle Street Community Services (TBC)

Due This Week:  
CSL Snapshot 1

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**Week 6 Community Sector Continued**  
**Feb. 15 & 17**

Readings:

- Wolsh, “The Shadow State: Transformations in the Voluntary Sector” (24 pgs.)
- Kivel, “Social Service or Social Change?” (21 pgs.)

Feb. 17 Writing Across the Curriculum Tutorial

Due This Week:  
CSL Snapshot 2

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Reading Week February 21 - 25

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**Week 7 Mid-Term Review & Examination**  
**March 1 & 3**

March 1 Mid-term review

March 3 In-class mid-term exam

Due This Week:  
CSL Snapshot 2

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**Week 8 Community-Based Research: Issues & Methods**  
**March 8 & 10 What is CBR? What is Participatory Action Research?**

Readings:

- Reid, “Advancing Women’s Social Justice Agendas: A Feminist Action Research Framework” (15 pgs.)

March 10                      What is Community-Based Research?  
 Guest Speaker: Dr. Fay Fletcher, Faculty of Extension

Due This Week:  
 CSL Snapshot 2  
 Proposal & Bibliography

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**Week 9                      Photovoice & Community Health**  
**March 15 & 17**

Readings:

- Wang, Cash, & Powers, “Who Knows the Streets as Well as the Homeless? Promoting Personal and Community Action Through Photovoice” (9 pgs.)

March 17                      Guest speaker: Ernest Khalema, University of Calgary and  
 John Humphrey Centre project

Due This Week:  
 CSL Snapshot 3

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**Week 10                      Oral History & Homelessness**  
**March 22 & 24**

Readings:

- Kerr, “‘We Know What the Problem Is’: Using Oral History to Develop a Collaborative Analysis of Homelessness from the Bottom Up” (20 pgs.)

March 24                      Guest Speaker: Susan McGee, Executive Director, Homeward Trust

Due This Week:  
 CSL Snapshot 3

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**Week 11                      Social Media & Social Change**  
**March 29 & 31**

Readings:

- Gladwell, “Small Change: Why the Revolution Will Not Be Tweeted”  
[http://www.newyorker.com/reporting/2010/10/04/101004fa\\_fact\\_gladwell](http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell)
- Adams, “Twitter & Facebook Cannot Change the Real World, Says Malcolm Gladwell”

<http://www.guardian.co.uk/books/2010/oct/03/malcolm-gladwell-twitter-doesnt-work>

March 29                      Guest Speakers: CSL 300 students, Nathan, Sarah, Ashling, Malaika

Due This Week:  
CSL Snapshot 3

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**Week 12                      Reflections & Evaluations**  
**April 5 & 7**

Readings:

- Imagining America, "Specifying the Scholarship of Engagement"

April 5                      CSL Evaluations, Course Evaluations  
                                    CSL Snapshot 3 Discussion

April 7                      Peer Editing Session

Due This Week:  
Draft of Final Paper Due In Class April 7 for Peer Editing Session

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**Week 13                      Final Presentations**  
**April 12**

April 12                      Final Presentations

Due This Week:  
Final Paper, Presentation

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## Expectations and Policies

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

### Grading System

Percentage	Letter Grade	Point Value	Description
95-100%	A+	4.0	Excellent
90-94%	A	4.0	Excellent
85-89%	A-	3.7	Excellent
80-84%	B+	3.3	Very Good
76-79%	B	3.0	Good
71-75%	B-	2.7	Good
66-70%	C+	2.3	Satisfactory
62-65%	C	2.0	Satisfactory
58-61%	C-	1.7	Satisfactory
54-57%	D+	1.3	Poor
50-53%	D	1.0	Minimal Pass
0-49%	F	0.0	Fail

For further details, see section 23.4(4) of the University Calendar (online at [www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23/4.html#23.4](http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23/4.html#23.4)). Unless otherwise discussed with the instructor, failure to complete a component of the course requirements can result in a failing grade. Violations of the Code of Student Behaviour can also result in failing grades.

Class Dynamics: An important guideline for any classroom is respect for all class members, their ideas, experiences, and comments. We will discuss a wide range of topics and issues in this class, and we are certain to disagree with each other from time to time. These differences add to the richness of the course. Be open to learning from each other. Please communicate your observations and ideas in ways that acknowledge the many voices and perspectives in the room. Please recognize that you and your colleagues may find some course material both personally and intellectually demanding in that it challenges assumptions about culture, society, community, social issues, power, etc..

The Code of Student Behaviour: The Code of Student Behaviour outlines the rights and responsibilities of all students. Please be aware of the regulations under the Code regarding behaviour in the classroom and discrimination. Disruptive classroom behaviour will not be tolerated, nor will discrimination as defined by the Code of Student Behaviour (consult Section 30.3.4). <<http://www.ualberta.ca/~unisecr/policy/sec30.html>>. Inappropriate behaviour and the disrespectful treatment of others 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.



Attendance and Participation: Much of the value that you will receive from this course will come from a conscientious consideration of the course readings and from your interactions with your colleagues. You are expected to attend class having read and thought about the assigned materials. Although I will lecture occasionally, ultimately, the class will be built around you reading, thinking, questioning, and exploration of the course materials and your CSL experiences. Your attendance and participation are, therefore, extremely important to the success of this class and to your learning process.

Contacting the Instructor: Please do not hesitate to contact me about course-related issues of any kind, but do not rely on email to do so. You should see me during my office hours to discuss any issues that arise for you throughout the course. I will be happy to set up an appointment with you via email. I will not have academic discussions over email, however. Please note that I will not respond to email queries dealing with matters already covered in class. This does not mean that I am not available to clarify things that come up in class. It means, rather, that I will not respond to queries about what you missed in class. Again, for queries of a more detailed nature, it is best to talk to me in-person. I will be in my office during the office hours noted at the top of this syllabus. I hope you'll take advantage of these times to come chat with me about any course-related issues you may have. Feel free to ask questions, talk about assignments and grades, and discuss personal issues that might affect your performance in the course. If you cannot come to see me during my office hours, we can schedule an appointment, preferably for another time on Tuesdays or Thursdays. *When you send me email, please include the course code (CSL100) and a phrase that indicates what the email is about in the subject heading.*

Late Policy: Assignments must be submitted on specified deadlines. Late assignments will **not** be accepted. If you anticipate that you may miss a deadline due to an illness or personal matter, please let me know as soon as possible so that alternate arrangements can be made.

Original Work: All of your work in this class and in any other context should reflect original thinking and analysis. Plagiarism and other forms of cheating are punishable under The Student Code of Behaviour. All written work must be your own. Others' ideas and words must be meticulously documented. Ignorance is not considered an acceptable defense in cases of academic offences. Refer to a style manual of your discipline (MLA, APA, Chicago).

"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 Behavior (online at [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offense. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University" (GFC 29 Sep 2003).

#### Notes on Active Reading

- I expect you to come to class prepared to discuss the assigned readings. Reading the assigned texts is just the first step.

- Take notes as you read; highlight what you think are the most important terms and ideas; write questions in the margins; and read and respond to the questions at the end of chapters.
  - When you are reading, look for key concepts. By concepts, I mean terms or phrases that the author uses repeatedly and that seem integral to her main idea or argument. Jot these words or phrases down, and try to define or explain them in your own words in 2 – 4 sentences. Identify key quotations or phrases as well. It's often useful to include the page or paragraph number as you note these ideas. (It makes writing about a text a lot easier later). Ask yourself:
    - What major ideas does this author want me to understand or take away from the text?
    - What ideas fit with my understanding of the world and what ideas do not fit?
    - How does one particular perspective fit with or challenge other ideas that we've discussed?
    - Does the theory seem relevant to my life? Does it even make sense?
    - What do I not understand from this text? After reading it carefully, what am I still confused about?
  - Bring your questions to class. I often begin classes by asking what questions you had about the readings. Please feel free to ask questions about the material; you'll find that many people were wondering the same thing.
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## Other Important CSL-Related Notes

### Community Service-Learning (CSL) Component

#### *What is CSL?*

Community Service-Learning integrates community-based activities with classroom learning. Students volunteer with a non-profit community organization (see Placement List) for a minimum of 20 hours over the semester. You will be expected to have an engaged presence in the community throughout the semester and to reflect on your experiences on regularly using course content as a basis for your understanding and analysis.

For further information about CSL, including the Certificate in CSL, see <http://www.csl.ualberta.ca/>

#### *How do I choose a placement?*

1. Read the CSL Placement List and CSL Guidebook.
2. Between **January 11 and 15, 2010** all students will send me an email indicating which **two** organizations they would most like to work with and why (2-3 coherent paragraphs).

Consider the following questions:

- 1) What experiences and/or skills do you bring to your placement?
- 2) What interests you most about this placement?
- 3) What do you want to learn from this placement?

There are a limited number of placement spots available, so your first choice may not be available. Be prepared to work with either organization that you select.

3. You will receive a confirmation from me telling you that you can proceed to the next step. ***Once you receive confirmation***, contact your selected organization, tell them that you are a CSL student from CSL100: Introduction to Community Engagement, and arrange to meet with a representative from that organization to get started.
4. Fill out the CSL Student Agreement form (see CSL Guidebook), which details how you will work with that organization. Community organizations are busy, so be persistent but polite about trying to reach them. **Your participation in CSL is official only once your agreement form is signed by your community partner and returned to me. The Student Agreement form must be returned absolutely NO LATER than Tuesday, January 25, 2010 (ABSOLUTE DEADLINE).**

#### Community Supervisor

Think of your community supervisor as a co-educator and mentor in the course. You can learn a lot from them, perhaps more than from the classroom or the instructor. Accord your supervisor due respect and courtesy. Remember, they also want to learn from you, just as I do, so be open to discussing any relevant issues that come up for you.

#### Ethics, Confidentiality, and Respect

Familiarize yourself with the “Safety and Ethical Guidelines for CSL Participants” in the CSL Guidebook, pg 6.

#### Student Confidentiality and Anonymity

Reflection cards and discussions may incorporate anecdotal information drawn from experiences at your CSL placement, **but you must take steps to avoid any identifying information**. Do not use real names; do not include details that would allow a reader to deduce anyone’s identity.

#### Confidentiality and Respect

You may be privy to sensitive parts of people’s personal and social lives. Consider how often you are privy to intimate details of those around you. As we draw on our experiences outside of the classroom in class, please maintain high degrees of confidentiality. Respect peoples’ intimacies with confidentiality.

#### Research Ethics

Should any student choose to represent any other person or his/her experiences, s/he must obtain permission from the subject. People subject to representation must be able to provide **informed consent**. If people are not able to provide informed consent, then they must NOT be represented. Subjects must be informed that they are able to withdraw consent at any time, before or after being represented, and that they are not obliged to provide reasons for the withdrawal of consent. If you choose, for example, to interview someone, you must document their consent; consent forms are available from the instructor.