

## CSL 350/360 & 550/560

### Oil and Social Economy: *Understanding the social economy and community engagement*

*Social economy is a bridging concept that balances social objectives with economic value.*  
– Quarter, Mook & Armstrong, 2007

Spring 2013 (6 credits)  
May 6 – June 12, 2013  
University of Alberta North Campus

Monday & Wednesday 9-11:50am, Thursday 6-9pm  
Location: HC 2-7 (Monday and Wednesday) NRE 1-001 (Thursday Speaker Series)

#### ***Instructors:***

##### **Dr. Zane Hamm**

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The course website is accessible on line via E-Class.

#### ***Introduction to the CSL Spring Immersion Program***

The spring 2013 course integrates the following components and principles:

- an intensive service-learning component immersing students in a short but in-depth community volunteer project of direct relevance to the course topics and themes
- it is interdisciplinary in course content; students drawn from a variety of disciplines and faculties
- a course topic of timely significance

#### ***Introduction to Oil and Social Economy***

In what ways do communities and businesses respond to the scope and scale of the oil-led “black gold” economy in Alberta? How can community members - as stakeholders - shape the characteristics of citizen-led development that balances social vision with economic growth? In this course we will explore how businesses are embedded in a society, with complex relationships between the corporate and not-for-profit sectors, and examine how the reliance on oil development impacts social and economic participation in Alberta. Through coursework and community based projects with local and regional community organizations, students will

engage directly with challenging questions and experience firsthand how local groups imagine and construct the possibilities for social economy in the context of the energy economy.

### ***Course Environment and Pedagogy***

In-class sessions will primarily use a seminar format, but we will also use a variety of teaching and learning strategies, including: lectures and individual and group activities, storytelling and other narratives, audio-visual components, and reflective techniques. To participate effectively in and benefit fully from class discussions and other activities, you are expected to have finished all assigned readings before each class. The course pedagogy will be guided by our commitment to challenge each course participant in a respectful learning environment.

The goals of this course are not only to understand the key facets of the social economy and community economic development, but also to build analytical interdisciplinary tools and firsthand experiential knowledge of the community experiences related to oil in Alberta and the social economy. As outlined in more detail in the schedule below, we will explore the social economy and the issue of oil and sustainability in Alberta through:

- a series of readings and in-class presentations introducing us to the social economy, and the social, economic, and technological aspects of oil as a resource in Alberta
- a speakers series of experts (Thursday evenings)
- introductions to theories and methods for interdisciplinary analysis of community
- preparation and implementation of community engagement projects with Edmonton community organizations, conducted in interdisciplinary teams of students, who will meet weekly with a TA or instructors
- creation of class projects and presentations that reflect ongoing learning across course material and CSL activities

### ***Course Themes and Concepts***

Topics may include: scope and scale of social economy and oil development in Alberta, community economic development (CED), social economy businesses and social enterprise, current issues and responses, post-secondary education and apprenticeship, explorations of environmental and social policy, labour migration, Aboriginal business development, relationships between public and private sectors, and global perspectives.

While exploring a range of theories of community engagement and social economy in relation to oil economies, participants will focus on the particular case of Alberta and implications for local and global communities.

### ***Course Evaluation***

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| <ol style="list-style-type: none"><li>1. <b>Course Contract (15%)</b></li><li>2. <b>Portfolio (25%)</b></li><li>3. <b>CSL Deliverable &amp; Presentation (30%)</b></li><li>4. <b>Final Integrative Assignment (30%)</b></li></ol> |
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### ***Schedule and Readings***

#### **Required Textbook**

Quarter, Jack, Laurie Mook, and Ann Armstrong. (2009). *Understanding the Social Economy*, University of Toronto Press: Toronto, ON.

**Course Reading Module on-line link TBA**

## UNIT I (May 6-9):

### **Introduction to CSL, Social Economy, and the History of Oil Development in Alberta**

#### Goals:

- Overview of the course: introduction to CSL as a pedagogy, key debates surrounding CSL, choosing CSL projects, meet community partners
- Introduce conceptual frameworks for the course: Social Economy, community sustainability
- Introduce the sociopolitical and cultural issues related to oil and the energy economy (history and technology of oil development in Alberta, the oilsands, and key contemporary impacts of its growth)
- Explore interdisciplinarity and the skills and perspectives that can be developed through this course
- Form interdisciplinary teams for study and for CSL projects
- Organize students for hosting speakers series, and article presentations

#### Monday, May 6:

##### **Introductions to course and overview**

- Foundations of Adult Education and Community Service-Learning (CSL Guidebook)
- Explore purpose of connecting theory – practice, and the tools for reflections (portfolio, study groups)
- Linking Community Development, the Social Economy and Community Economic Development
- Introduction to debates on CSL pedagogy and practice

**Readings:** Chapter 1 of the course text, CSL Guidebook + key texts on debates surrounding service-learning

#### Wednesday, May 8:

##### **Exploring key terms, history, and context**

- Exploring key concepts of sustainability and social economy
- Roots of community organizing and adult education in Canada and in Alberta
- History of oil development in Alberta
- Guest Speaker – “Oilsands 101”
- Situating ourselves in the debates on CSL

#### Thursday, May 9

##### ***Mapping the Social Economy in Alberta***

##### ***Scope and Scale of Oil Development in Alberta***

## UNIT II (May 13 – 16):

### **Conceptualizing Social Economy and Community Economic Development (CED):**

### **Exploring Context and Key Issues in Oil & Development**

#### Goals:

- Understanding the social and economic impact of resource development
- Mapping oil development and regional disparity
- Exploring the purpose of the social economy
- Introducing principles and practices of community economic development and the social economy
- Analyzing models of service and service-learning

**Readings:** Chapters 2 and 3 of the course text + key readings on models of service and service-learning

**Additional Readings TBA**

- Overview of the issues students will be researching/ addressing in their CSL projects
- Introduction to key issues for rural and Aboriginal communities affected by the oil industry in Alberta
- Background research on issues to be addressed in CSL projects

Monday, May 13

**Part 1: Examining case studies and examples of SE and CED**

- Models of Social Economy Businesses
- Social Economy Businesses [case study examples: Bullfrog, Spark]
- Cooperatives and Credit Unions
- Worker Cooperatives
- Non-profit and commercial non-profits

**Part II: Models of SE and CED in Alberta**

Guest Speaker - Cooperatives

Wednesday, May 15

**Part I: Social Economy and the Arts**

**Part II: Youth, Employment, and Community**

- Activity – CED – Community Economic Development
- Social Enterprise – Case Study – Kids in the Hall Bistro, City Hall

Guest Speaker – Youth Empowerment Center

Thursday, May 16

**Speakers: Youth and Social Business Development**

Professor, University of Alberta Faculty of Business

Local business youth entrepreneurs

**UNIT III (May 20 – 23):**

**Community Engagement: Facilitating Stakeholder Partnership and Participation**

Goals:

- Introduction to the places, people, and organizations of social economy and CED
- Participation and shared learning through CSL projects
- Analyze citizenship, engagement and social capital

Monday, May 20

**Readings:** Chapter 5 and 6 of the course text + key texts on citizenship, engagement & social capital

**Part I: Public-sector non-profits**

- Housing, health care, childcare
- Social Policy and Fund Development
- Examples (Arts Council)

**Part II: Civil Society Organizations**

- Chambers of Commerce, Unions, Professional Associations
- Environmental organizations [Pembina]
- Guest Speakers – *Housing Continuum, Community Engagement and Environmental Stewardship*

Wednesday, May 22

- Exploring power and privilege in community
- Forms of capital
- Activity: Exploring social capital
- Community and business development

Guest Speaker – Aboriginal Business Development

Thursday, May 23

**Guest Speakers- *Stakeholder Engagement***

## **UNIT IV (May 27 Holiday – 30):**

### **Exploring Local - Global Perspectives on Sustainability and Community Development**

Goals:

- Debrief from first weeks of CSL project placement
- Prepare CSL project information, begin to organize and identify areas for further research
- Develop tools for theorizing local/urban/regional/global interconnections of oil and community (migration, youth, family/gender, housing, environment, impacts of technology)
- Introduction to the impact on other sectors of the economy (agriculture, forestry, processing, finance)
- Non-profit sector and the social economy

**Readings:** Chapters 7 to 9 of the course text + key texts on the history of the development of the non-profit sector

- Organizational design and governance strategies
- Fund Development and Grant Writing, Philanthropy
- Social accounting and accountability

Monday, May 27 - Holiday

Wednesday, May 29

#### **Part I: Global Perspectives**

Global Political Economies of Oil

Issues and Responses to Oil-led Development

#### **Part II: Linking Local and Global**

- Social Policy in Alberta
- Governance and Social Accountability

Guest Speaker – non-profit board

Guest Speaker – social accounting

Thursday, May 30

#### **Speaker Series**

UNIT V (June 3 – 6):

### **Future Directions: Oil, Community Development, & Accountability**

Goals:

- Re-visit social economy framework with a focus on oil and sustainability
- Explore examples of sustainability in the case of oil in Alberta, and international perspectives
- Examine models of effective local consultation in project design, implementation, and evaluation
- Explore innovation and technology

Monday, June 3

**Part I: CSL Project Presentations**

**Part II: Impact of oil industry on food systems and rural/agricultural Alberta**

Guest Speaker – sustainable farmer

Wednesday June 5

**Part I: Producing knowledge with communities**

Explore stakeholder engagement and process - “Social license to operate”

Guest Speaker TBA

**Part II: Exploring sustainability (Social, Environmental & Political-Economic)**

Constraints and opportunities for social development and private sector cooperation

Guest Speaker – Environment and SE

Thursday, June 6

Speaker Series

**UNIT VI (June 10 – 13): Reflections on Learning and Concluding Perspectives**

Goals:

- Complete CSL projects in teams
- Give presentations
- Wrap up the term

Monday, June 10

- Reflections on theory-practice
- Developing new knowledge
- Knowledge sharing and future research/project directions

**Final Presentations**

Wednesday, June 12

**Final Presentations**

Thursday, June 13

**Wrap-up Celebration**

## **Summary Descriptions of Course Work Components:**

### **Course Contract (15%)**

The course contract is a simple way to separate the steps that are important to completing a task from the end product and to ensure that students are keeping up with material throughout the term. The ultimate purpose of the contract is to set students up for success by making it clear what is expected of them by outlining this explicitly and by attaching a mark to their efforts that contributes to their overall grade.

Students are expected to participate fully in all aspects of the program: in-class discussions, volunteer projects, group work including in-class presentations and contributions to on-line discussions and forums, field study and the speakers' series. Assessment and evaluation will be comprised of a variety of sources including instructors, TA, peers and self.

You are guaranteed 11,25/15 (75% or a B) for your course contract mark if you meet the basic requirements of the course contract.

### **Portfolio (25%)**

Students will construct a portfolio, submitted in stages and in its entirety at the conclusion of the course that includes key components from their writing responses and artifacts of their learning through the CSL placement. The portfolio is a collection of your work that will outline your trajectory as a learner throughout the term. It comprised of a combination of directed reflection writing (the instructors or the TA will sometimes give you a specific topic to write about; for example, written responses to specific sets of questions in response to readings and guest speakers of the week and their disciplinary perspective) and self-directed writing on your experiences related to your CSL partnership work and the class as a whole (for example, notes from class activities including readings, class lectures, guest speakers, observations and experiences from work with your community partner, the speakers series, and *small-group meetings*). The e-journal is an opportunity for you to construct, collect and demonstrate your efforts over the term in a single location.

### **CSL Project “Deliverable” and Presentation (30%)**

All of the CSL projects will involve a deliverable that students are required to submit. While these deliverables—reports, information booklets, websites, summaries—may be group projects, groups are expected to divide the tasks evenly with group members. The course TA will support this process of group work to help ensure that work is evenly divided and that everyone's contributions are taken into consideration. Students may use the on-line site to collaborate and develop these projects.

You will have an opportunity to prepare a 15-minute presentation that highlights your project deliverable and explains your key areas of learning. This presentation may be open to community partners and invited guests.

### **Final integrative paper or creative project (30%)**

#### **Integrative Paper**

Based on the CSL project experience, course readings, and work done in the weekly reflective pieces, students will submit an 8-10 page integrative paper. Your paper should cite at least 8 academic sources as well as course materials. Your integrative paper should develop and support an original thesis. Details will follow in class.

#### **Community Document or Tool**

You may choose to produce an effective product for your CSL partner organization. The main idea is that you recognize a need or a gap within your partner organization and you produce something that the organization can and will use and that might build the capacity of the organization. The work you do here is not considered part of your CSL placement, although it may be related. That is, you may not duplicate the work you've already done or are doing for your placement in this final project.

#### **Creative Option**

If students prefer to demonstrate their learning through a final integrative creative project, this is an option. We will outline examples in class, and students are welcome to submit a written proposal for a creative final project. The proposal will be assessed to ensure it fulfills the course requirements as a final integrative assignment.

## **Grades**

Grades will be calculated in percentage form throughout the term and will be converted into letter form only for your final course grade. No particular distribution (e.g. bell curve) is used to determine grades. You will receive a failing grade if you receive less than 50% on all required course work, or if you receive less than 50% on the Final Integrative Assignment.

## **Academic Integrity and Course Outline Policy**

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.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) 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. Policy about course outlines can be found in Section 23.4(2) of the University Calendar.