

UNIVERSITY OF ALBERTA
FACULTY OF ARTS
Community Service-Learning

CSL 100 (A1): Introduction to Community Engagement
Fall 2015

Instructor: Dr. Daniel M. Johnson
Class Time: T R 9:30-10:50
Class Location: CAB 369

Email: dmjohnson@ualberta.ca
Office Hours: By appointment
Phone: (780) 999-4400

Course Website: <https://sites.google.com/a/ualberta.ca/csl-100/>

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

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc?

Yes No, not needed. No such projects approved.

Community Service-Learning component

Required Optional N/A

Past or Representative Evaluative Course Material Available

- Exam registry – Students’ Union
http://www.su.ualberta.ca/services_and_businesses/services/infolink/exams
- See explanations below
- Document distributed in class
- Other (*please specify*)
- NA

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).

ABOUT CSL 100 (A1)

CSL 100 includes a mandatory community service-learning (CSL) component. Students will be required to volunteer 20 hours with a community partner outside of scheduled class time.

CSL 100 will focus on several key themes: community engagement from a treaty perspective, critical pedagogy, organizing for systemic/structural social change, harm reduction, trauma, and critical approaches to reconciliation in Canada.

CSL 100 will examine displacement/“homelessness” and the intersections of Indigeneity, settler-colonialism, economic marginalization/economic poverty, gender, sexuality, and the non-profit industrial complex (NPIC) with an emphasis on community engagement/organizing, activism, community building, community-based action research, and anti-colonial critique rooted in understandings of the treaty relationship. The course will emphasize local histories, stories, knowledges, struggles, and practices. The tone will be overtly political, oriented toward activism and social change.

INSTRUCTOR AVAILABILITY

I work full time as the Program Manager at the Women's Emergency Accommodation Centre (E4C-WEAC). I have provided my cell phone (780-999-4400) as a means of contacting me during the day. As this phone is intended for the use of WEAC business, I ask that you only phone me regarding urgent matters that cannot be addressed in class or by e-mail.

However, please feel free to text me at this number.

I will be available to meet students **by appointment only**. Please send me an e-mail to schedule an appointment.

COURSE GOALS AND OBJECTIVES

The course will examine how university-community partnerships can co-create knowledges and practices (theory and praxis) that are beneficial to diverse constituencies.

Course objectives include:

- To theorize ways that community-based research and practice can be used toward goals of social justice, decolonization, resurgence, and liberation
- To meaningfully engage with communities in Edmonton to co-create research projects that work toward social justice that is defined primarily by and in collaboration with community partners through community service-learning
- To engage in critical, collaborative, action-oriented research activities
- To further refine students' critical thinking, reflection, reading, and writing skills

Course materials and other information will be disseminated via the course website and announcements will be sent to the email addresses you have registered on Bear Tracks.

REQUIRED TEXTS

The following are available at the University of Alberta Bookstore:

Paulo Freire, *Pedagogy of the Oppressed*, trans. Myra Bergman Ramos (1970; repr., New York: Continuum, 2010).

Final Report of the Truth and Reconciliation Commission of Canada, Volume 1: Summary (Toronto: Lorimer, 2015).

Additional readings will be made available in class and via the course website.

COURSE EVALUATION

Class Attendance and Participation	10%	(See page 4)
Reflection Essays	30%	Due Sept. 22, Oct. 6, Oct. 27, Nov. 3, Nov. 24
CSL 100 Twitter Engagement	15%	
Final Project Outcome and Presentation (including CSL Completion Form)	20%	Week of Dec. 1
Integrative Assignment	25%	Due Dec. 1

LATE ASSIGNMENTS AND ABSENCES

Late policies will be made available on individual assignment guidelines.

In the event that you are absent from class for a prolonged period of time, please contact the instructor by e-mail to make arrangements for assignments and missed work.

ACADEMIC INTEGRITY

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

LEARNING AND WORKING ENVIRONMENT

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice: (<http://www.ombudservice.ualberta.ca/>). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at (<http://gfcpolicymanual.ualberta.ca/>).

PLAGIARISM AND CHEATING

All students should consult the “Truth-In-Education” handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of **plagiarism** and its consequences when detected. **Students involved** in **language** courses and **translation** courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in language courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.

RECORDING OF LECTURES

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

ATTENDANCE, ABSENCES, AND MISSED GRADE COMPONENTS

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

A NOTE ON ATTENDANCE AND PARTICIPATION

Class participation comprises both regular attendance and participation in class discussions and activities. In the event of an absence, students are responsible for collecting notes and materials from a fellow student. Students are expected to be in class on time.

Participation in class also requires that students complete readings prior to the class in which they are reviewed/discussed, and coming to class prepared to make thoughtful contributions to discussions.

SPECIALIZED SUPPORT AND DISABILITY SERVICES

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email ssdsrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

CLASS SCHEDULE

★ indicates the reading will be posted to the course website.

WEEK ONE

Tuesday, Sept. 1

Introductions

Thursday, Sept. 3

Introduction to CSL at the University of Alberta and community partners

Reading: ★ CSL Student Guidebook

Please log on to the CSL Portal and review the community projects prior to this class.

WEEK TWO

Tuesday, Sept. 8

**** CSL Placement Choices due by 11:59 pm tonight (see page 8)****

Reading: ★ Donna M. Bickford and Nedra Reynolds, "Activism and Service-Learning: Reframing Volunteerism As Acts of Dissent," *Pedagogy* 2, no. 2 (2002): 229-252.

Thursday, Sept. 10

Reading: ★ Eric C. Sheffield, "Toward Radicalizing Community Service Learning," *Educational Studies* 51, no. 1 (2015): 45-56.

WEEK THREE

**** Security Check Week (See course website for information) ****

Tuesday, Sept. 15 - Thursday, Sept. 17

Readings: ★ Copy of Treaty No. 6 between Her Majesty the Queen and the Plain and Wood Cree Indians and other Tribes of Indians at Fort Carlton, Fort Pitt and Battle River.

★ Roger Epp, "We Are All Treaty People: History, Reconciliation, and the 'Settler Problem,'" *We Are All Treaty People: Prairie Essays* (Edmonton: University of Alberta Press, 2008), 121-141.

★ David Garneau, "Imaginary Spaces of Conciliation and Reconciliation," *West Coast Line* 46, no. 2 (2012): 28-38.

Film: ★ *Trick or Treaty?* (National Film Board, 2014), dir. Alanis Obomsawin.

WEEK FOUR

Tuesday, Sept. 22 - Thursday, Sept. 24

Reading: Freire, *Pedagogy of the Oppressed*, 35-69.

WEEK FIVE

Tuesday, Sept. 29 - Thursday, Oct. 1

Reading: Freire, *Pedagogy of the Oppressed*, 71-124

WEEK SIX

Tuesday, Oct. 6 - Thursday, Oct. 8

Reading: Freire, *Pedagogy of the Oppressed*, 125-183.

WEEK SEVEN

Tuesday, Oct. 13 - Thursday, Oct. 15

Reading: ★ Dean Spade, *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law* (Durham: Duke University Press, 2015), 38-72.

WEEK EIGHT

Tuesday, Oct. 20 - Thursday, Oct. 22

Readings: ★ Christopher B. R. Smith, "Harm Reduction as Anarchist Practice: A User's Guide to Capitalism and Addiction in North America," *Critical Public Health* 22, no. 2 (2012): 209-221.

★ Benjamin Shepard, "Harm Reduction as Pleasure Activism," *Queering Anarchism: Addressing and Undressing Power and Desire*, ed. C.B. Daring, J. Rogue Deric Shannon, and Abbey Volcano (Oakland: AK Press, 2012), 101-114.

WEEK NINE

Tuesday, Oct. 27 - Thursday, Oct. 29

Reading: *Final Report of the Truth and Reconciliation Commission of Canada*, 37-134.

WEEK TEN

Tuesday, Nov. 3- Thursday, Nov. 5

Reading: *Final Report of the Truth and Reconciliation Commission of Canada*, 135-182.

**** READING WEEK ****
November 9-13

WEEK ELEVEN

Tuesday, Nov. 17 - Thursday, Nov. 19

Final Report of the Truth and Reconciliation Commission of Canada, 1-22, 183-317.

WEEK TWELVE

Tuesday, Nov. 24 - Thursday, Nov. 26

Review and Reflection

WEEK THIRTEEN

Tuesday, Dec. 1 - Thursday, Dec. 3

**** Dec. 1: Final day to hand in CSL 100 Completion Form ****

Presentation of Term Projects

CHOOSING A COMMUNITY PLACEMENT

Community partners will visit class on Thursday, Sept. 3. This will be your opportunity to ask questions and learn more about the community partners and their projects. Please log on to the CSL Portal and review the community projects prior to this class.

On **Tuesday, Sept. 8 by 11:59 pm** you are asked to send the instructor an e-mail (dmjohnson@ualberta.ca) that contains the following:

- your name and contact information (these will be forwarded to your community partner)
- 1-3 sentences about why you are enrolled in CSL 100
- list any prior CSL placements you have had in University of Alberta courses
- your **top two choices** for a community placement, with 3-4 sentences explaining (1) why you have made these choices, (2) what you hope to contribute to each project, and (3) what you hope to learn from each placement
- anything else you think the instructor and/or community partners should know

You will be informed of the one community placement to which you will be assigned prior to class on Thursday, Sept. 10.

FACULTY OF ARTS GRADING SCALE

A+	94 and above	Excellent
A	90-94	
A-	85-89	
B+	80-84	Good
B	75-79	
B-	70-74	
C+	65-69	Satisfactory
C	60-64	
C-	55-59	
D	50-54	
F	below 50	