

# Community Service-Learning 300, Winter 2014 Theory and Practice in Community Service-Learning

**Instructor:** Dr. Jason Taylor

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**Office:** Assiniboia Hall 2-68

**Office Hours:** Monday 4-5; Wednesday 10-11

**Time:** Wednesday 13:00-15:50

**Location:** HC 1-3

## Course Description

Overall the trajectory of the term can be captured in three questions: What is CSL and how does it fit into higher education (if at all)? What is the nature of the gap between theory and practice and how does this relate to CSL? What is the future of CSL within higher education (if anything)?

Community service-learning (CSL) integrates community-based activities with classroom learning, but to what end? What does CSL accomplish? Why is it an increasingly popular and important pedagogical strategy in modern universities? Despite strong advocates in favour of CSL there are serious disputes about its value, place, and method of practice within universities. Some CSL practitioners would respond to these questions by asserting that community-engaged learning plays a key role in bringing about social change. Other advocates of service-learning suggest that community engagement will help shape responsible citizens and reinvigorate participatory democracy. Others value service-learning more for its ability to provide students with practical work experience, including networking opportunities and transferable skills. But are these goals realizable? Are they consistent? The first part of the course will explore the debates concerning the goals of community-engaged learning and the purposes of both education and universities (both broadly construed). We will focus on being clear about what Community Service-Learning and Education are in the ideal, by explicating the theoretical background to the former in light of the ideal understanding of the latter. This will lead us readily into the extent and limits of who 'gets' CSL experience (for both students, instructors, and those in the community). This will set us up to explore the gap that exists between theory and practice and the ways in which service-learning, community engagement, and social change affect this gap and are affected by it. Towards the end of the term (time permitting) we will examine current trends and the future of CSL, in (at least) a digital form.

*The class format will lean towards a seminar where students are expected to participate in discussion rather than a formal lecture*

## Evaluation

Course Contract: 50%

Discussion Development Exercise: 10%

Final Project: 40%

- **Course Contract:** This is a list of to-dos (meetings, reflections, e-portfolio, etc) that will track effective participation in your chosen CSL placement and engagement with the class as a whole. You will be guaranteed 37.5/50 ('B') for simply completing all the items to a satisfactory degree. Missing deadlines or poor quality assessments will pull your mark here lower. Higher quality completions will push it up.
- **Discussion Development Exercise:** In consultation with the instructor, each student will select one topic/reading and take responsibility for introducing it to the class during the assigned week and acting as the content expert for that author/topic.
- **Final Project:** You may choose between a formal research paper aimed at publication/presentation, or documenting your CSL project/hosting organization. Projects will include a proposal and in-class presentation in addition to the main project produced.

## Texts

**Required:** Service-Learning in Theory and Practice (2010) by Dan W. Butin

A collection of readings available via the course website or by other means\*

\*(These will often be provided via links to downloads via the library's online catalogue and you will need your CCID)

## Website

The website for the course can be found through eClass: <https://eclass.srv.ualberta.ca/portal/>. You should use the website to access materials (discussion forums, readings) that are needed throughout the term.

## Instructor Availability

Office hours are the times that I promise to be in my office for drop-in discussion. I have other responsibilities within the university so it is best to book in advance whenever possible. *Note I am available at other times.* Should office hours not fit your schedule then either email me or speak to me immediately before or after class to arrange an alternative time. Though I may send out class notices through eClass, please do not use the messaging feature on the eClass to contact me.

A face-to-face meeting is the best way to overcome misunderstandings. If you have any questions or concerns regarding the class — including everything from feeling lost or bored to not understanding course material or how you are being graded — come and see me ASAP. There are very few problems with logistics or understanding that cannot be solved easily with an early discussion. I will always do what I can to help you within the guidelines of what is fair, reasonable, and within the academic policy of the university

## Marking and Grading

Unless otherwise specified in the assignment, late work loses 25% for every new 24-hour period that begins following the specified time that the work was due (e.g. work handed in one minute after it is due loses 25%). Justifications for late work must be given within 48 hours. Unless otherwise specified, all work is due at the beginning of class within the first 5 minutes (by my watch).

There will be no automatic translation of raw percentile scores (marks) to the 4 point scale (grades) since this would (unrealistically) presume consistency in the setting of exams and assignments across years and instructors. Rather, raw scores will be compared to the normal grade distribution for the appropriate course level within in the Faculty of Arts.

The translation of raw scores (marks) into grades will primarily be made on the basis of this comparison. A subjective element will always remain - e.g. if the instructor believes that the class has a larger number of outstanding students than usual then more A's will be given out. Or, if the class is assessed by the instructor to be poorer than normal, a greater number of lower grades will be assigned.

## Recording

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.

## 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 [www.uofaweb.ualberta.ca/governance/studentappealsregulations.cfm](http://www.uofaweb.ualberta.ca/governance/studentappealsregulations.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.

The code of student behaviour is lengthy, but it would be well worth your while to make sure that you fully understand what constitutes cheating, plagiarism and violations of safety or dignity. An appropriate summary may be found at [www.uofaweb.ualberta.ca/governance/StudentAppealsCheatsheet.cfm](http://www.uofaweb.ualberta.ca/governance/StudentAppealsCheatsheet.cfm). The "Truth-In-Education" handbook or website (<http://www.uofaweb.ualberta.ca/TIE/>) is also useful. Note that that neither of these summary resources are a substitute for reading the full code.

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

## (Approximate) Course Schedule

<i>Date</i>	<i>Readings and Other Notes</i>
Week 1: Jan 7-10 Introduction	Butin - Forward and Preface
Week 2: Jan 13-15 <i>Theorizing CSL</i>	Fish - 'Aim Low' <i>Chronicle Article</i> Fish - 'Why we Built the Ivory Tower' <i>New York Times</i> Butin - Chapter 1
Week 3: Jan 20 -24 <i>Theorizing CSL</i>	Butin – Chapter 2 and 3
Week 4: Jan 27 – Jan 31 <i>Problems Within CSL</i>	Himley - 'Facing (Up To) 'The Stranger' Marion Young - 'Five Faces of Oppression' Butin - Chapter 4
Week 5: Feb 3 - 7 <i>Problems Within CSL</i>	Jones - 'Underside of Service Learning' Morton - 'Irony of Service-Learning' Butin - Chapter 7
Week 6: Feb 10 – 14 <i>Problems Within CSL</i>	McIntosh - 'White Privilege and Male Privilege' Dunlap (et al.) - 'White Students' Experience of Privilege'
Week 7: Feb 17 - 21	<b><u>READING WEEK: No Class</u></b>
Week 8: Feb 24 – Feb 28 <i>Theory and Practice</i>	Madison - 'The Practice of Theory, The Theory of Practice' Deacon - 'Theory a Practice: Foucault's Concept of Problematization...'
Week 9: Mar 3 - 7 <i>Theory and Practice</i>	Jorgensen - 'Four Philosophical Models...' Stokes - 'Response to Jorgensen'
Week 10: Mar 10 - 14 <i>Theory and Practice</i>	Philosophy for Children / Knife Fighting
Week 11: Mar 17 - 21 <i>Activism, Citizenship and CSL</i>	Fyfe and Milligan - 'Out of the Shadows' Bikford and Reynolds - 'Activism and Service-Learning'
Week 12: Mar 24 - 28 <i>Activism, Citizenship and CSL</i>	Jurik – 'Imagining Justice: Challenging the Privatization of Public Life' Armstrong – 'Global Civil Society and the Question of Global Citizenship' Butin - Chapter 6
Week 13: Mar 31 – Apr 4 <i>Future of CSL</i>	Shulman (et al) - 'Digital Citizenship: Lessons Learned' Waldner (et al.) - 'Extreme E-Service Learning' Butin - Chapter 8
Week 14: Apr 7 - 11	CSL Wrap-ups and Presentations

\*\*I reserve the right to modify the schedule with respect to how quickly or slowly we cover the material. I may also add optional