



UNIVERSITY OF ALBERTA

CSL 300 - Theory and Practice of Community Service-Learning Community and Civic Engagement

Winter 2016 (3 credits)
January – April, 2016
University of Alberta North Campus
Wednesday 1-4pm - Location: HC 1-3

Instructor:

Dr. Zane Hamm

zhamm@ualberta.ca

Office Hours: email to set-up a time

The course website is accessible on line via E-Class: <https://eclass.srv.ualberta.ca>

Introduction to the CSL 300 course

CSL 300 is an interdisciplinary course that explores the theory and practice of community and civic engagement, for students interested in learning more about citizenship, democracy, and experiential learning opportunities. This course is based on principles of adult learning and experiential education and serves as a foundation for internships, Study Abroad, and Community Service-Learning (CSL). The course integrates the following components and principles:

- an intensive service-learning component engaging students in a short but in-depth community volunteer project that is relevant to the course topics and themes
- interdisciplinary course content, with students from a variety of disciplines and faculties

Overview

In this course, students will explore questions and concepts of community and civic engagement, citizenship, democracy, social responsibility, and experiential education through theoretical and practical approaches in the classroom and in the community. As part of this course, students participate in community service-learning (CSL), which integrates community-based activities with classroom learning. For 20 hours over the semester, students will work with local community partners and non-profit community organizations. Through guided reflection, participants in this course will reflect on their CSL experiences to deepen their understanding of community and social issues. Students will explore the concept of “research in action” within the community, and develop skills for research and practice that will provide a foundation for future civic engagement and engaged scholarship.

Objectives

Build Theoretical & Practical Frameworks

- To critically examine the concepts of community and civic engagement, experiential education, and socially responsible citizenship by exploring theoretical and practical approaches to community and civic engagement.
- To explore, understand and apply concepts through practice, reflection, and exploring research methods.
- To develop reflection tools and methods to practice and apply theoretical frameworks and concepts.

Unify & Bridge Theory and Practice: Community Service-Learning

- To integrate theoretical and practical approaches to community and civic engagement through community service-learning (CSL). Engage with community through CSL placements to reflect on and raise questions about these concepts and understand how they are applied.
- To understand and practice key civic leadership skills, including: a) written and oral communication; b) listening, synthesis and analysis; c) project planning with community members; d) group process facilitation; and e) collaborative decision making, among other skills.
- To develop skills and ability to be part of knowledge construction and co-construction with community members, and revise theoretical understandings and frameworks based on 'lived experience'.

Course Environment and Pedagogy

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 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 my 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 community engagement and community service-learning, but also to build analytical interdisciplinary tools and firsthand experiential knowledge of the community experiences in the context of Alberta. As outlined in more detail in the schedule below, we will explore community engagement and citizenship through:

- a series of readings and in-class presentations introducing us to concepts and case studies
- guest speakers
- introductions to theories and methods for interdisciplinary analysis of community
- preparation and implementation of community engagement projects with Edmonton community organizations
- class projects and presentations that reflect ongoing learning across course material and CSL activities

Course Themes and Concepts

Topics may include: exploring concepts of community, understanding experiential education – definitions, types and history, community service-learning, examining meanings of engagement (student, community, civic), differentiating types of engagement (volunteerism, activism, public service, advocacy), understanding the non-profit sector – definitions, characteristics and history, understanding citizenship (individual, political, global), democracy and civic engagement, key concepts and frameworks (social change, social justice), community-based research and engaged scholarship, forms of power and privilege, knowledge production and kinds of knowledge, social media and technology, and creative methods of engaging community (civic art, photography, and storytelling). We will explore current issues and global perspectives in community engagement (considering scope and scale), and implications for policy and practice.

Course Assessment & Evaluation

1. **Course Contract (10%) Throughout the term**
2. **Seminar/Presentation of course reading (10%) Throughout the term**
3. **Portfolio (20%) Assessed throughout the term,
First due date: February 3; Second date: March 16th**
4. **Mid-term Evaluation (15%) February 24**
5. **CSL Deliverable & Presentation (20%) March 30 & April 6th**
6. **Final Integrative Assignment (25%) Due April 8th**

Instructor Background and Availability:

My formal background includes a PhD in Educational Policy Studies with a Specialization in Adult Education. I have a Master's degree in Education (MEd) in International/Global Education and have worked in numerous international and experiential education organizations. My work and volunteer commitment in the non-profit field includes more than 15 years of experience with local and international organizations related to health and community development. My research interests include rural youth mobility and migration, school-work transitions including youth in the trades, community engagement (CSL!), citizenship and civic engagement, adult education programming, and intergenerational education. I work with the Centre for Public Involvement www.centreforpublicinvolvement.com, and I teach MBA courses in Community Economic Development.

I am available to meet with you to answer questions and to support your learning and your success in the course. Please contact me at zhamm@ualberta.ca to arrange an appointment time.

Policies and Expectations:

Policies about course outlines can be found in 23.4(2) of the University of Alberta Calendar

Student Support Centre: For support in developing strategies for time management, study techniques, or exam preparation, contact: Academic Support Centre (2-300 Students' Union Building).

Late Policy: Late arrival to class will impact your class contract mark. Late assignments will be deducted 3% per day. Please contact me in advance if alternate arrangement must be made.

Class Schedule & Expectations

- Course materials and readings available online or available to students as PDF on the course website (Eclass)
- Please have copies of assigned readings with you in class (paper or electronic form).
- Please note that there may be minor changes to the schedule throughout the term. All changes will be announced in class or on Eclass. You are responsible to know about course schedule or readings.
- Readings are to be completed for the beginning of the week unless otherwise noted.
- You are expected to be on-time. Please turn off distracting tech devices, and engage in class discussion.

Schedule and Readings

Texts and Class Materials:

The text for the Butin readings is available on eclass. The course material and readings will be available on E-class. You may be required to search for supporting materials through the University of Alberta database.

Course Website:

The course website is <https://eclass.srv.ualberta.ca>. The majority of course materials and the obligatory on-line forum will be available on this site throughout the term.

Course Reading Module on-line link – Selected readings include required and recommended articles related to community engagement, citizenship, community service-learning and adult education.

Course Schedule & Readings	
Date	Readings
<p>Week 1 - January 6 <i>Welcome & Introduction</i></p> <p>Overview of the course: Introduction to CSL as a pedagogy, choosing CSL projects, meet community partners</p> <p><u>Actions for this week:</u> Log onto course website (Eclass) Read the course syllabus, course contract and other course documents</p>	<p>CSL Guidebook: http://www.casl.ualberta.ca/Students.aspx</p> <p>CSL Placement List, Course Syllabus and other important course documents on EClass.</p> <p>“How to choose a placement”- PDF</p> <p>“Ethics in Helping” (CACSL)-PDF on E-Class Site</p> <p>Butin – Forward and Preface</p> <p><u>Email CSL placement choices - due Friday, January 8th, noon.</u></p>
<p>Week 2 - January 13 <i>Theoretical Foundations</i></p>	<p>Butin –Chapter 1</p> <p>Bhattacharyya, J. (2004). Theorizing community development. <i>Journal of Community Development Society</i>, 34(2).</p> <p>Senge, Hamilton, & Kania, (Winter 2015). The dawn of system leadership. <i>Stanford Social Innovation Review</i>. Leland Stanford Jr. University. Pp1-9.</p> <p>Butin, D. (2015). Dreaming of justice: Critical service learning and the need to wake up. <i>Theory into Practice</i>: 54:pp. 5-10.</p> <p>Case Study to review: October 2015 Building University of Alberta – Institutional Strategic Plan Discussion Paper – PDF on eclass. http://www.infed.org/community/community.htm</p> <ul style="list-style-type: none"> • Watch EClass site for additional instructions on e-portfolio
<p>Week 3 - January 20 <i>Models of Service & Theories of Service Learning</i></p>	<p>Butin – Chapter 2,3 (Chapter 7 will be discussed in class)</p> <p>Morton, K. (1995). The irony of service, charity, project and social change in service learning. <i>Michigan Journal of Community Service Learning</i> 2(1).</p> <p>Levine, P. (2013). The civic mission of higher education at a time of democratic discontent. <i>Partnerships: A Journal of Service-Learning & Civic Engagement</i>. 4(2): pp. 95-101.</p>
<p>Week 4 - January 27 <i>University – Community and Partnership: Bridges and Boundaries</i></p>	<p>Kliwer, B. & Ramaley, J. (2015). Service-Learning and Civic Engagement: From the guest editors - A call for participation in Civic Life. <i>Partnerships: A Journal of Service-Learning & Civic Engagement</i>, 6(3): pp1-7.</p>

	<p>Bingle, R., Clayton, P. & Bingle, K. (2015). From teaching democratic thinking to developing democratic civic identity. <i>Partnerships: A Journal of Service-Learning & Civic Engagement</i>. 6(1): pp. 1-25.</p> <p>Maddux, H., Donnett, D. (Spring 2015). John Dewey's pragmatism: Implications for reflection in service-learning. <i>Michigan Journal of Service Learning</i>, 21(2): pp 64-74.</p> <p>Due this week: Snapshot #1</p>
<p>Week 5 – February 3</p> <p><i>Theory & Practice of Civic Engagement</i></p>	<p>National Coalition for Dialogue and Deliberation. (2009). <i>Core principles for public engagement</i>. Available from http://ncdd.org/rc/wp-</p> <p>International Association for Public Participation. (2007). <i>IAP2 core values of public participation</i>: http://www.iap2.org/associations/4748/files/CoreValues.pdf</p> <p>International Association for Public Participation. (2007). <i>IAP2 spectrum of public participation</i>.</p> <p>Nabatchi, T. and Leighninger, M. (Eds). (2015). Chapter 2: Good or bad? Charming or tedious? in <i>Public Participation for 21st Century Democracy</i> (pp. 13-44). Hoboken, NJ, USA: John Wiley & Sons. doi: 10.1002/9781119154815.ch2</p> <p>Strengthening Engagement in Edmonton: http://goo.gl/f9PLEP</p>
<p>Week 6- February 10</p> <p><i>Exploring Power & Privilege</i></p>	<p>Butin, Chapter 4</p> <p>Dunlap, et al. (2007). White students’ experiences of privilege and socioeconomic disparities: Towards a theoretical model.</p> <p>Himley, “Facing (Up To) ‘The Stranger’ in Community Service-Learning”</p> <p>Swacha, K. Y. (2015). Towards productive disagreement: Deliberative, democratic processes in community engagement and service-learning. <i>Partnerships: A Journal of Service-Learning & Civic Engagement</i>. 6(1):pp29-53.</p> <p><u>In-class activity</u>: Understanding Privilege</p> <p>Due this week: Snapshot #2</p>
February 15-19 – Reading Week	
<p>Week 7 - February 24</p> <p><i>Exploring Contemporary Issues</i></p>	<p>Butin, Chapter 6</p> <p>Westheimer and Kahne (2004). What kind of citizen? The politics of educating for democracy. <i>American Educational Research Journal</i>, 41 (2). Pp.237-269.</p> <p>Kivel (2000). Social Service or Social Change?</p> <p>Holmgren, M. (2015) - <i>Does charity prevent collective possibility?</i> Blog Post. City of Edmonton’s End Poverty Initiative</p> <p>Additional resources TBA on e-class</p>

<p>Week 8 - March 2</p> <p><i>Reflection</i></p>	<p>Mid-term Review & Evaluation</p> <p>Mitchell, T, Richard, D., Battistoni, R, and Banik, C. (Spring, 2015). Reflective practice that persists: Connections between reflection in service-learning programs and in current life. <i>Michigan Journal of Service Learning</i>, 21(2):pp 49-64.</p> <p>Resources on eclass: Community Partners as Co-Educators</p>
<p>Week 9 -March 9</p> <p><i>Engaged Scholarship & Community Based Research</i></p>	<p>Kahne, J., Westheimer, J. Rogers, B. (2000). Service-Learning and citizenship: Directions for research. <i>Strategic Directions for Service-Learning Research</i>, Special Issue vol 1: pp 42-51.</p> <p>Flicker et al, (2008). A Snapshot of Community Based Research in Canada: Who? What? Why? How?</p> <p>Gaventa, J., & Barrett, G. (2010). <i>So what difference does it make? Mapping outcomes of citizen engagement</i>. Development Research Centre Citizenship, Participation and Accountability. Working Paper Volume 2010 Number 347.</p> <p><u>Resources for Class Discussion:</u> Community-University Partnership (CUP) website: http://www.cup.ualberta.ca; <i>Research in Action: Research within the Community</i></p>
<p>Week 10 - March 16</p> <p><i>Arts-based Engagement & Strengthening Communities</i></p>	<p>Christensen, J. (2012). Telling stories: Exploring research storytelling as a meaningful approach to knowledge mobilization with Indigenous research collaborators and diverse audiences in community-based participatory research. <i>The Canadian Geographer / Le Géographe canadien</i>, 56 (2).</p> <p>Wang, C., Cash, J., and Powers, L. (2000). <i>Who knows the streets as well as the homeless? Promoting personal and community action through photovoice</i>. Health Promotion Practice: Sage Publishers.</p> <p>Horrigan, P. (2015). Rust to green: Praxis as University-community placemaking. <i>Partnerships: A Journal of Service-Learning & Civic Engagement</i>. 6 (3): pp. 8-28.</p> <p>Library or shelter? Compensating for Alberta's inadequate social services. In <i>Alberta Views</i>, April, 2013, p. 35-39.</p> <p>TBC - Walking tour of the Stanley A. Milner Library, Churchill Square</p>
<p>Week 11 - March 23</p> <p><i>Knowledge Mobilization, Research, & Social Change</i></p>	<p>Levin, (2009). Building a relationship between research and practice.</p> <p>Gaventa, J., & Barrett, G. (2010). <i>So what difference does it make? Mapping outcomes of citizen engagement</i>. Development Research Centre Citizenship, Participation and Accountability. Working Paper Volume 2010 Number 347.</p> <p>Means, D. (Fall, 2014). Democratic and social justice goals in service-learning evaluation: Contemporary challenges and conceptual resources. <i>Michigan Journal of Service Learning</i>, 21(1): pp. 41-55.</p> <p>McMillan, J. and Stanton, T. (Fall 2014). "Learning service" in International contexts: Partnership based Service Learning and research in Cape Town, South Africa. <i>Michigan Journal of Service Learning</i>, 21(1): pp. 64-79.</p> <p>EASTER March 25th and 28th</p>

<p>Week 12 - March 30</p> <p><i>Selected Topics in Civic Engagement</i></p> <p>*Readings and Themes to be selected based on students' interests and prior learning</p> <p>In-class evaluation, time for group work or community/library-based research</p> <p>Draft of final project – bring to class for peer editing session</p>	<p>Selected topics</p> <p>Kahne, J. Lee, N. and Freezel, J. (2011). The civic and political significance of online participatory cultures among youth transitioning to adulthood.</p> <p>Mundel, K. & Schugurensky, D. (2013). Creating healthy communities: The transformative potential of volunteering in community-based organizations. pp. 177-193. In Schugurensky, D, Mundel, K., and Duguid, F. Eds. (2013). <i>Volunteer work, informal learning and social action</i>. Rotterdam: Sense Publishers.</p> <p>Additional Readings on EClass site: <i>Core Competencies in Civic Engagement</i></p> <p>Gordon, E., Baldwin-Philippi, J. & Balestra, M. (2013). Why We Engage: How Theories of Human Behavior Contribute to Our Understanding of Civic Engagement in a Digital Era. <i>Harvard University Berkman Centre Research Publication No. 2013-21</i>. Cambridge: The Berkman Centre for Internet and Society.</p> <ul style="list-style-type: none"> • Due this week – Snapshot #3
<p>Week 13 - April 6</p> <p><i>Concluding Perspectives & Reflections</i></p> <p><i>Next Generation Engagement</i></p>	<p>Class Presentations</p>
<p>April 8th - Final Assignments & Summaries due Friday</p>	

*Course schedule and readings may be modified in response to the course pace. Optional readings may be added.

Summary Descriptions of Course Work Components:

Course Contract (10%) Due Second Week in January, Assessed throughout the term

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. Assessment and evaluation will be comprised of a variety of sources including the instructors, peers and self.

*This component requires your full engagement, and it is worth your effort. Average marks are often at least (75% or a B) for course contract mark if you meet the basic requirements of the course contract.

Presentation of Course Reading / Class Seminar (10%) – Assigned dates

In this assignment you will lead the class in a short seminar on one of the course readings. You will provide an overview and critical synthesis (15 to 20 minutes) of the key points from the article, and prepare two questions for class discussion. You will be assessed on the following: the summary/overview of the content; critical analysis, your ability to link theoretical concepts with a case study or example in practice. You will work with the instructor to lead the class discussion (10-15 minutes).

Portfolio (20%) First Due Date February 3rd; Second due date March 16th

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 and course materials. The portfolio is a collection of your work that will outline your trajectory as a learner throughout the term. It is comprised of a combination of directed reflection writing (the instructor 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, community mapping, class lectures, guest speakers, observations and experiences from work with your community partner, *and small-group discussion*). The e-portfolio is an opportunity for you to construct, collect and demonstrate your efforts over the term in a single location.

Mid-term Reflection and Evaluation – (15%) - Details to follow. In-class (February 24)

CSL Project “Deliverable” and Presentation (20%) Due March 30th & April 6th

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 instructor 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 (25%) Due April 8th

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, (it is in addition to the CSL placement project) 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.

Policies and Procedures

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

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/>.

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) 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.

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. consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss 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. ***In this course, expectations for participation are outlined on our course contract.**

Specialized Support & 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).

Grading: Marks for assignments, tests, and exams are given in percentages. The percentage mark resulting from the entire term work and examination then produces the final letter grade for the course. Grades will be calculated in percentage form throughout the term and will be converted into letter form only for your final course grade. 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.