

CSL 300: Theory and Practice of Service-learning
OR “Communities, Universities, and Knowledge”
Winter 2006
Wednesdays 1-4 pm, Tory B-65

The process of knowing, which involves the whole conscious self, feelings, emotions, memory, affects, an epistemologically curious mind, focused on the object, equally involves other thinking subjects, that is, others also capable of knowing and curious.

Paulo Freire (1998: 92)

[for a thumbnail sketch of Freire: www.newfoundations.com/GALLERY/Freire.html]

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WebCT: <http://www.ualberta.ca/WEBCT/> and “logon to My WebCT”

Community service-learning (CSL) is part of a long tradition of experiential education (sometimes called “applied learning”) that has had proponents from John Dewey to Paulo Freire. At this particular historical moment, CSL as an approach to learning is experiencing both growth (a new one in Canada, and a resurgence in the United States) and criticism—and for good reason.

While CSL 300 is not about the theory of CSL as pedagogy, it is about some of the philosophical and practical issues that arise when the academic (especially Arts) curriculum is combined with social action and community engagement. These issues will be explored through a combination of readings, guest speakers, discussions, and most importantly, student CSL projects.

The course is in many ways a collectivity of your individual community-based projects. You will be expected to devote approximately 30 hours during the semester to your CSL organization (starting ASAP!). But it is crucial that in a course like this, the knowledge and understanding that you gain “out there” is enhanced and even catalyzed by what happens “in here” and in between—in your readings, project notebooks, classroom discussions, group interactions around your projects, the experience brought by speakers from community organizations, etc. It is also important that I will learn from you, as you individually and collectively chew on this thing called CSL, which is strewn with (potentially fruitful) challenges.

Required Texts

The coursepack for CSL 300 is available through the U of A Bookstore. Most readings are from the coursepack.

A few readings are available on line (direct URL, or article is available electronically through the Library), and a few readings will be handed out in class.

Prerequisites & Registration

CSL 300 has a prerequisite of previous participation CSL, or consent of instructor. Students are individually responsible for completeness and accuracy of their registration.

Course Requirement and Assignments

- 20% Class Participation
...being there, taking part, and diving into your small group work
ALSO, 3-4 times throughout the term, I will ask you to complete a short *in-class writing assignment*. You will receive credit toward participation for completing these exercises.
- 10% Project Proposal and Literature Review
A 4-5 page description of what you think you will do for your final project, *including* a short literature review. It is due March 8.
- 30% Project Notebook
Phase I of the Notebook is due February 15
Phase II of the Notebook (including revised project proposal) is due March 29
- 10% Panel Presentation (April 5 or 12)
- 30% Final Project
The final project, due on April 19, interrogates and explores your CSL project *as an experience at the juncture of service/action and learning*. It must analyze a specific aspect of the community organization/project, draw on course material, and reflect on your role as activist-learner.

SEE "CLASS PROJECT DESCRIPTION" FOR MORE DETAILED INFORMATION.

Ethics and Conduct

See the attached "Notice Regarding Plagiarism, Cheating, Misrepresentation of Facts and Participation in an Offence." Plagiarism and other misconduct will be dealt with in accordance with the Code of Student Behaviour. Students should review the Code (*Calendar*, pp. 638-657), and are encouraged to seek clarification from the instructor regarding definitions and examples of misconduct.

In particular, please note:

No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

Rules of thumb: Do your own work, and ALWAYS CITE when you use someone else's work. Check internet sites for where and how they have been produced. (The Library has a nice check list for assessing internet sites as sources of information.)

Grading & Marking

Beginning in fall 2003, the University of Alberta moved to the four-point (“A-F”) scale. Assignments will be marked using a number/percentage, but final grades will be posted in letter form. The University guidelines for grading in undergraduate courses are listed in the first three columns of the table below. In the last column are listed the approximate percentages that go with a letter grade in this course. Final grades may be curved, depending on the distribution of marks.

Descriptor	Letter Grade	Grade Point Value	Approx. %-age equivalent
Excellent	A+	4.0	95 – 100
	A	4.0	88 – 94
	A-	3.7	83 – 87
Good	B+	3.3	78 – 82
	B	3.0	71 – 77
	B-	2.7	66 – 70
Satisfactory	C+	2.3	61 – 65
	C	2.0	54 – 60
	C-	1.7	50 – 53
Poor	D+	1.3	45 – 49
Minimal Pass	D	1.0	40 – 44
Failure	F[or FI]*	0.0	39 and below

A grade of “Incomplete” (IN) is given only in very extreme circumstances. If you miss an assignment deadline, you must contact the instructor *as soon as possible* (any longer than 48 hours will be deemed unreasonable, unless circumstances do not allow). You will need a memo from a doctor, lawyer, or other appropriate professional to re-schedule the deadline for an assignment. Assignments will be docked five percentage points for each day that they are late (and for which you do not have a note from a professional as described above).

NOTE: Your success in this course depends on your grasp of course readings and activities (lectures, discussions, films, assignments), understanding them as a kind of cumulative whole. More than anything, I want you to leave this course with a set of tools and ideas that you can apply in other settings, especially by asking good questions.

WebCT Information

Most materials and information related to the course (syllabus, handouts, your grades, etc.) are available on the course WebCT Vista site. The course site is accessed via the WebCT Vista home page (<http://vista.srv.ualberta.ca>), or go to www.ualberta.ca/WebCT and click on “Log on to My WebCT.” Use your U of A login ID and password. For a list of computer labs on campus, go to www.ualberta.ca/CNS/labs.

Schedule of Classes and Readings

January 11: *Introduction to the Course*

Choosing/continuing your CSL placement, goals for the course, & defining CSL.

January 18: *Community Service-Learning: Debates*

First contact with CSL supervisor should be done

Background/security checks should be done

Fish, Stanley (May 16, 2003) “Aim Low.” *Chronicle of Higher Education*.

[<http://chronicle.com/jobs/2003/05/2003051601c.htm>]

Fish, Stanley (June 1, 2004) “Why We Built the Ivory Tower” *New York Times*.

[found at <http://frontpagemag.com/Articles/ReadArticle.asp?ID=13593>

OR

<http://www.studentsforacademicfreedom.org/archive/June2004/StanFishwhywebuiltivorytower060104.htm>]

And read responses to Fish at Campus Compact

[www.compact.org/newscc/fish.html]

Butin, Dan W. (2005) “Service-Learning as Postmodern Pedagogy.” In D. W. Butin, Ed. *Service-Learning in Higher Education*. New York: Palgrave MacMillan. pp. 89-104. [COURSEPACK]

January 25: *“Citizenship” and CSL*

Student Agreement – due

Rocheleau, Jordy (2004) “Theoretical Roots of Service-Learning: Progressive Education and the Development of Citizenship” In Bruce W. Speck and Sherry L. Hoppe, Eds. *Service-Learning: History, Theory, and Issues*. Pp. 3-21 [COURSEPACK]

Westheimer, Joel and Joseph Kahne (2004) “What Kind of Citizen?: The Politics of Educating for Democracy.” *American Educational Research Journal* 41 (2): 237-269. (especially pp. 1-7, but do read about the three case studies as well!) [found at

www.democraticdialogue.com/DDpdfs/WhatKindOfCitizenAERJF.pdf]

Audard, Catherine (2005) “Socratic Citizenship: The Limits of Deliberative Democracy.” In S. Tan, Ed. *Challenging Citizenship: Group Membership and Cultural Identity in a Global Age*. Ashgate. Pp. 89-97.

[COURSEPACK]

Guest Speaker: TBA

February 1: *Community-Engaged Learning & Research*

- Dick, Bob (1998-2000) *Occasional Pieces – Action Research Methodology*
[found at <http://www.scu.edu.au/schools/gcm/ar/arm/op000.html>]
Note: Read through pieces 1-12 and piece 24, and browse through others.
- Couch, Stephen R. (2004) “A Tale of Three Discourses: Doing Action Research in a Research Methods Class.” *Social Problems* 51(1): 146-153.
[COURSEPACK]
- Emerson, Robert M., Rachel I. Fretz, and Linda L. Shaw (1995) “In the Field: Participating, Observing, and Jotting Notes.” *Writing Ethnographic Fieldnotes*. Pp. 17-38 [COURSEPACK]
- Recommended:* Harper, Gary W. et al (200r) “Community Narratives: The Use of Narrative Ethnography in Participatory Community Research.” In L. A. Jason et al, eds. *Participatory Community Research: Theories and Methods in Action*. Washington, D.C.: American Psychological Association. [HANDOUT]
- Guest Speaker: TBA

February 8: *Voluntarism and Social Change in Edmonton*

- Fyfe, Nicolas R. and Christine Milligan (2003) “Out of the Shadows: exploring contemporary geographies of voluntarism” *Progress in Human Geography* 27(4): 397-413 [ON LINE JOURNAL]
- Kuban, Ron (2005) “Onward, to the Future!” *Edmonton's Urban Villages The Community League Movement*. Edmonton: University of Alberta Press. pp. 189-200 [COURSEPACK]
- One more piece TBA
- Guest Speaker and “field trip”: Val Mayes, ECVO

February 15: *Universities, Knowledge, and Justice*

- *Project Notebook, Phase I – due*
- Findlay, L. M. (1995) “Realizing Community: The University as Community.” In L.M. and Isobel M. Findlay, Eds. *Realizing Community: Multidisciplinary Perspectives*. University of Saskatchewan: Humanities Research Unit and Centre for Study of Co-operatives. Pp. 19-35. [COURSEPACK]
- Jurick, Nancy (2004) “Imagining Justice: Challenging the Privatization of Public Life.” *Social Problems* 51(1): 1-15. [COURSEPACK]
- Ang, Ien (2005) “Who Needs Cultural Research?” *CHCI*
[found at www.fas.harvard.edu/~chci/angfv.html]

March 1: *Mapping Cities and Communities*

- Merrifield, Andy (2002) “Two-fold Urbanism: A Negative Dialectic of the City.” *Dialectical Urbanism: Social Struggles in the Capitalist City*. New York: Monthly Review Press. pp. 155-172 [COURSEPACK]

- Emerson, John (2004) "Taking It to the Streets: Graphic Design for Advocacy." *Communication Arts* 46 (2): 18, 20, 23-24, 26. [found at http://www.commarts.com/CA/coldesign/johE_230.html]
- Martin-Demoor, Lisa (2005) "Postoutpost." In H. Zwicker, ed. *Edmonton on Location: River City Chronicles*. Edmonton: Newest Press. pp.93-102 [COURSEPACK]
- Mahaffy, Cheryl (2005) "Mural on Concrete: Dignity Unveiled." In H. Zwicker, ed. *Edmonton on Location: River City Chronicles*. Edmonton: Newest Press. pp. 129-136. [COURSEPACK]
- Guest Speaker: TBA

March 8: *Difference, Discourse, and Power*

Project Proposal due in class

- Himley, Margaret (2004) "Facing (Up To) 'The Stranger' in Community Service Learning." *College Composition and Communication* 55(3): 416-38 [ONLINE JOURNAL]
- Foucault, Michel (1982) "Afterword: The Subject and Power." In Dreyfus, Hubert L. & Rabinow, Paul, eds. *Michel Foucault: beyond Structuralism and Hermeneutics*. The University of Chicago Press. pp. 208-226. [HANDOUT]
- Recommended:* Novak, Michael (2000) "Defining Social Justice." *First Things* 108: 11-13. [found at <http://www.firstthings.com/ftissues/ft0012/opinion/novak.html>]

March 15: *Critical Writing*

- Weisser, Christian R. (2002) "Rethinking Public Writing: Discourse, Civic Life, and Composition Studies." *Moving Beyond Academic Discourse: Composition Studies and the Public Sphere*. Carbondale, IL: Southern Illinois University Press.
- Harris, Joseph (1989) "The Idea of Community in the Study of Writing." *College Composition and Communication*. 40(1): 11-21.

Note: Bring what you consider a good example of "writing for social change."

For tips on writing styles: <http://www.aber.ac.uk/media/Documents/short/strats.html>

March 22: NO CLASS

March 20-22: *Individual Meetings with Sara/Teresa*

March 29: *Panel Preparation Meetings (in class)*

Project Notebook, Phase II – due

April 5: *Panel Presentations #1 and #2*

April 12: *Panel Presentations #3 and #4*

FINAL PROJECT DUE BY 4 P.M. ON APRIL 18