

## CSL100: Introduction to Community Engagement

Winter 2010

Tuesdays and Thursdays, 9:30 – 10:50am

Tory Building 1 100

Instructor: Dr. Joanne Muzak

Office & Office Hours: 1-02G Assiniboia Hall; Thursdays 2:15-4:00pm

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### 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).

### Course Description

Community engagement is a term we hear a lot these days on university campuses, including the University of Alberta. Universities are trying to be more *engaged with the community* and to promote strategies for student engagement.

- But what exactly does *community engagement* mean?
- What does an *engaged student* do?
- How do students engage with the community?
- What role does experiential education have in community engagement?
- How are research and community engagement connected?
- What are the intended results of community engagement in university education?

We will explore these questions and the related concepts of community, community engagement, citizenship, social responsibility, and experiential education through theoretical and practical approaches inside and outside of the classroom. As part of the course, students will participate in community service-learning (CSL), which integrates community-based activities with classroom learning. For 20 hours over the course of the semester, students will work with a local non-profit community organization. We will examine our CSL experiences to enrich our understandings of community, engagement, and social issues. The course will also introduce students to research tools and skills that will provide a foundation for undertaking further experiential educational opportunities.

### Objectives

#### *Build Theoretical Frameworks*

- To critically examine the concepts of community engagement, student engagement, communities, active education, and socially responsible citizenship by exploring theoretical and practical approaches to community and civic engagement.

#### *Understand Concepts Through Practice: Reflection Tools & Research Methods*

- To provide an introduction to some reflection tools and methods that will help us apply theoretical frameworks and concepts.

#### *Bridging Theory and Practice: Community Service-Learning*

- To integrate theoretical and practical approaches to community and civic engagement through community service-learning (CSL). Engaging with the community through CSL placements will help us reflect on and raise questions about these concepts and to understand how they are applied. Ideally, CSL will also encourage us to cultivate an ability to revise our theoretical understandings and frameworks on the basis of experience.

## Course Themes & Research Methodologies

Possible Themes include:

- The meaning of community
- Situating the self and other(s)
- Power and privilege, marginalization, vulnerability
- Knowledge production, locations of knowledge, kinds of knowledge
- Social problems
- Understanding experiential education – definitions, types, and history of
- Defining community service-learning
- The meanings of engagement – student, community, civic
- Differentiating types of engagement: volunteerism, activism, public service, advocacy
- Understanding the non-profit sector – definitions, characteristics, history of
- Understanding citizenship – individual, political, global
- The public/"publicness"
- Social capital
- Social change, social justice

Possible Reflection Tools and Research Methods include:

- Visual methods (photography, illustration, mapping)
- Ethnography (observation, listening, field notes)
- Content analysis

## Required Texts

CSL100: Custom courseware

<http://csl100.blogspot.com/>

## Grading & Assignments

- Assignment 1: Walking in the Campus: Photography & Reflection (10%)
- Assignment 2: The Touring Exercise: Field Notes, Representation, Analysis, & Presentation (30%)
- Library Assignment (5%)
- Participation (25%)
  - Participation includes:
    - On-time submission of completed Student Agreement Form (January 21) and signed hours log (April 1);
    - Active participation in class (including demonstrating the completion of readings, participating in-class discussion, writing assignments, small group work)
  - Weekly Reflection Cards
- Final Project (30%)
  - Proposal (5%)
  - Annotated Bibliography (10%)
  - Critical Analysis (10%) – 2 copies; 1 will be kept by the CSL Program
  - Show-and-Tell (5%)

Please refer to Assignment Details below.

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## Readings & Weekly Schedule

Articles appear in the courseware, unless otherwise specified.

☑ - Reading is posted on the class blog, <http://csl100.blogspot.com> and is also available via the provided url. Please print these articles and bring them to the appropriate class.

☒ - Please download this reading from specified website.

Supplementary Readings are available upon request.

There may be minor changes made to the schedule throughout the term. I will announce any changes in class. It is your responsibility to be aware of any changes to this schedule.

Week 1 Tuesday, January 5	<b>Welcome and Introductions</b>
Thursday, January 7	<p><b>Introduction to Community Service-Learning (CSL)</b></p> <p>CSL Program Introduction          CSL Community Partner Visits          Choosing the Right Placement</p> <p><u>Readings:</u>          CSL Guidebook &lt;<a href="http://www.arts.ualberta.ca/csl">www.arts.ualberta.ca/csl</a>&gt; ☒          Morton, "The Irony of Service"          "Our Concept &amp; Definition of Critical Thinking", ☑          &lt;<a href="http://www.criticalthinking.org/aboutCT/ourConceptCT.cfm">http://www.criticalthinking.org/aboutCT/ourConceptCT.cfm</a>&gt;          "Becoming a Critic of Your Thinking," ☑          &lt;<a href="http://www.criticalthinking.org/articles/becoming-a-critic.cfm">http://www.criticalthinking.org/articles/becoming-a-critic.cfm</a>&gt;</p> <p><u>Supplementary Reading:</u>          Butin, "Service-Learning as Postmodern Pedagogy"</p>
Sunday, January 10 4pm	<b>CSL Placement Choices – email due to me by 4pm</b>
Week 2 Tuesday, January 12	<p><b>What is Community? I</b>  <b>Theories of Community</b></p> <p><u>Readings:</u>          Encyclopedia of Informal Education, "Community"          &lt;<a href="http://www.infed.org/community/community.htm">http://www.infed.org/community/community.htm</a>&gt; ☑</p>
Thursday, January 14	<p><b>What is Community? II</b>  <b>Exploring the University Community</b></p> <p>Field Trip: Walking in the Campus          Getting Started on Assignment #1: Defining Your Community          (Part One: Photographing the Community)</p> <p><u>Readings:</u></p>

	<p>Excerpts from the University of Alberta's Academic Plan, <i>Dare to Deliver</i>  <a href="http://www.president.ualberta.ca/daretodiscover.cfm">http://www.president.ualberta.ca/daretodiscover.cfm</a> ☒          Fish, "Aim Low" ☒          Fish, "Why We Built the Ivory Tower" ☒          Wentz, "Higher Education? Aim Lower" ☒</p> <p><u>Supplementary Reading:</u>          Findlay, "Realizing Community: The University as Community"</p>
<p>Week 3          Tuesday, January 19</p>	<p><b>What is Community? III          Exploring the University Community</b></p> <p><u>Readings:</u>          Becker, "Photography and Sociology"          Excerpts from Banks, <i>Visual Methods in Social Research</i> (e-book, available through UA Library)</p>
<p>Tuesday, January 19</p>	<p><b>Last Day for Security Checks</b></p>
<p>Thursday, January 21</p>	<p><b>What is Community? IV          Theories of Community &amp; The University Community</b></p> <ul style="list-style-type: none"> <li>• Assignment #1 Due</li> </ul> <p>In-class discussion of assignment</p>
<p>Thursday, January 21</p>	<p><b>Student Agreement Forms Due In-class</b></p>
<p>Week 4          Tuesday, January 26</p>	<p><b>Understanding the Non-Profit Sector I</b></p> <p><u>Readings:</u>          CSL Primer on the Non-Profit Sector  <a href="http://www.arts.ualberta.ca/csl">www.arts.ualberta.ca/csl</a> ☒          Wolsh, "The Shadow State: Transformations in the Voluntary Sector"          Excerpt from <i>The New Federal Policy Agenda and the Voluntary Sector</i> (Phillips, TBA) (handout)</p>
<p>Thursday, January 28</p>	<p><b>Understanding the Non-Profit Sector II</b></p> <p><u>Guest speakers:</u>          Auralia Brooke, CSL Partnership Coordinator          Volunteer Edmonton &amp; ECVO (tbc)</p> <p><u>Supplementary Reading:</u>          Phillips, "More Than Stakeholders: Reforming State-Voluntary Sector Relations"</p> <p>What are the responsibilities of the np sector in Edmonton?          What social problems does the np sector address in our city?          What difficulties do np orgs face in Edmonton, in AB, in Canada?</p>

<p>Week 5 Tuesday, February 2</p>	<p><b>Power &amp; Privilege I</b></p> <p><u>Readings:</u> McIntosh, "White Privilege &amp; Male Privilege" Dunlap et al., "White Students' Experiences of Privilege &amp; Socioeconomic Disparities" Assignment #2 handout – with excerpts of articles &amp; assignment details</p> <p><u>Supplementary Reading:</u> Himley, "Facing (Up To) 'The Stranger' in Community Service Learning"</p> <p>In-class writing exercise: Understanding Privilege</p> <ul style="list-style-type: none"> <li>• Reflection Cards Submission #1</li> </ul>
<p>Thursday, February 4</p>	<p><b>Power &amp; Privilege II Ethics &amp; Ethnography</b></p> <p><u>Readings:</u> Excerpts from the <i>Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans</i> + Ethics Handout Emerson et al., "Field Notes in Ethnographic Research"</p>
<p>Week 6 Tuesday, February 9</p>	<p><b>Community, the Non-Profit Sector, and Power &amp; Privilege: Bringing the First Five Weeks Together</b></p> <p>Tour of Boyle Street Community Services Centre (tbc)</p> <p><u>Readings:</u> Tour of Boyle Street handout</p>
<p>Thursday, February 11</p>	<p><b>Community, the Non-Profit Sector, and Power &amp; Privilege: Bringing the First Five Weeks Together II</b></p> <ul style="list-style-type: none"> <li>• Assignment #2 Due</li> <li>• Class Presentations</li> </ul>
<p>Reading Week, February 15 – 19</p>	<p>No Classes</p>
<p>Week 7 Tuesday, February 23</p>	<p><b>Library Class</b></p>
<p>Thursday, February 25</p>	<p><b>Citizenship I Defining Citizenship</b></p> <ul style="list-style-type: none"> <li>• Library Assignment Due</li> <li>• Discussion of Final Projects</li> </ul> <p><u>Readings:</u></p>

	Heater, "The Feeling of Citizenship" Putnam, "Thinking About Social Change in America"
Week 8 Tuesday, March 2	<b>Citizenship II Citizenship and Education</b>  <u>Readings:</u> Rocheleau, "Theoretical Roots of Service-Learning: Progressive Education & the Development of Citizenship" Westhiemer, "What Kind of Citizen? The Politics of Educating for Democracy"
Thursday, March 4	<b>Citizenship III Human Rights &amp; Social Need</b>  <u>Readings:</u> <i>UN Declaration of Human Rights</i> <input checked="" type="checkbox"/> < <a href="http://www.un.org/en/documents/udhr/">http://www.un.org/en/documents/udhr/</a> > Ignatieff, excerpts from <i>The Needs of Strangers</i>
Week 9 Tuesday, March 9	<b>Citizenship IV Responsibility, Engagement, &amp; Activism</b>  Guest speakers: APIRG (tbc) John Humphrey Centre for Human Rights (tbc)  • Reflection Cards Submission 2
Thursday, March 11	<b>Check-in/Catch-up Day How is CSL fitting with our themes?</b>  • Proposal & Annotated Bibliography Due  <u>Readings:</u> Eby, "Why Service-Learning is Bad" Bickford & Reynolds, "Activism and Service-Learning: Reframing Volunteerism as Acts of Dissent"
Week 10 Tuesday, March 16	<b>Research &amp; Social Action</b>  <u>Readings:</u> Bloor & Wood, "Action Research" Excerpt from <i>Introduction to Action Research</i> Guest speaker (tbc)
Thursday, March 18	<b>Research &amp; Social Action II</b>  <u>Readings:</u> Ang, "Who Needs Cultural Research?" (handout)  Discussing Our Research Proposals & Projects

Week 11 Tuesday, March 23	<b>Further Thoughts on Experiential Education I</b>  <u>Readings:</u> CACSL, "Introduction to Experiential Education" ☒ TBA
Thursday, March 25	<b>Further Thoughts on Experiential Education II</b>  <u>Guests:</u> Global Citizenship Curriculum Program, Ali Abdi Journeys, Patricia Cardinal International Internships & Education Abroad, Samara Jones
Week 12 Tuesday, March 30	<b>Evaluating Our Learning</b>  <u>Reading:</u> Butin, "Justice Learning: Service-Learning as Justice-Oriented Education" <i>Imagining America Objectives</i> (tentative) ☒
Thursday, April 1	Course Evaluations <ul style="list-style-type: none"> <li>• Peer Editing Session: Full Draft of Final Project Due In Class</li> <li>• Hours Log Due</li> </ul>
Week 13 Tuesday, April 6	Final Projects: Show & Tell preparation <ul style="list-style-type: none"> <li>• Reflection Cards Submission 3</li> </ul>
Thursday, April 8	Final Projects: Show & Tell <ul style="list-style-type: none"> <li>• Please bring 2 copies of your final assignment to class.</li> </ul>

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## Expectations and Policies

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

### Grading System

Percentage	Letter Grade	Point Value	Description
95-100%	A+	4.0	Excellent
90-94%	A	4.0	Excellent
85-89%	A-	3.7	Excellent
80-84%	B+	3.3	Very Good
76-79%	B	3.0	Good
71-75%	B-	2.7	Good
66-70%	C+	2.3	Satisfactory
62-65%	C	2.0	Satisfactory
58-61%	C-	1.7	Satisfactory
54-57%	D+	1.3	Poor
50-53%	D	1.0	Minimal Pass
0-49%	F	0.0	Fail

For further details, see section 23.4(4) of the University Calendar (online at [www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23/4.html#23.4](http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23/4.html#23.4)). Unless otherwise discussed with the instructor, failure to complete a component of the course requirements can result in a failing grade. Violations of the Code of Student Behaviour can also result in failing grades.

Class Dynamics: An important guideline for any classroom is respect for all class members, their ideas, experiences, and comments. We will discuss a wide range of topics and issues in this class, and we are certain to disagree with each other from time to time. These differences add to the richness of the course. Be open to learning from each other. Please communicate your observations and ideas in ways that acknowledge the many voices and perspectives in the room. Please recognize that you and your colleagues may find some course material both personally and intellectually demanding in that it challenges assumptions about culture, society, community, social issues, power, etc..

The Code of Student Behaviour: The Code of Student Behaviour outlines the rights and responsibilities of all students. Please be aware of the regulations under the Code regarding behaviour in the classroom and discrimination. Disruptive classroom behaviour will not be tolerated, nor will discrimination as defined by the Code of Student Behaviour (consult Section 30.3.4).

<http://www.ualberta.ca/~unisechr/policy/sec30.html>. Inappropriate behaviour and the disrespectful treatment of others includes, but is not limited to, personal attacks inside or outside of class and the harassment of others in any form. A number of penalties can be imposed, such as lowering a grade or expulsion from the University (as outlined in Section 30.4(2) of the Code). I will report and act on any violations of the Code of Student Behaviour.

Attendance and Participation: Much of the value that you will receive from this course will come from a conscientious consideration of the course readings and from your interactions with your colleagues. You are expected to attend class having read and thought about the assigned materials. Although I will lecture occasionally, ultimately, the class will be built around you reading, thinking, questioning, and exploration of the course materials and your CSL experiences. Your attendance and participation are, therefore, extremely important to the success of this class and to your learning process.



Contacting the Instructor: Please do not hesitate to contact me about course-related issues of any kind, but do not rely on email to do so. You should see me during my office hours to discuss any issues that arise for you throughout the course. I will be happy to set up an appointment with you via email. I will not have academic discussions over email, however. Please note that I will not respond to email queries dealing with matters already covered in class. This does not mean that I am not available to clarify things that come up in class. It means, rather, that I will not respond to queries about what you missed in class. Again, for queries of a more detailed nature, it is best to talk to me in-person. I will be in my office during the office hours noted at the top of this syllabus. I hope you'll take advantage of these times to come chat with me about any course-related issues you may have. Feel free to ask questions, talk about assignments and grades, and discuss personal issues that might affect your performance in the course. If you cannot come to see me during my office hours, we can schedule an appointment, preferably for another time on Tuesdays or Thursdays. *When you send me email, please include the course code (CSL100) and a phrase that indicates what the email is about in the subject heading.*

Late Policy: Assignments must be submitted on specified deadlines. Late assignments will **not** be accepted. If you anticipate that you may miss a deadline due to an illness or personal matter, please let me know as soon as possible so that alternate arrangements can be made.

Original Work: All of your work in this class and in any other context should reflect original thinking and analysis. Plagiarism and other forms of cheating are punishable under The Student Code of Behaviour. All written work must be your own. Others' ideas and words must be meticulously documented. Ignorance is not considered an acceptable defense in cases of academic offences. Refer to a style manual of your discipline (MLA, APA, Chicago).

"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 Behavior (online at [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) and avoid any behavior which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offense. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University" (GFC 29 Sep 2003).

#### Notes on Active Reading

- I expect you to come to class prepared to discuss the assigned readings. Reading the assigned texts is just the first step.
  - Take notes as you read; highlight what you think are the most important terms and ideas; write questions in the margins; and read and respond to the questions at the end of chapters.
  - When you are reading, look for key concepts. By concepts, I mean terms or phrases that the author uses repeatedly and that seem integral to her main idea or argument. Jot these words or phrases down, and try to define or explain them in your own words in 2 – 4 sentences. Identify key quotations or phrases as well. It's often useful to include the page or paragraph number as you note these ideas. (It makes writing about a text a lot easier later). Ask yourself:
    - What major ideas does this author want me to understand or take away from the text?
    - What ideas fit with my understanding of the world and what ideas do not fit?
    - How does one particular perspective fit with or challenge other ideas that we've discussed?
    - Does the theory seem relevant to my life? Does it even make sense?
    - What do I not understand from this text? After reading it carefully, what am I still confused about?
  - Bring your questions to class. I often begin classes by asking what questions you had about the readings. Please feel free to ask questions about the material; you'll find that many people were wondering the same thing.
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## Other Important CSL-Related Notes

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### Community Service-Learning (CSL) Component

#### *What is CSL?*

Community Service-Learning integrates community-based activities with classroom learning. Students volunteer with a non-profit community organization (see Placement List) for a minimum of 20 hours over the semester. You will be expected to have an engaged presence in the community throughout the semester and to reflect on your experiences on regularly using course content as a basis for your understanding and analysis.

For further information about CSL, including the Certificate in CSL, see [www.arts.ualberta.ca/csl](http://www.arts.ualberta.ca/csl)

#### *How do I choose a placement?*

1. Read the CSL Placement List and CSL Guidebook.
2. Between **January 5 and 10, 2010** all students will send me an email indicating which **two** organizations they would most like to work with and why (2-3 coherent paragraphs). Consider the following questions:
  - 1) What experiences and/or skills do you bring to your placement?
  - 2) What interests you most about this placement?
  - 3) What do you want to learn from this placement?

There are a limited number of placement spots available, so your first choice may not be available. Be prepared to work with either organization that you select.

3. You will receive a confirmation from me telling you that you can proceed to the next step. **Once you receive confirmation**, contact your selected organization, tell them that you are a CSL student from CSL100: Introduction to Community Engagement, and arrange to meet with a representative from that organization to get started.

4. Fill out the CSL Student Agreement form (see CSL Guidebook), which details how you will work with that organization. Community organizations are busy, so be persistent but polite about trying to reach them. **Your participation in CSL is official only once your agreement form is signed by your community partner and returned to me. The Student Agreement form must be returned absolutely NO LATER than Thursday, January 21, 2010 (ABSOLUTE DEADLINE).**

#### Community Supervisor

Think of your community supervisor as a co-educator and mentor in the course. You can learn a lot from them, perhaps more than from the classroom or the instructor. Accord your supervisor due respect and courtesy. Remember, they also want to learn from you, just as I do, so be open to discussing any relevant issues that come up for you.

#### Ethics, Confidentiality, and Respect

Familiarize yourself with the "Safety and Ethical Guidelines for CSL Participants" in the CSL Guidebook, pgs. 6 and 7.

#### Student Confidentiality and Anonymity

Reflection cards and discussions may incorporate anecdotal information drawn from experiences at your CSL placement, **but you must take steps to avoid any identifying information**. Do not use real names; do not include details that would allow a reader to deduce anyone's identity.

#### Confidentiality and Respect

You may be privy to sensitive parts of people's personal and social lives. Consider how often you are privy to intimate details of those around you. As we draw on our experiences outside of the classroom in class, please maintain high degrees of confidentiality. Respect peoples' intimacies with confidentiality.

#### Research Ethics

Should any student choose to represent any other person or his/her experiences, s/he must obtain permission from the subject. People subject to representation must be able to provide **informed consent**. If people are not able to provide informed consent, then they must NOT be represented. Subjects must be informed that they are able to withdraw consent at any time, before or after being represented, and that they are not obliged to provide reasons for the withdrawal of consent. If you choose, for example, to interview someone or to photograph them, you must document their consent; consent forms are available from the instructor.

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## ASSIGNMENT DETAILS

### Weekly Reflection Cards

At the beginning of the term, you will receive a set of 12 large index cards. These index cards will become your Weekly Reflection Cards. Please keep them in a safe place.

You will use one card each week (starting Week 2) to record your CSL experiences and your reflections on the week's readings. You can write and draw on the cards as you see fit. You do not need to write coherent narratives of your week's experiences or thorough notes about the readings. You can jot down phrases, draw diagrams, maps, and illustrations, write a letter/email/postcard. Be as creative as you like. Your reflections do not need to be connected and coherent, but they should be clear enough that you can use them later to help you develop more coherent, careful, critical thoughts about your CSL experiences and the course material. They should also be relatively legible; I need to be able to read them and make some sense of them. **Please fill at least one full side of the card each week.** You can use both sides.

Experiment with when and how you write/draw on the card. Consider, for example, taking the card to your placement and jotting thoughts and observations down at appropriate times while you're there. Other times, you might want to sit down with the card and make your notes immediately after your time at the placement.

Start with these basic questions:

- What did you do at your CSL placement this week? How did it go?
- What did you find unusual/fulfilling/frustrating/troubling/intriguing about your CSL work this week?
- What interactions did you find helpful/confusing/surprising this week?
- What concepts from the course readings did you find relevant to your CSL work?
- What concepts from the course readings did you find intriguing? Explain why.

**Bring a card to each class.** The card doesn't need to be full, but you should have something on it, and you should **be prepared to share** some thought from the card. Each week during class, we will spend some time sharing and discussing some of what you have written on your reflection cards.

*Card Collection Dates:* Tuesday of Weeks 5, 9, 13

- February 2 (3 weeks, hand in 3 cards)
- March 9 (4 weeks, hand in 3 cards)
- April 6 (4 weeks, hand in 3 cards)

*Grading:* I'm looking for consistent, conscientious effort here. I am also looking for evidence of engagement with your CSL placement. In other words, show me that you're thinking about what you're doing. Show me that you're paying attention to your surroundings, your roles in the community, and your education.

*A Note on Confidentiality and Respect:* You may include anecdotal information drawn from your at your CSL placement, **but you must take steps to avoid any identifying information.** Do not use real names; do not include details that would allow a reader to deduce anyone's identity. You may be privy to sensitive parts of people's personal and social lives. Consider how often you are privy to intimate details of those around you. As we draw on our experiences outside of the classroom in class, please maintain high degrees of confidentiality. Respect peoples' intimacies with confidentiality.

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**Assignment 1 (10%)**  
**What is Community? Exploring the University Community**  
**Due: Thursday, January 21, 2010**

Part One: Walking in the Campus

In small groups or individually, take 45 minutes to walk around the university campus and document the university community through photography. Take notes as you walk in response to the questions below.

You might want to document/photograph the following places on campus:

- 1) Your favourite place to go (for any reason)
- 2) A building you've never been into
- 3) An intentionally communal space (i.e., a lounge)

Consider the following questions as you document your walk around campus:

- 1) What defines the university as a community?
- 2) Keeping in mind the theories of community from the InFed article, what kind of community is the university? What are its characteristics?
- 3) What norms, values, and habits do you see?
- 4) Are any of the characteristics of the university that Fish and Wentz describe visually recognizable?
- 5) How do you feel taking pictures of this place?

Part Two: Reflection & Analysis

1. Read Becker's article, "Photography and Sociology."
2. Choose 3 photographs from your campus walk upon which to reflect.
3. Use Becker's reflection activity: *"Look at [each] photograph intently for two minutes. Don't stare and thus stop looking; look actively. It will be hard to do, and you'll find it useful to take up the time by naming everything in the picture to yourself: this is a man, this is his arm, this is the finger on his hand, this is the shadow his hand makes, this is the cloth of his sleeve, and so on. Once you have done this for two minutes, build it up to five, following the naming of things with a period of fantasy, telling yourself a story about the people and things in the picture. The story needn't be true; it's just a device for externalizing and making clear to yourself the emotion and mood the picture has evoked. . ."*
4. Using the above reflection activity and the notes you took as you walked around campus, write a 2-3 page (typed, 12-point font, double-spaced) analysis of your photographs. Your analysis of your photographs should be clearly linked to the question of what defines the university as community.

Part Three: In-class Discussion

Bring your three photos and your analysis to class on Thursday, January 21 and be prepared to talk about the assignment.

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**Assignment 2 (30%)**  
**The Touring Exercise:**  
**Field Notes, Representation, Analysis, & Presentation**  
**Group Assignment**  
**Due: Thursday, February 11, 2010**

This assignment requires that you work with your colleagues in your specified pair organization(s).<sup>1</sup> I will identify group members to each other. Read the assignment requirements carefully before you start working. Contact me with any questions or concerns.

Assignment Goals:

1. To get acquainted with our CSL placements and to observe and understand them as communities
2. To develop our observation skills, to practice taking field notes, to gain experience working collaboratively
3. To critically engage with the concepts of community, privilege, and power

**Part One: The Touring Exercise (5% for completion)**

1. Read "The Touring Exercise." (attached)
2. Group members will visit each other's pair organizations. In other words, our CSL placements will be the *location* or *site* described in "The Touring Exercise." More specifically for this assignment, we will have two main locations: (1) our own placement, and (2) our paired organization. Keep in mind that you should consider the community in which the organization resides as part of the *location*. Pay attention not only once you're inside the building, but also to what's going on outside and around the building and to the process of getting to the location.

Please arrange these visits ahead of time with your community supervisor. Although they are expecting to hear from you about this assignment, please recognize that bringing 4 bodies into an organization may be disruptive and we want to minimize any disruption and inconvenience to our community partners.

3. Follow Steps One – Three in "The Touring Exercise."

Consider the following questions as you make your observations:

- 1) What do you notice about the physical characteristics of the community?
- 2) What kinds of space are there around/outside the organization?
- 3) How much of the community is residential, industrial, business? rural, urban, suburban?
- 4) Once you're inside, what do you first notice? Again, consider details of physical space. Refer especially to pg. 107 in "The Touring Exercise."
- 5) How are power relations evident in the organization? Between whom do they exist?
- 6) How do you experience privilege in this space?

You should come away from your hour visit with preliminary field notes and "an evaluation statement of your own experiences" (again, see pg. 107 for details).

**Part Two: Field Notes & Reflection (10%)**

Get together as a group to read through and discuss the field notes that you took individually. Each group member should submit her/his field notes with the project.

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<sup>1</sup> Partners: (1) Campus Food Bank & Edmonton Food Bank; (2) Alberta Caregivers Association & Adamant Eve on CJSR; (3) Edmonton Federation of Community Leagues & Environmental Coordination Office of Students; (4) UAI International Peer Mentor Program & Sinkunia Community Development Organization & Big Brothers Big Sisters Africa Centre

Respond to the following questions as a group. Answer in 1 or 2 brief paragraphs. Please use full sentences and proper grammar.

- 1) What similarities are there between your field notes? What shared observations, themes, feelings, ideas emerged?
- 2) Describe the locations as communities. What makes them communities?
- 3) How does power function in these spaces?
- 4) How do you think of yourselves with respect to the placement you observed?

**Part Three: Representation (10%)**

As a group, using your field notes, design a representation of each organization as a community using either collage or community mapping. (Examples will be discussed.)

Write a brief (2-3 paragraph) description to accompany your illustrations. The description should highlight the what you think are the most important features of the placement as a community.

**Part Four: Presentation (5%)**

In an informal 10-minute presentation to the class, present your representation and discussion of your community placements.