

CSL 100
Introduction to Community Engagement
Fall 2012

Time:	Tuesday & Thursday, 9:30-10:50
Location:	Humanities Centre (HC) 2-34
Instructor:	Mary Richards
Email:	mary.richards@ualberta.ca
Office:	McMahon 2-53A & CSL House
Office hours:	<ul style="list-style-type: none">• (Main Campus): CSL House, 11039 Saskatchewan Drive; Tuesdays 11-12• (Campus Saint-Jean): 2-53A, McMahon Building (8406 91st Street); Mondays 12-1• Or by appointment
E-Class:	Yes.

Course Description (University of Alberta Calendar)

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).

What is this course about?

“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 within community and to promote strategies for student engagement. Some questions we will focus on this term:

- What exactly does “community engagement” mean?
- What does an “engaged” student do?
- What do we mean by “community”?
- 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 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 may include:

- The meaning of community
- 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
- Social capital
- Social change, social justice, social problems
- Community-based research, participatory action research
- Knowledge production, locations of knowledge, kinds of knowledge
- Knowledge mobilization, educational research and educational change
- Intercultural Education

Pedagogical Methods

This course format is more of a seminar course than a formal lecture. Students are expected to contribute participate in discussion and work collaboratively. On occasion, we will have invited guests to share their expertise and experience.

Evaluation & Workload

Course Contract	20%
E-Journal	40%
Mid-Term Evaluation	15%
Final Project	25%

Descriptions, explanations and evaluation criteria for each of the above items will be discussed in class and will be available on the course website during the first week of class. Here is a brief description of each:

Course Contract. This is a list of “to-dos” that will enable you to track your progress in the in-class and CSL field components of the course. You will be guaranteed a 15/20 for simply completing all of the

items to a satisfactory degree. Missing deadlines or poor quality assessments will result in a lower grade. Higher quality assessments will bring your grade up.

E-Journal. You will be responsible for keeping a type of electronic “journal” (you are free to choose the platform that works best for you) throughout the term devoted to classroom experiences and CSL field experiences. The journal will be composed of regular informal reflective writing as well as formal reflective writing (in the form of CSL “snapshots”). Writing will be required both inside and outside the classroom.

Mid-Term Evaluation. At the mid-term there will be an in-class evaluation on material covered to that point in the course.

Final Project. You will have a choice of format for your final project, focusing on your CSL experience throughout the term. The projects include a proposal and an in-class presentation at the end of term.

Every student enrolled in the course is expected to participate in a CSL placement requiring 20 hours minimum to be dedicated to your community partner over the term. In addition, you will be required to read and prepare about +/- 20 pages of reading for each week in order to effectively engage in class discussions and activities. There is a lot to do, but all components of the course are designed to help you deepen your knowledge of CSL.

Texts & Class Materials

There is no text you are required to purchase for the course. The majority of course materials and readings will be available via the course website. On occasion, you will be required to search for materials by other means, including University of Alberta databases.

Website

The course website is found at <https://weblogin.srv.ualberta.ca>. The majority of course materials as well as the obligatory on-line forum will be available here throughout the term.

Instructor

I fulfilled the requirements for my PhD at the University of Toronto in 2012 with a thesis focusing on immigrant student experience in minority Francophone schools in Ontario. I teach mainly in the area of sociology of education at the Campus Saint-Jean. I was a teacher for a number of years in public and private schools in Toronto and abroad. Before moving to Alberta in 2010 I worked in policy and programs for French-language schools at the Ontario ministry of Education. Outside of academia, I volunteer with Francophone immigrant youth and families. I am also passionate about travelling, hiking and cycling. I have integrated CSL into my courses for the past 3 years and am looking forward to exploring multiple dimensions of service-learning with you in the classroom and in the field!

Instructor Availability

My office hours (see page 1 of syllabus) are the times where I make it a priority to be available for drop-in discussion. I have other responsibilities within the university, including other classes on other campuses, so it is always best to arrange a meeting in advance when possible. If you are not available during one of my office hours I invite you to email me or see me immediately after class to set up an alternative meeting time.

I invite you 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 lengthy discussions over email however. 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. If you cannot come to see me during my office hours, we can schedule an appointment, preferably for another time on Tuesdays or Thursdays. Alternatively, you can come to see me during my office hours at the Campus Saint-Jean. When you send me email, please include the course code (i.e. CSL 100) and a phrase that indicates what the email is about in the subject heading. This will ensure that your email receives the attention it deserves. I will respond to you in a timely fashion, however do not expect instantaneous replies. I will do my best to respond to you within a few hours, and at most within 24 hours.

In-person meetings are the best way to overcome misunderstandings. If you have any questions - regarding the course, the course material and your understanding of it, evaluations, how you are being graded - please make an appointment to see me ASAP. Most problems can be overcome with face-to-face meetings, and the earlier the better. Putting off or ignoring an issue usually makes it worse, and will not help you in your success in the course. I will always do what I can to help you, within the guidelines of what is fair and reasonable and in adhering to the academic policy of the university.

Policies and Expectations

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

Grading System

Percentage %	Letter	Description	
95-100%	A+	Excellent	Exceptional Work High degree of analysis and content, presentation and organization. Written work demonstrates excellent understanding of concepts and integrates outside sources and/or research. Work also demonstrates a sense of critical analysis, new ideas and personal understanding. Demonstrates a high degree of theoretical understanding and application.
90-94%	A	Excellent	
85-89%	A-	Excellent	
80-84%	B+	Very Good	Good All required elements are included. Written work is clear and explicit. Student demonstrates a good understanding of content and concepts. Evidence of a certain degree of critical analysis and includes references from other sources and/or research. Demonstrates theoretical understanding and application.
75-79%	B	Good	
70-74%	B-	Good	
66-69%	C+	Satisfactory	Satisfactory All required elements are included. Certain concepts are not fully understood. An understanding of the topic is demonstrated, but some weaknesses in content, style and organization. Weakness in the areas of critical analysis. Few or no outside sources and/or research. Adequate demonstration of links
62-65%	C	Satisfactory	
58-61%	C-	Satisfactory	

			between theory and application.
54-57%	D+	Weak	Needs Work Certain required elements are missing. Does not demonstrate adequate understanding of the subject, and/or is not clear. Weak in the areas of content, style and organization. Little or no critical analysis.
50-53%	D	Marginable Pass	
0-49%	F	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). 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 Behavior 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 Behavior: The Code of Student Behavior outlines the rights and responsibilities of all students. Please be aware of the regulations under the Code regarding behavior in the classroom and discrimination. Disruptive classroom behavior will not be tolerated, nor will discrimination as defined by the Code of Student Behavior (consult Section 30.3.4). <http://www.ualberta.ca/~unisechr/policy/sec30.html>. Inappropriate behavior 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). Any act on any violations of the Code of Student Behavior will be reported.

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. 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 and the learning of your colleagues.



Cellular Phones: Must be turned off during class. Do not bring your phones to evaluations.

Student Support Centre: Students requiring assistance for developing strategies for improving time management, study techniques, or exam preparation techniques should contact the Academic Support Centre (2-300 Students' Union Building).

Late Policy: Assignments must be submitted on specified deadlines. Written assignments are to be submitted via the Moodle class website. 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) 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).

Reference documents on plagiarism and how to avoid it:

<http://guides.library.ualberta.ca/content.php?pid=62200&sid=458936>

Class Schedule

- **Required Texts:** Course material and readings are available **online** or are available to students as **PDFs** via course website (EClass)
- Please have copies of the assigned readings with you in class (paper or electronic form).
- ***Please note:** there may be minor changes made to the schedule throughout the term. All changes will be announced in class. You are responsible for knowing about any changes to the course schedule.
- Readings are to be completed for the beginning of the week (Tuesday's class) unless otherwise specified.

Week 1 (September 6) Introductions

September 6

- Overview of course, introducing the group
- Introduction to Community Service Learning Program (Lynn Sutankayo, CSL)

Readings:

- CSL Guidebook (Available here: <http://www.csl.ualberta.ca/Students.aspx>)
- CSL 100 Placement List, Course Syllabus and other important course documents (on E-Class)
- "Ethics in Helping" (CACSL)
<http://www.communityservicelearning.ca/en/documents/InformationSheets-Ethics-2007.pdf>
- "Experiential Education" (CACSL)
<http://www.communityservicelearning.ca/en/documents/InformationSheets-ExperientialEducation-2007.pdf>

Do this week

- Log onto course website (E-Class)
- Read the course syllabus, course contract, & other important course documents
- Read and become familiar with CSL Guidebook (available on CSL Website)
- Review CSL Placement List

Week 2 (September 11 & 13) University & Community: Bridges & Boundaries

CSL Partners will visit with us in class on both September 11th & 13th (*please have read the CSL Placement List before class; prepare any questions you may have regarding placements)

Readings:

- Fish (2004), "Why We Built the Ivory Tower,"
<http://www.nytimes.com/2004/05/21/opinion/why-we-built-the-ivorytower.html>
(2pgs.)
- Fish (2003), "Aim Low," <http://chronicle.com/article/Aim-Low/45210> (2 pgs.)
- Muzak & Woollard, "The Politics of CSL in University Education" (6 pgs.)
- Butin (2007), "Focusing Our Aim" (4 pgs.)
- Encyclopedia of Informal Education, "Community"
<http://www.infed.org/community/community.htm>
- CSL Student Agreement (Available here: <http://www.csl.ualberta.ca/Students.aspx>)

Supplementary Reading:

- Anderson, B. (2006) *Imagined Communities. Reflections on the origin and spread of nationalism* (revised edition), London: Verso.

<p>Due This Week</p> <ul style="list-style-type: none"> Thursday, September 13th, 6pm: Placement Preference Paragraph (via email – see page 12 of syllabus for details) <p>Do This Week</p> <ul style="list-style-type: none"> Contact your community partner, meet, discuss, fill out and <u>sign</u> Student Agreement Forms Deadline: Tuesday, September 25th (submit to instructor) Complete any required security checks at CSL House (see CSL Guidebook and note at end of syllabus for details) September 17-21st
<p>Week 3 (September 18 & 20) Models of Service & Theories of Service Learning</p> <p>Readings:</p> <ul style="list-style-type: none"> Morton, K. (1995), “The Irony of Service: Charity, Project and Social Change in Service-Learning” (14 pgs.) (E-Journal Resource, via U of A Library Website: Michigan Journal of Community Service Learning, Vol.2, no.1, Fall 1995) Dunlap et al., (2007) “White Students’ Experiences of Privilege & Socioeconomic Disparities: Towards a Theoretical Model” (11 pgs.) <p>Supplementary Reading:</p> <ul style="list-style-type: none"> Bickford & Reynolds, “Activism and Service-Learning: Reframing Volunteerism as Acts of Dissent” (24 pgs.)
<p>Do This Week (If not already completed)</p> <ul style="list-style-type: none"> Contact your community partner, meet, discuss, fill out and <u>sign</u> Student Agreement Forms Deadline: Tuesday, September 25th (submit to instructor) Complete any required security checks at CSL House (see CSL Guidebook and note at end of syllabus for details) September 17-21st
<p>Week 4 (September 25 & 27) Citizenship, Engagement, Social Capital</p> <p>Readings:</p> <ul style="list-style-type: none"> Westhiemer & Kahane (2004), “What Kind of Citizen? The Politics of Educating for Democracy” (33 pgs.) “Social Capital,” http://www.infed.org/biblio/social_capital.htm <p>September 27 Writing Across the Curriculum Tutorial (Roger Graves, English/Writing Centre)</p>
<p>Due this week:</p> <ul style="list-style-type: none"> CSL Snapshot no.1
<p>Week 5 (October 2 & 4) Community Sector, Non-Profit Sector & Social Economy</p> <p>Readings:</p> <ul style="list-style-type: none"> About the non-profit sector (CSL Website) http://www.csl.ualberta.ca/Resources%20and%20Research/About%20the%20Non-Profit%20Sector.aspx CERSP brochure (2008), “The Social Economy in Canada” (2 pgs.) Brodhead (2010), “On Not Letting a Crisis Go to Waste: An Innovation Agenda for Canada’s Community Sector” (24 pgs.) Edmonton Chamber of Volunteer Organizations Website: http://www.ecvo.ca/ <p>October 4: Guest speaker, Mandie Abrams, Edmonton Chamber of Volunteer Organizations</p>
<p>Week 6 (October 9 & 11) Community Sector Continued & Mobility and Transformations of Community</p> <p>Readings:</p> <ul style="list-style-type: none"> Wolch (1996), “The Shadow State: Transformations in the Voluntary Sector” (24 pgs.)

- Kivel (2000), "Social Service or Social Change?" (21 pgs.)
- Farmer, TBA

October 11: Guest Speaker, Dr. Diane Farmer, Professor of Sociology and Equity Studies in Education, University of Toronto

Week 7 (October 16 & 18) Community-Based Research: Issues and Methods

Readings:

- Flicker et al. (2008), "A Snapshot of Community Based Research in Canada: Who? What? Why? How? (8 pages)
- Community-University Partnership (CUP) website <http://www.cup.ualberta.ca/>
- OPTIONAL READING: Reid, "Advancing Women's Social Justice Agendas: A Feminist Action Research Framework" (15 pgs.)

October 16th: Guest Speaker, Dr. Sherry Ann Chapman, Department of Human Ecology & Community-University Partnership, University of Alberta

Week 8 (October 23 & 25) Mid-Term Review and Mid-Term Evaluation

October 23 Mid-Term Review

October 25 Mid-Term Evaluation (In-Class)

Week 9 (October 30 & November 1st) Photovoice & Community Health

Readings:

- Wang, Cash & Powers (2000), "Who Knows the Streets as Well as the Homeless? Promoting Personal and Community Action Through Photovoice" (9 pgs.)
- Nykiforuk & al. (2011) "Photovoice as a Method for Revealing Community Perceptions of the Built and Social Environment"
- Centre for Health Promotion Studies (U of A) Website http://www.publichealth.ualberta.ca/en/centres_departments/chps.aspx

November 1: Guest Speakers, Candace Nykiforuk (CHPS, School of Public Health, Dr. Helen Vallianatos (Anthropology), University of Alberta

Due this week:

- CSL Snapshot no.2

Week 10 (November 6 & 8) Intercultural Education

Readings:

- Bleszynska (2008) "Constructing Intercultural Education"
- John Humphrey Centre for Peace and Human Rights Website <http://www.jhcentre.org/>

November 6th, Final Project Proposal & Bibliography (bring draft to class for peer editing activity)

Week 11 (November 13 & 15) Knowledge Mobilization, Educational Research and Educational Change

Readings:

- Foster, Wright & McRae (2011) "Essential Practices that Sustain School Improvement" (ATA Magazine) <http://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume-91/Number-4/Pages/Sense-making.aspx>
- Levin (2009) "Building a Relationship Between Research and Practice" (2 pages)
- Explore Website: Research Supporting Practice in Education Website (University of Toronto) <http://www.oise.utoronto.ca/rspe/>

November 13 th : No class (Remembrance Day/Mid-term Break, University Closed)
Week 12 (November 20 & 22) Social Media & Social Change
<p>Readings:</p> <ul style="list-style-type: none"> • Kahne, J., Lee, N., & Feezel, J. T. (2011) "The civic and political significance of online participatory cultures among youth transitioning to adulthood" • Gladwell (2010), "Small Change: Why the Revolution Will Not Be Tweeted" http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell • Adams (2010), "Twitter & Facebook Cannot Change the Real World, Says Malcolm Gladwell" http://www.guardian.co.uk/books/2010/oct/03/malcolm-gladwell-twitter-doesnt-work • Dave Cournoyer's website and social media: http://daveberta.ca <p>Guest Speaker, Dave Cournoyer on Thursday, November 22nd.</p>
Week 13 (November 27 & 29)
<p>In-class CSL Evaluation, November 27th (beginning of class, 10-15 mins) November 27 – <i>Draft</i> of Final Project, bring to class for peer editing session</p>
<p>Due this week:</p> <ul style="list-style-type: none"> • CSL Snapshot no.3 • E-Journal
Week 14 (December 4) Final Presentations & Wrap-Up
<p>December 4</p> <ul style="list-style-type: none"> • Final Project Presentation/Share Session & Wrap Up • Community Partners invited to class
<p>Due this week:</p> <ul style="list-style-type: none"> • December 4: Final Projects and Presentations, in class

Considerations when actively reading

When you read material for the course, you may want to think about the following questions:

- **Author**

(Who is this person? Professor? Activist? From where and what discipline? With what background or experience? Who publishes/reads/teaches this person's work?)

- **Audience**

(For whom was this article written? Academics? Teachers? People who already agree? Skeptics?)

- **Argument**

(What's the main point in 20 words?)

- **Evidence**

(Is this an empirical piece? A theoretical piece? What support does the author summon for her/his points?)

- **What's Left Out?**

(Are there perspectives, approaches, questions left out of this article that are important for understanding the topic?)

- **Most Compelling Quote**

(Is there one line that really got to you, either positively or negatively?)

- **Implications**

(Now what? So what?)

- **Implications for Practice/Implications for You/Connections to the Other Readings?**

(Does this inform your understanding of other authors/articles?)

- **A question for discussion**

(Bring your questions to class. We often begin classes by addressing questions about the readings. Please feel free to ask questions about the material; you'll find that many people were wondering the same thing.)

- **Take notes**

(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 (if applicable)).

- **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).



About CSL

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 <http://www.csl.ualberta.ca/>

How do I choose a placement?

1. Read the CSL Placement List and CSL Guidebook.
2. By **6pm, Thursday, September 13th** all students will send me an **email** (mary.richards@ualberta.ca) indicating which **two** (2) organizations they would most like to work with and why (2-3 coherent paragraphs). Do not wait until the last minute to do so, the order in which I receive requests will play a role in placements especially if there is a high demand to work with certain community partners.

Consider the following questions:

- *What experiences and/or skills do you bring to your placement?*
- *What interests you most about this placement?*
- *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. Once you receive **confirmation** from me, please **contact** your selected organization, explain to them that you are a CSL student from CSL100: Introduction to Community Engagement, and make arrangements to meet with a representative from that organization to get started.
4. **Security Checks.** If your organization requires you to have one, you must go to CSL House (with proper ID) **between September 17th and September 21st** to complete a Security Check.
5. Fill out the **CSL Student Agreement** form (see CSL Guidebook or CSL website), 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 Tuesday, September 25, 2012 (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.

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, you must document their consent; consent forms are available from the instructor.

CSL Partner List (see separate document "CSL 100 Community Partner List" for details on community supervisor's contact information, student volunteer roles/activities/responsibilities)

Our Community Partners for this session are:

- Global Café
- SKILLS Society
- University of Alberta Students' Union
- YOUCAN Youth Services
- Creating Hope Society
- Boyle McCauley Health Centre (BMHC)
- Global Visions Film Festival