

Community Service Learning 350/360 550/560
Poverty Amidst Plenty in an Oil Economy

Spring Term: May 5th – June 13th 2014
 Mondays, Wednesdays 9AM-12PM; Thursdays TBA

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Course Objectives: This course will explore social policy development in Alberta. For many years, governments have championed the values of rugged individualism, open markets and small government. How have these values impacted social policy in our province? Who benefits from these policies? Who doesn't? Currently, the Government of Alberta is consulting Albertans regarding the development of a new social policy framework. What are the essential elements of such a framework? How can we contribute as citizens and community members in this process? What is our social policy vision for Alberta?

By reflecting on these questions through course readings and experiential learning projects with community partners in Edmonton, students will develop an understanding of how policy is created and the relationship between policy and practice. They will also learn how to develop policy from a social justice perspective. How can policy be created to ensure that we all benefit from Alberta's riches and no one is left behind? This course will include guest lectures from those working in advocacy/social policy. Topics may include: human rights vs. charity model of social services, anti-oppressive perspectives, inequality, ideology, and diversity topics with a specific emphasis on Indigenous peoples.

Learning Outcomes: At the completion of this course students will be able to:

- Engage in persuasive informed dialogue on a particular policy initiative
- Have an understanding of Canadian social policy and its impact on social justice
- Identify processes by which policies change and identify strategies through which social advocates and clients can become involved in these processes
- Demonstrate an awareness of the sources of poverty and structural inequality
- Analyze essential features of a policy or policies that impact the service users they are exposed to or have been connected to in community settings

Required Texts:

Follow the Money: Where is Alberta's Wealth Going? By Kevin Taft with Mel MacMillan – available at the University bookstore.

Shared Space: The Communities Agenda by Sherri Torjman – available as eBook through the University of Alberta website

Evaluation:

Class Participation 20%

Social Policy Research Paper 40%

Final Paper and Class Presentation 40%

Class Participation

Students will be assessed on their overall contributions to the class/seminar discussion in general. Students' active participation includes coming prepared to class/seminar by having completed the assigned readings, sharing meaningfully and positively and demonstrating encouraging and non-judgmental listening.

10 Total Marks Undergraduate Students

5 Total Marks Graduate Students

In-Class Discussion – students will sign up for dates at the beginning of the term

In pairs, students will lead an in-class discussion regarding the assigned readings. In the first class, students will sign up for the specific date of their discussion. Each student led discussion will be 30 minutes and include a summary of the reading as well as an activity.

10 Total Marks All Students

Seminar Facilitation (Graduate Students Only) – graduate students will sign up for dates at the beginning of the term

Graduate students will be asked to facilitate a 20-minute discussion or activity around one broad theme or issue related to community service-learning. This will take place either May 22nd or June 5th in the Thursday seminars. Topics could include (but are not limited to): power dynamics in community service-learning; labour needs in non-profit organizations; working relationships in community service-learning; who is "benefiting" the most, what makes community service learning different than university learning etc. The facilitation should include encouraging other students to participate, leading discussion to be focused and on-topic, as well as to deepen the reflective learning of both the other students as well as the facilitator. Graduate students are expected to indicate to the TA which day they prefer and what topic they are planning on facilitating

5 Total Marks Graduate Students

Social Policy Research Paper due June 2nd

The purpose of this assignment is to support students to develop a greater understanding of social policy in Canada. Students will select a Canadian social policy of interest to them. They will research the history of this policy; identify and explain the theories that led to its development; apply it to real life circumstances; and make recommendations for future policy directions based on values of social justice.

Appropriate citations to link theory to practice are necessary. This assignment should be written in essay format, and follow APA style. Graduate student papers 2500-3000 words with 8-10 scholarly references (beyond course texts), undergraduate students 3000 - 3750 words with 6-8 scholarly references (beyond course texts).

Students will be graded as follows:

- 5 Introduction
- 15 Historical background and theoretical basis
- 15 Apply policy to real life circumstances and make recommendations for future social policy directions based on social work values
- 5 Conclusion
- 40 Total Marks

Community Service Learning Integrative Paper and Group Presentation

Integrative Paper – due June 11th

The purpose of this paper is to develop students' understanding of how policy impacts service users. Working individually, students will identify a particular challenge experienced by service users in their community service learning project. Students will explore the ideological underpinnings that have led to this challenge. Connecting the lived experience of service users to policy/practice is essential. Four to 6 scholarly references (beyond course texts) are required. This paper is 8 – 10 pages in length and must follow APA style.

- 5 Introduction/explanation of challenge
- 7 Ideological basis for policy/practice
- 8 Connection of lived experience of service users with policy
- 20 Total Marks

Group Presentation – June 9th and June 11th

In community service learning groups, students will make a 30 minute presentation regarding the highlights of their project. Group members will have the opportunity to describe the purpose of their community partner organizations and the various objectives of their work. This presentation may be open to community partners and invited guests.

- 5 Team work/presentation skills

- 5 Relating course content to community practice
- 5 Identifying strengths and weaknesses in practice/policy
- 5 Recommendations for future social policy directions from a social justice value base
- 20 Total Marks

Please note: Students will be marked in relation to their status as either graduate or undergraduate student at the University of Alberta.

Grading:

Excellent	A+	90 – 100
	A	86 – 89
	A-	82 – 85
Good	B+	78 – 81
	B	74 – 77
	B-	70 – 73
Satisfactory	C+	66 – 69
	C	62 – 65
	C-	58 – 61
Poor	D+	54 – 57
Minimal Pass	D	50 – 53
Fail	F	49 and below

A range demonstrates a good grasp of the course work, but also adds perspective to what has been learned through independent thinking. This can mean applying it to one's own life, to another situation (of a friend, relative, community etc), to CSL or to adding to the material from other classes. This engagement is meaningful, engaged and thought provoking. A's also demonstrate the student's ability to communicate her ideas.

B range demonstrates a grasp of the course work with fluidity and connections between concepts, ideas and various readings. The B range also demonstrates the student's ability to communicate clearly her ideas, thoughts and concepts.

C range demonstrates a grasp of the course work but without pushing the course material past the ways it is delivered in class; a lack of connections made independently.

D range demonstrates a loose grasp of the course material, with little connections between ideas, concepts or thoughts.

Decorum: 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.governance.ualberta.ca) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

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.

Resources: Students who require accommodation in this course due to a disability are advised to discuss their needs with Specialized Support & Disability Services (2-800 Students' Union Building see <http://www.uofaweb.ualberta.ca/SSDS/> for more information)

For assistance with writing, some resources are the Centre for Writers (1-42 and 1-23 Assiniboia Hall see <http://www.c4w.arts.ualberta.ca/>) and Writing Resources (2-300 SUB see <http://www.uofaweb.ualberta.ca/academicsupport/writingresources.cfm>)

For more information about academic integrity consult the Truth in Education website (<http://www.uofaweb.ualberta.ca/TIE/>)