

**UNIVERSITY OF ALBERTA  
FACULTY OF ARTS  
Community Service-Learning**

CSL 100 (S1): Introduction to Community Engagement  
Winter 2015

Instructor: Dr. Daniel M. Johnson                      Email: dmjohnson@ualberta.ca  
Class Time: T 6:00-9:00                                      Office Hours: By appointment  
Class Location: HC 2-14                                        Phone: (780) 999-4400

**Course Website:** <https://sites.google.com/a/ualberta.ca/csl-100/>

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

**Course-based Ethics Approval** in place regarding all research projects that involve human testing, questionnaires, etc?

Yes                       No, not needed. No such projects approved.

**Community Service-Learning** component

Required     Optional     N/A

**Past or Representative Evaluative Course Material Available**

- Exam registry – Students’ Union  
[http://www.su.ualberta.ca/services\\_and\\_businesses/services/infolink/exams](http://www.su.ualberta.ca/services_and_businesses/services/infolink/exams)
- See explanations below
- Document distributed in class
- Other (*please specify*)
- NA

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).

ABOUT CSL 100 (S1)

CSL 100 includes a mandatory community service-learning (CSL) component. Students will be required to volunteer 20 hours with a community partner outside of scheduled class time.

CSL 100 will examine displacement/“homelessness” and the intersections of Indigeneity, settler-colonialism, economic marginalization/economic poverty, gender, sexuality, and the non-profit industrial complex (NPIC) with an emphasis on community engagement/organizing, activism, community building, community-based action research, and anti-colonial critique rooted in understandings of the treaty relationship.

The course will emphasize local histories, stories, knowledges, struggles, and practices. The tone will be overtly political, oriented toward activism and social change.

## INSTRUCTOR AVAILABILITY

I work full time as the assistant manager at the Women's Emergency Accommodation Centre (WEAC). I have provided my cell phone (780-999-4400) as a means of contacting me during the day. As this phone is intended for the use of WEAC business, I ask that you only phone me regarding urgent matters that cannot be addressed in class or by e-mail.

I will be available to meet students **by appointment only**. Please send me an e-mail to schedule an appointment.

## COURSE GOALS AND OBJECTIVES

The course will examine how university-community partnerships can co-create knowledges and practices (theory and praxis) that are beneficial to diverse constituencies.

Course objectives include:

- To theorize ways that community-based research and practice can be used toward goals of social justice, decolonization, resurgence, and liberation
- To meaningfully engage with communities in Edmonton to co-create research projects that work toward social justice that is defined primarily by and in collaboration with community partners through community service-learning
- To engage in critical, collaborative, action-oriented research activities
- To further refine students' critical thinking, reflection, reading, and writing skills

**Course materials and other information will be disseminated via the course website and announcements will be sent to the email addresses you have registered on Bear Tracks.**

## REQUIRED TEXTS

(Available at the University of Alberta Bookstore.)

Paulo Freire, *Pedagogy of the Oppressed*, trans. Myra Bergman Ramos (1970; repr., New York: Continuum, 2010).

Jessica Yee, ed., *Feminism FOR REAL: Deconstructing the Academic Industrial Complex of Feminism* (Ottawa: Canadian Centre for Policy Alternatives, 2011).

**\*\* Additional required readings will be made available via the course website.**

## COURSE EVALUATION

Class Attendance and Participation	10%	(See page 4)
Reflection Essays	30%	Due Jan. 27, Feb. 3, Feb. 24, Mar. 10, Mar. 31
Critical Book Review	15%	Due Mar. 24
Final Project Outcome and Presentation (including CSL Project Completion Form)	20%	Tuesday, Apr. 7
Integrative Assignment	25%	Due Apr. 7

## LATE ASSIGNMENTS AND ABSENCES

Late assignments will only be accepted under extenuating circumstances and if suitable arrangements are made **in advance of the due date** (subject to the instructor's approval). The penalty for late assignments is a deduction of 5% per day late.

In the event that you are absent from class for a prolonged period of time, please contact the instructor by e-mail to make arrangements for assignments and missed work.

## 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/>).

## 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. **Students involved in language courses and translation courses** should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in language courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and 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.

## A NOTE ON ATTENDANCE AND PARTICIPATION

Class participation comprises both regular attendance and participation in class discussions and activities. In the event of an absence, students are responsible for collecting notes and materials from a fellow student. Students are expected to be in class on time.

Participation in class also requires that students complete readings prior to the class in which they are reviewed/discussed, and coming to class prepared to make thoughtful contributions to discussions.

## SPECIALIZED SUPPORT AND 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](mailto:ssdsrec@ualberta.ca); Email; phone 780-492-3381; WEB [www.ssds.ualberta.ca](http://www.ssds.ualberta.ca)).

## CLASS SCHEDULE

★ indicates the reading will be posted to the course website.

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### WEEK ONE

**Tuesday, Jan. 6**

Introductions

Introduction to CSL at the University of Alberta and community partners

**\*\* CSL Placement Choices due by 11:59 pm on Friday, Jan. 9 (see page 8)\*\***

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### WEEK TWO

**Tuesday, Jan. 13**

**\*\* Jan. 14-21: Security Check Week (See CSL website for information) \*\***

An Introduction to Community Service-Learning

Community Engagement from a Treaty Six Perspective

Readings: ★ CSL Student Guidebook  
★ Donna M. Bickford and Nedra Reynolds, "Activism and Service-Learning: Reframing Volunteerism As Acts of Dissent," *Pedagogy* 2, no. 2 (2002): 229-252.  
★ Treaty 6  
★ Excerpt from Jim Kâ-Nîpitêhtêw, *The Counselling Speeches of Jim Kâ-Nîpitêhtêw*, ed. and trans. Freda Ahenakew and H. C. Wolfart (Winnipeg: University of Manitoba Press, 1998).

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### WEEK THREE

**Tuesday, Jan. 20**

Reading: Freire, *Pedagogy of the Oppressed*, 35-69.  
★ Additional reading to be posted to the course website.

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### WEEK FOUR

**Tuesday, Jan. 27**

Reading: Freire, *Pedagogy of the Oppressed*, 71-124.

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### WEEK FIVE

**Tuesday, Feb. 3**

Reading: Freire, *Pedagogy of the Oppressed*, 125-183.

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WEEK SIX

**Tuesday, Feb. 10**

Revolutionary struggle, harm reduction, and building autonomous communities

Readings: *The Revolution Will Not Be Funded*, 197-214  
★ Christopher B. R. Smith, "Harm Reduction as Anarchist Practice: A User's Guide to Capitalism and Addiction in North America," *Critical Public Health* 22, no. 2 (2012): 209-221.

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**\*\* Feb. 16-20 Winter Term Reading Week \*\***

WEEK SEVEN

**Tuesday, Feb. 24**

Examining and Critiquing the Non Profit Industrial Complex (NPIC)

Reading: *The Revolution Will Not Be Funded*, 21-52.  
★ Additional reading to be posted to the course website.

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WEEK EIGHT

**Tuesday, Mar. 3**

Radical Theory and Community Praxis: Past and Present

Reading: *The Revolution Will Not Be Funded*, 53-62, 91-106.  
★ Additional reading to be posted to the course website.

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WEEK NINE

**Tuesday, Mar. 10**

Social Service or Social Change?

Reading: *The Revolution Will Not Be Funded*, 129-149.

Guest Presentation: Rylan Kafara, Inner-City Recreation Program.

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WEEK TEN

**Tuesday, Mar. 17**

"We were never meant to survive": Women, Power, Politics, and Community Organizing

Reading: *The Revolution Will Not Be Funded*, 113-128, 151-163, 227-234.

Guest Presentation: University of Alberta Sexual Assault Centre

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WEEK ELEVEN

**Tuesday, Mar. 24**

Guest Presentation: Samantha Estoesta Williams, Alberta Public Interest Research Group

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WEEK TWELVE

**Tuesday, Mar. 31**

Building community-based economies and centres of opposition

Reading: *The Revolution Will Not Be Funded*, 107-111, 215-225.

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WEEK THIRTEEN

**Tuesday, Apr. 7**

**\*\* Final day to hand in CSL 100 Completion Form \*\***

Presentation of Term Projects

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## CHOOSING A COMMUNITY PLACEMENT

Community partners will visit class on Tuesday, Jan. 6. This will be your opportunity to ask questions and learn more about the community partners and their projects. Please log on to the CSL Portal and review the community projects prior to this class.

On **Friday, Jan. 9 by 11:59 pm** you are asked to send the instructor an e-mail (dmjohnson@ualberta.ca) that contains the following:

- your name and contact information (these will be forwarded to your community partner)
- 1-3 sentences about why you are enrolled in CSL 100
- list any prior CSL placements you have had in University of Alberta courses
- your **top two choices** for a community placement, with 3-4 sentences explaining (1) why you have made these choices, (2) what you hope to contribute to each project, and (3) what you hope to learn from each placement
- anything else you think the instructor and/or community partners should know

You will be informed of the one community placement to which you will be assigned on Tuesday, Jan. 13.

## FACULTY OF ARTS GRADING SCALE

A+	94 and above	Excellent
A	90-94	
A-	85-89	
B+	80-84	Good
B	75-79	
B-	70-74	
C+	65-69	Satisfactory
C	60-64	
C-	55-59	
D	50-54	
F	below 50	