

# SOCI 2F60

## Foundations for Community Engagement

Brock University

2012/2013

*“You learn at your best when you have something you care about and can get pleasure in being engaged in.”* – Howard Gardner

*“I hear, and I forget. I see, and I remember. I do, and I understand.”* – Proverb

### Course Information

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Course Title:	Foundations for Community Engagement
Course Number:	SOCI 2F60
Lecture Times:	alternating Wednesdays, 7 - 9 p.m. (see schedule)
Seminar Times:	6 p.m. or 9 p.m. (see your timetable)
Lecture Location:	TH 325
Prerequisite:	none
Notes:	Social Sciences context credit; second year elective; does not count toward major credits for Sociology majors

### Contact Information

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Academic Instructor: Mary-Beth Raddon, PhD  
E-mail: [mraddon@brocku.ca](mailto:mraddon@brocku.ca) or Sakai  
Telephone: (905) 688-5550 x3460  
Office Location: AS 401A  
Office Hours: Mondays, 9:30 - 11 a.m.  
and by appointment

Out-of-Classroom Learning Opportunities:  
Kristen Smith, Student Life and Community Experience  
Email: [kristen.smith@brocku.ca](mailto:kristen.smith@brocku.ca)  
Office Location: DEC R209A (Decew Residence)

Service-Learning Coordinator, Course Coordinator and TAs: TBA

### Course Overview

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*Foundations for Community Engagement* is based on a model of teaching and learning called service-learning, in which students' academic studies enhance their work in community, and their community involvement gives insight into their academic studies. Brock University offers several courses that involve

service-learning or related models of experiential education. Brock has committed to contribute to the betterment of communities in Niagara region, and service-learning helps fulfill this commitment in a way that is consistent with the university's academic priorities.

Through service-learning, this course is an introduction to the communities of Niagara. The course combines critical exploration of various philosophies, social histories and politics of community engagement with opportunities for

experiential learning in community settings. By taking this course you will learn to relate ideas about community engagement to actual practices of community participation.

Traditional teaching formats, such as course readings, lectures, small group and on-line discussion, will dialogue with, and open the way for, the new images of community engagement

that you will acquire through out-of-classroom learning opportunities (OOCLOs). Through this dialogue of academic and experiential learning, the in-class and out-of-class components of the course will each become more meaningful and enriching.

A fundamental aspect of all service-learning courses is the systematic practice of reflection. In this course you will be taught various methods of reflection aimed at deepening and expressing your learning. Through these reflective practices, your awareness of, and responsiveness to, community issues will grow as you conceive of new ways to conceptualize and problematize community engagement.

The frameworks you develop for critical reflection will prepare you for future service-learning opportunities during your time at Brock. Even if you do not take another service-learning course, *Foundations for Community Engagement* will enhance the ways you understand yourself as an active community participant, capable of catalyzing positive change and working collaboratively with others.

“In looking forward to its 50<sup>th</sup> anniversary, Brock University will... engage with the community to enhance the economic, social, cultural and intellectual lives of the citizens of Niagara and beyond.”

- from Brock 2014 Academic Plan

## What is Service-Learning?

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Service-learning is a form of experiential education, or learning-by-doing. In service-learning courses, you learn primarily through reflecting on the connections between the academic course content and your community involvement that is organized as part of the course.

Service-learning courses bring you into mutually beneficial relationships with wider communities. However, service-learning is not simply volunteering;

“Service Learning forces us to consider what it means to be a citizen and to participate in a democracy.”

- Dr. Barbara Jacoby

the exchange of ideas and perspectives between students and community members may be just as valuable to everyone as performing volunteer work.

While expanding your conception of what is “service,” service-learning also engages you in critical questions such as how you are situated in communities, how you define and place importance on community problems, and how you might work collaboratively towards common goals.

As a result of the linkages you make between academic study and community involvement, service-learning deepens your understanding of complex realities. Service-learning reveals ways your future public engagement can be personally fulfilling and contribute to shaping a more just, democratic, inclusive society.

## Learning Outcomes

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By the end of the course, you will be able to:

1. Demonstrate critical self-reflection about how you are situated within local communities and how your social location shapes your community engagement.
2. Draw on a number of sources to seek out knowledge of a specific place (St. Catharines or the Niagara Region) in order to analyze community issues of that place.
3. Examine and critically analyze the various ways in which you might perform citizenship, engage in community-building, serve others, and act as a positive agent of change.
4. Articulate your own vision for meaningful, ethical community engagement through reflecting on your academic study, personal growth and civic involvement.
5. Synthesize what you have learned from community participation and from scholarly activity. Develop effective ways to represent and communicate your knowledge and learning to others.



*“What does he know, and how long will he know it?”*

(Frank Cotham, *The New Yorker*, 2002)

## Course Format

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### Lectures

This 24-week course involves 11 two-hour lectures scheduled on alternating Wednesday evenings, plus an end of year showcase. The evening lecture schedule makes the course available to people who are unable to attend university during the day. Those who are not able to commit to attending lectures and seminars on Wednesday evenings are advised not to take the course. Lecture attendance is required. In-class quizzes during lectures are worth a total of 10 percent of the course grade.

### Seminars

Seminars meet every other week on the same night as lectures. We will work to establish seminars as learning-communities that help you investigate and articulate your responses to the readings and lectures. The main activity of seminars will be discussion of the course readings. You will have the opportunity to hone your critical thinking skills and gain confidence in voicing your thoughts. By listening to others you will come to appreciate that the readings have a range of implications and possible interpretations. It is imperative that you complete the course readings prior to attending seminars.

Seminars will also provide opportunity to discuss your out-of-classroom experiences and develop ideas about the linkages between course material and OOCLOs. You may find that seminar conversations are the springboard for your written work for the course.

Because this course is concerned with processes of community-building, seminars will be an opportunity to *practice* some of the ideas presented in the course in a facilitated forum. We will take time in seminar to foster a *safe* climate for discussion. As part of this, each seminar will establish a set of ground rules for deliberative dialogue. Within that framework, the seminar leaders will encourage you to reflect on the group process, including your reactivity to others.

“Experience becomes educative when critical reflective thought creates new meaning and leads to growth and the ability to take informed actions”  
(Bringle and Hatcher, 1999).

In recognition of the importance of seminars, your attendance and the quality of your participation will count for 10 percent of the course grade.

### Discussion Forum

Using the Forum tool of Sakai, you will dialogue with members of your seminar on themes related to the course readings. The topics of your Forum postings will be prompted and guided by instructions online. These postings will be due prior to each seminar and will help you prepare for the seminar and for writing bi-weekly reflections on your out-of-classroom experience. The Forum also provides a space for asking questions about practical matters related to the course.

## Out-of-Classroom Learning Opportunities (OOCLO)

OOCLOs are not always service activities per se, but are opportunities to participate in aspects of civic life in the city of St. Catharines or the region of Niagara. OOCLOs connect you to the themes of the course by broadening your exposure to community and civic life while also introducing you to wide-ranging opportunities for volunteering and participating.

You are required to perform eight OOCLOs (four per term) that you choose from a list on Sakai. You have the option to complete a fifth OOCLO each term. Each OOCLO is associated with a community organization, non-profit agency or local government. Each opportunity is themed according to a primary area of

contribution such as the arts, food, environment, health, history, and so on. The OOCLOs also vary according to the type of activity that you will be involved in, such as serving or helping people, community-building, civic participation, exploring issues through the arts, culture, through tours of locales, engaging in activism or advocacy, and so on.

We shall not cease from exploration  
And the end of all our exploring  
Will be to arrive where we started  
And know the place for the first time.

- TS Eliot "Four Quartets"

The OOCLO database provides pertinent information about the experiences, such as background information on the organization, location, hours, contact information, amount of advance notice required, and transit directions.

The duration of each OOCLO is expected to be three hours, although this could vary. The frequency of each OOCLO also varies. Some are one-time events, whereas others occur on a regular on-going basis (weekly or monthly). Some OOCLOs will be announced up to two weeks prior to the event. Check the calendar frequently. Some OOCLOs may require that you register in advance. Some will allow a limited number of participants. You may do an OOCLO only once for credit. Feel free to make suggestions if you have an idea for an OOCLO that could be added to the database.

### Activist or Advocacy OOCLO

To ensure a large breadth of experience in the course, you are encouraged to participate in a variety of OOCLOs. One type of OOCLO that is required is participation in a form of activism or advocacy. Activism/ advocacy go beyond helping individuals; the goal is to affect lasting social change. Activism/ advocacy involve calling upon a decision-making body or person in a position of authority or the general public to make a specific change, whether that change be in policy, law or social practice. Examples of activism/ advocacy may include letter-writing; public speaking; attending a public demonstration; using media, art, performance or public writing to influence opinion; participating in a publicized boycott with others; and so on.

If you have come to help me, you are  
wasting your time. But if you have  
come because your liberation is bound  
up with mine, then let us work together.

- Lila Watson and members of her  
Australian Aboriginal collective

You may self-select your activist/advocacy OOCLO according to your own convictions. Whatever you choose should be a group endeavor; it should be aimed at social change; and it should be an action that you see as related to the liberation or long-term well-being of a social group with whom you identify. Most students will perform the activist/advocacy OOCLO in the second term. We will brainstorm and discuss possible collective projects during lectures and seminars.

## Course Resources

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### Some Key Web Sites

Sakai: <https://lms.brocku.ca/portal>

Log in to Sakai using your Brock username and password. Sakai help and tutorials are available online.

Blogger: [www.blogger.com](http://www.blogger.com)

You may opt to use either Blogger or another online platform such as WordPress or Prezi to create a portfolio of your out-of-classroom experiences, forum postings, meta-reflections and other forms of reflection.

St. Catharines Transit for bus routes and schedules: <http://www.yourbus.com/>

### Academic-Zone

<http://www.academic-zone.com> is a resource for academic writing skills.

Academic-Zone has visuals, examples and game-like exercises that are not text-heavy. Access the resources and practice quiz (pre-test) from the academic-zone.com website. Use Academic-Zone to prepare for the Essay-Zone and Advanced Grammar test, which you may take any time before December 12.

1. From the Login/Register screen, click *New to Academic Zone? Click here to register.*
2. Enter your first name, last name, and email address.
3. Create a personal password you will remember and enter it in the password field. Re-enter password to confirm.
4. In the access code field, enter the access code **MwWEEExKRy**
5. Check your email. You will receive an email from academic-zone.com to confirm your registration. (If you do not receive an email, you may have made an error entering your email address. Return to step one.)
6. After logging into academic-zone.com using your login email and personalized password, choose SOCI 2F60 from the drop down box under the *My Courses* tab.

If you have question about academic-zone.com registration, email [learning@brocku.ca](mailto:learning@brocku.ca) or visit our drop-in service, located in the Hildebrand Learning Centre of the Learning Commons (ST 231).

## **Required Readings**

A package of required readings is available through the campus bookstore. Other required readings and web resources are available through Sakai. All readings are listed in the syllabus. You are expected to complete assigned readings prior to each lecture and seminar.

In addition to the course pack, the following book is required for purchase:

Cohen, D. A., Cullis-Suzuki, S., Frederikson, K., Kayssi, A., & MacKenzie, C. (Eds.). (2007). *Notes from Canada's Young Activists: A Generation Stands Up for Change*. Vancouver: Greystone Books.

## **Top Hat Monocle**

Top Hat Monocle is a web-based application that enables you to interact with the entire class and me during lectures through your laptop, tablet, smart phone or cell phone. You may purchase a low cost subscription for Top Hat Monocle through the Campus Store or at <https://www.tophatmonocle.com>. Lecture quizzes will be conducted using Top Hat Monocle. If you do not wish to use Top Hat Monocle, you have the option to write paper and pencil quizzes.

## **OOCLO Resources**

Occasionally, you are expected to complete short online readings, view web sites, watch video or listen to podcasts prior to attending an OOCLO. Most often, these OOCLO-specific resources will be available through Sakai.

## **Student Support Services**

The Student Development Centre on the fourth floor of Schmon Tower offers many services to help you thrive at university, including support for students with disabilities, confidential counseling services, and learning skills support. <http://www.brocku.ca/student-development-centre>

## **Experience Plus**

Career Services provides all Brock students the opportunity to track their co-curricular achievements while at Brock. These achievements are documented on an official Experience Plus transcript, which students use to supplement their resumes and academic transcripts. As a student of SOCI 2F60, you are eligible to list your OOCLOs on your Experience Plus transcript, if you wish.

<http://brocku.ca/career-services/students-alumni/experience-plus>

## **Career Services**

If you wish to further develop your skills in creating portfolios for career purposes, Career Services provides a portfolio development workshop. The workshop is available upon the request of 5 to 10 students.

<http://brocku.ca/career-services/students-alumni/workshops>

## **Course and University Policies**

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### **Grading Policies**

#### No extra credit

No work for extra credit will be allowed to make up for missed seminars, reflections, quizzes, the Showcase or weak performance on required assignments.

#### Penalties for late work and absences

Late assignments and missed quizzes or seminars will be excused only when there is documented evidence of an illness, bereavement, or serious emergency.

For late reflections, a penalty of 25 percent will be deducted each day for three days after the due date. For late portfolios, a penalty of five percent per day will be deducted, including weekends.

#### Grace week

There will be a 'grace week' each term, which gives you an opportunity to submit another reflection. The grade for the 'grace week' reflection will replace your lowest reflection grade or substitute for any missed reflections.

### **Academic Integrity**

I advise you to familiarize yourself with the university policy on academic integrity, and the severity of penalties that may result from academic misconduct. I will take seriously, and act on, any instance of academic misconduct that occurs in this course, including dishonest reporting on OOCLO participation, misrepresenting written work done by someone else as your own, and other dishonest practices such as making false statements in order to receive preferential treatment or exemptions from course rules (see the Academic Calendar, <http://www.brocku.ca/webcal/2012/undergrad/areg.html#sec69>).

### **Accommodation**

Brock University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require accommodations related to a permanent disability in order to participate in this course, you are encouraged to contact the Student Development Centre Services for Students with Disabilities (4th Floor Schmon Tower ext. 3240) and also discuss these accommodations with me.

To support efforts to make Brock University and this course accessible to students with disabilities, I would appreciate receiving any feedback on accessibility issues from students. When I receive such feedback, I will pass it on to [accessibility@brocku.ca](mailto:accessibility@brocku.ca) and seek advice about appropriate changes.

### **E-mail and Communicating with Professor Raddon**

There are a number of ways to reach me during term. I hold regular office hours on Monday mornings, 9:30 – 11a.m. Feel free to drop in to discuss any course-

related matter during this time. If this time conflicts with your schedule, please see me after a lecture to discuss alternate appointment times as necessary.

Questions about OOCLOs may be directed to the Service-Learning Coordinator, whose contact information will be announced in October. Prior to October, you may contact Kristen Smith: [kristen.smith@brocku.ca](mailto:kristen.smith@brocku.ca). If your question is within 24 hours of an OOCLO, you cannot be guaranteed of a response.

To set up or confirm appointments, reach me by email: [mraddon@brocku.ca](mailto:mraddon@brocku.ca). Any non-confidential questions about course requirements or readings that you cannot bring to office hours are best posted on the Forum on Sakai. Either your TA or I will respond to such postings for the benefit of all students who may have the same question. Other students in the course may also respond.

All email to Professor Raddon and your TA must be sent from your Brock account or through Sakai. Always use a salutation such as “Hello Professor Raddon.” Type your first and last name after your message even if you are using a mobile device. If I see only your Brock email address, I will not know who is sending the message and I may not respond.

### **Ethical Photography**

You are encouraged to incorporate photography or video into your portfolio. Seek permission of the subjects of photos before taking their picture. Inform them that you wish to document your experience for this course, and explain that you will be submitting the photo as part of your portfolio assignment. Tell them that in addition to the assignment, you require their consent for the image to be used by Brock University to give future students and community participants a visual impression of this course. If possible, document their consent by asking them to sign the photography consent form that is posted on Sakai. Take copies of this form with you when you attend OOCLOs if you plan to take photos. Describe the photo on the form and hand in a paper copy to me.

### **Summary of Requirements and Grading**

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<b>Form of Assessment</b>	<b>Percentage of Final Grade</b>
Lecture quizzes	10
Seminar participation	10
Eight reflections on OOCLOs	24
Sakai discussion forum participation	20
Essay-Zone and Advanced Grammar tests	4
Service-learning showcase	2
Mid-term portfolio	10
Final portfolio	20

## Lecture Themes at a Glance

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Date	Theme
September 12	Community Engagement through Service-Learning
September 26	Social Analysis for Community Engagement
October 10	Engaging the Imagination
October 24	Civic Engagement and the Public Realm
November 7	Narrating Experience and Identities
November 21	Case Study: Local Food and Food Security
January 9	Charitable, Public and Professional Engagement
January 23	Information Activism, Independent and Democratic Media
February 6	Youth Civic Engagement
February 27	International Service
March 13	Case Study: Environmental Crisis and Response
March 27	Service-Learning Showcase and Course Celebration

## Important Dates

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### Friday, September 21

Last day for late registration and course changes without permission of the instructor. Brock Registration System closes for duration 1 and duration 2 adds; last day to drop courses without financial penalty.

### Due Dates for Sakai Forum Postings

First term: Sept. 26, Oct. 10, Oct. 24, Nov. 7, Nov. 21  
Second term: Jan. 9, Jan. 23, Feb. 6, Feb. 27, Mar. 13

Sakai Forum Postings are due before 5:55 p.m. on the day of seminars.

### Due Dates for OOCLO Reflections

First term: Sept. 25, Oct. 9, Oct. 23, Nov. 6  
Grace week: Nov. 20  
Second term: Jan. 22, Feb. 5, Feb. 26, Mar. 12  
Grace week: March 26

A total of four reflections on OOCLOs per term are to be submitted electronically on Sakai before 11:55 p.m., five minutes to midnight of the Tuesday night before each lecture. If you are unable to complete a reflection by the due date, you may submit it up to three days late, but a significant penalty of 25% per day will apply. Late reflections will no longer be accepted after three days, that is, after 11:55 p.m. of the Friday after the reflection is due.

Each term, those who have missed a reflection for any reason may submit one during a grace week. Alternatively, if you have completed all four reflections but

wish to raise your grade, the grade for your grace week reflection will replace your lowest grade (if higher). Only one reflection may be submitted during grace week. If you miss the grace week due date, the same late penalty of 25 percent per day applies.

**Due Dates for Portfolio: Tuesday, December 4, Tuesday, April 9**

Use Assignments in Sakai to submit the URL (web address) for your portfolio by Dec. 4 (mid-year portfolio) and April 9 (final portfolio) before 11:55 p.m.

**Academic-Zone Test Dates: Oct. 10 (pre-quiz), Dec. 12 (post-quiz)**

Complete the Academic-Zone pre-quiz before October 10 and automatically receive 1 percent of your final course grade. Study for the quiz through [www.academic-zone.com](http://www.academic-zone.com). A final required post-quiz is to be completed by Wed., Dec. 12 before midnight. You may complete this quiz at any time. The quiz has a 75-minute time limit. Pre- and Post-quizzes are located on Sakai under 'Tests & Quizzes' in your seminar site.

You may take the post-quiz twice. Your last attempt will be the recorded grade. A minimum of 60 percent on the post-quiz is required to receive a grade worth three percent of your final course grade. If you do not attain the 60 percent threshold, your grade will be zero.

**Friday, January 18**

Last date for withdrawal without academic penalty and last day to change from credit to audit status for Duration 1 courses (SOCI 2F60).



*"... and give me good abstract-reasoning ability, interpersonal skills, cultural perspective, linguistic comprehension, and a high sociodynamic potential."*

(Ed Fisher, The New Yorker, 1981)

## **Acknowledgments**

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*Foundations for Community Engagement* has been developed collaboratively since 2009 by a group of Brock faculty, staff, former students and community members who are committed to enhancing student learning and fostering stronger relationships of the university to the communities of Niagara. Key contributors to the development of this course at Brock University include (alphabetically):

Mary Breunig, Associate Professor of Recreation and Leisure Studies  
Bradley Clarke, Manager of Student and Community Outreach  
Ellen Carter, Course Coordinator, Child and Youth Studies  
Rox Chwaluk, Volunteer Coordinator, Turn Around Project of the Arts (TAP) and Brock grad (BA, BEd),  
Maureen Connolly, Professor of Physical Education and Kinesiology  
Gail Cook, Associate Professor of Accounting  
Nancy Cook, Associate Professor of Sociology  
June Corman, Associate Dean, Faculty of Social Sciences, Professor of Sociology  
David Fancy, Associate Professor of Dramatic Arts  
Greg Finn, Vice-Provost and Associate Vice-President, Academic  
Jill Grose, Associate Director, Centre for Pedagogical Innovation  
Barbara Harrison, Doctoral candidate, Faculty of Education  
Lindsay Hayhurst, Academic Advisor & Field Experience Assistant, Faculty of Education  
Kim Meade, Vice-Provost and Associate Vice-President, Student Services  
Milica Njegovan, Programming Coordinator, OPIRG-Brock  
Kristen Smith, Manager, Student Life and Community Experience  
Betty-Lou Souter, CEO, Community Care, St. Catharines and Thorold  
Mary-Louise Vanderlee, Associate Professor, Faculty of Education

## Schedule of Lecture Topics, Readings and Requirements

### 1. September 12      **Community Engagement through Service-Learning**

*What draws some people to become civically engaged? How would you characterize and evaluate the varieties of civic engagement? How is civic engagement best taught and learned? Thirty years from now, how do you think we will evaluate the achievements of civic engagement within this decade?*

#### **Readings:**

Coles, Robert. (2001). The call of service. In J. S. Ott (Ed.), *The Nature of the Nonprofit Sector* (pp. 343-354). Boulder, CO: Westview. (Coursepack)

Kahne, Joseph, & Westheimer, Joel. (1996). In the service of what? The politics of service learning. *Phi Delta Kappan*, 77(9), 593-599. (Coursepack)

Mahoney, Tara. (2012). Dear Generation Why. *Our Schools/Ourselves* 21(3), 95-97. (Coursepack)

#### **TO DO:**

- Post your first comments to the Sakai Forum on topics related to this week's readings before the first seminar (by Sept. 26, 5:55 p.m.) to receive .5 bonus mark. Also, post comments about the Sept. 26 readings as required for grading.
- Participate in your first OOCLO in the two weeks following the first lecture. Submit your first reflection through your seminar site on Sakai before midnight of Tuesday, September 25 (11:55 p.m.).
- Create an account at [www.tophatmonocle.com](http://www.tophatmonocle.com) and enroll in SOCI 2F60.

### 2. September 26      **Social Analysis for Community Engagement**

*What do you know about the places you live and how do you know this? What is important to know about the Niagara Region, including its history, landscapes, arts, commerce, agriculture, public spaces, institutions, peoples and animals? What analytical frameworks and measures should we use to identify the strengths of this place and the things we would seek to improve about it?*

#### **Readings:**

Swift, J., J. M. Davies, R. G. Clarke, and M. S. J. Czerney. (2004). Getting Started on Social Analysis in Canada. In W. K. Carroll (Ed.), *Critical Strategies for Social Research* (pp. 116-24). Toronto: Canadian Scholars Press. (Coursepack)

Young, Iris Marion. (2012). Five faces of oppression. In James De Filippis & Susan

Saegert (Eds.), *The Community Development Reader* (pp. 328-337). New York and London: Routledge. (Coursepack)

Longstaff, Bill. (2005). *The Progress Myth No Free Lunch* (pp. 25-34). Calgary: Ballot Publishing. (Coursepack)

Kilty, Heather. L. (2011). *Living in Niagara: Critical Indicators for Reflecting on Life in Niagara*: Niagara Research and Planning Council. Available at <[www.livinginniagarareport.com](http://www.livinginniagarareport.com)> (Online)

**TO DO:**

- Select and read about at least three of the twelve sectors of life in Niagara that are documented in the on-line report, *Living in Niagara*.
- Post comments to the Sakai Forum about topics of this week's readings today before 5:55 p.m.
- Complete your second OOCLO and submit your reflection before midnight of Tuesday, October 9.
- Register on [www.academic-zone.com](http://www.academic-zone.com) and take the practice quiz for SOCI 2F60 before October 10 to receive one mark toward your final course grade.

3. October 10            **Engaging the Imagination**

*How have you imagined the Niagara Region before now? What have been some major forces of change within Niagara's social and physical landscape that have shaped how you imagine this place? How can your new knowledge of the past and present help you to re-imagine alternative futures for this region?*

**Readings:**

Wright, Erik Olin. (2011). Real utopias. *Contexts: Understanding People in their Social Worlds* 10(2). 36-42. (Coursepack)

Schneekloth, Lynda H., & Shibley, Robert G. (2005). Imagine Niagara. *Journal of Canadian Studies*, 39(3), 105-120. (Sakai)

Hill, A. Suzanne. (2002). A serpent in the garden: Implications of highway development in Canada's Niagara fruit belt. *Journal of Historical Sociology*, 15(4), 495-514. (Sakai)

**TO DO:**

- Post comments to the Sakai Forum about topics of this week's readings before 5:55 p.m. today. Remember to respond to what others have written.
- Look at the feedback you received on your first and second OOCLO reflections available in Assignments in Sakai. How can you improve your reflection?
- Submit your third OOCLO reflection before midnight of Tuesday, October 23.

4. October 24      **Civic Engagement and the Public Realm**

*What is community? What are the commons? What is public space? How do we come to understand ourselves as a member of a community or as a citizen? What commitments, responsibilities or entitlements does this understanding of community membership imply? How does re-imagining self contribute to the evolution of community?*

**Readings:**

Walljasper, Jay. (2010). All that we share. *Yes! Magazine*.

<http://www.yesmagazine.org/happiness/all-that-we-share> (Online)

Greenberg, Ken. (2009). Public space: lost and found. In M. Kingwell & P. Turmel (Eds.), *Rites of Way: The Politics and Poetics of Public Space* (pp. 29-45). Waterloo: Wilfrid Laurier University Press. (Coursepack)

Jacobs, Jane. (2009). Downtown is for People. In Eugenie L. Birch (Ed.), *The Urban and Regional Planning Reader* (pp. 124-131). London and New York: Routledge. (Coursepack)

Meslin, Dave. (2010). Civic Engagement 101. In Dave Meslin, Christina Palassio & Alana Wilcox (Eds.), *Local Motion: The Art of Civic Engagemement in Toronto* (pp. 96-106). Toronto: Coach House Books. (Coursepack)

Goldsbie, Jonathan. (2010). Permission impossible. In Dave Meslin, Christina Palassio & Alana Wilcox (Eds.), *Local Motion: The Art of Civic Engagemement in Toronto* (pp. 86-95). Toronto: Coach House Books. (Coursepack)

**TO DO:**

- Post comments to the Sakai Forum about topics of this week's readings before 5:55 p.m. today. Remember to respond to what others have written.
- How did you score on the pre-quiz for Academic-Zone? What can you do to improve your writing and grammar skills prior to taking the final test?
- Participate in your fourth OOCLO and submit your reflection before midnight of Tuesday, Nov. 6. How can you challenge yourself with this OOCLO?

5. November 7      **Narrating Experience and Identities**

*How is it possible that people can have different 'experiences' of the same event? If each of us sees the world through different lenses, what colours and frames these lenses? How can we re-frame what we 'experience' in order to understand the limitations of our individual perspectives? How does reflection on experience and self-identity matter to community engagement and activism?*

**Readings:**

Cohen, D. A., Cullis-Suzuki, S., Frederikson, K., Kayssi, A., & MacKenzie, C. (Eds.). (2007). *Notes from Canada's Young Activists: A Generation Stands Up for Change*. Vancouver: Greystone Books. (Bookstore or library)

Fox, Karen. (2008). Rethinking experience: What do we mean by this word 'experience'? *Experiential Education*, 31(1), 36-54. (Sakai)

**TO DO:**

- bring to lecture two newspapers of any type on November 7 (e.g., two copies of the St. Catharines Standard, Brock News, Toronto Star, etc.)
- Post comments to the Sakai Forum about the topics of this week's readings before 5:55 p.m. today.
- You now have the option to participate in a 'grace week' OOCLO and submit a reflection before midnight of Nov. 20. Your grade will make up for a missing reflection or replace your lowest grade for a reflection this term (if higher).

6. November 21      **Case Study -- Local Food and Food Security**

*A panel of guest speakers will examine food security as a social issue that is closely bound up with understandings of community engagement. Panelists will include representatives of food security initiatives or food charities.*

**Readings:**

Tarasuk, Valerie. (2009). Food charity: When doing our best is not enough. *Esurio: Journal of Hunger and Poverty*, 1(2), 1-3. (Coursepack)

Read about the fair trade movement and fair trade towns. <http://fairtrade.ca/en> (Online)

Additional readings will be assigned by the guest speakers and made available on Sakai in advance of the class.

**TO DO:**

- Post comments to the Sakai Forum about the topics of this week's readings before 5:55 p.m. today.
- For help with Blogger, you may attend an optional tutorial on Wednesday, November 28 at 7 p.m., location TBA.
- Complete your mid-year portfolio and post the link in Assignments on Saki before midnight on Tues. Dec. 4.
- Complete the Academic-Zone test (or re-test) before Wed. Dec. 12. You will find the test in your Sakai seminar site.

## HAPPY NEW YEAR! WELCOME BACK!

### 7. January 9 Charitable, Public and Professional Engagement

*What does the voluntary sector look like in Canada? How has it changed in recent decades? How might we evaluate philanthropy and charity as forms of community engagement? How might community engagement enhance civic institutions and (local) democracy? How might volunteering, on the one hand, and professional service, on the other, support particular understandings of community engagement at the expense of others?*

#### **Reading:**

Brooks, Neil. (2001). The role of the voluntary sector in a modern welfare state. In J. Phillips, B. Chapman & D. Stevens (Eds.), *Between State and Market: Essays on Charities Law and Policy in Canada* (pp. 166-168, 185-202). Montreal & Kingston: McGill-Queen's University Press. (Coursepack)

Swanson, Jeanette. (2001). Substituting charity for justice *Poor Bashing: The Politics of Exclusion* (pp. 130-150). Toronto: Between the Lines. (Coursepack)

McKnight, John. (1995). Professionalized service and disabling help *The Careless Society: Community and its Counterfeits* (pp. 36-52). New York: Basic Books. (Coursepack)

TO DO: - Post comments to the Sakai Forum about the topics of this week's readings before 5:55 p.m. today. Attend your seminar today (January 9). - Participate in an OOCLO and submit your reflection before midnight of Tuesday, January 22.
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### 8. January 23 Information Activism, Independent and Democratic Media

*What is activism? What is advocacy? What forms can they take? How can information technology support activist engagement? What is the relationship of activism and advocacy to democratic media? How might independent media and citizen journalism serve democratic projects?*

#### **Readings and online viewing:**

Hackett, Robert A. (2005). Is there a democratic deficit in US and UK journalism? In Stuart Allan (Ed.), *Journalism: Critical Issues* (pp. 85-97). New York: Open University Press. (Coursepack)

Miller, Alisa. (2008). The news about the news. TED. Available at:  
[http://www.ted.com/talks/alisa\\_miller\\_shares\\_the\\_news\\_about\\_the\\_news.html](http://www.ted.com/talks/alisa_miller_shares_the_news_about_the_news.html)

Morozocv, Evgeny. (2011). The internet and society: empowering or censoring citizens. RSA Animate. Available at:  
<http://www.thersa.org/events/video/animate/rsa-animate-the-internet-and-society>

Clayton Shirky. (2009). How social media can make history. TED. Available at:  
[http://www.ted.com/talks/clay\\_shirky\\_how\\_cellphones\\_twitter\\_facebook\\_can\\_make\\_history.html](http://www.ted.com/talks/clay_shirky_how_cellphones_twitter_facebook_can_make_history.html)

TO DO: - Post comments to the Sakai Forum about the topics of this week's reading and viewing/listening before 5:55 p.m. today.  
- Participate in an OOCLO and submit your reflection before midnight of Tuesday, February 5.  
- Have you completed your activist OOCLO yet? Make your activism part of a collective effort that is aimed at effecting social change of some kind. If you are stuck, help is available by email and office hours.

## 9. February 6      **Youth Civic Engagement**

*What is meant by civic engagement? Are today's young people less engaged in civic life and politics than the young people of previous generations? If so, how might we explain this change? What forms of civic engagement have positive social value? What could lead young people to engage more effectively with the issues that matter to their generation?*

### **Readings:**

Banaji, S. (2008). The trouble with civic: a snapshot of young people's civic and political engagements in twenty-first-century democracies. *Journal of Youth Studies*, 11(5), 543-560. (Sakai)

Kennelly, Jacqueline. (2009). Learning to protest: Youth activist cultures in contemporary urban Canada. *The Review of Education, Pedagogy and Cultural Studies*, 31(4), 293-315. (Sakai)

Giroux, Henry A. (2011). Democracy re-invented: Lessons learned from the global youth movement. *Our Schools/Ourselves*, 20(3), 177-196. (Coursepack)

TO DO: - Post comments to the Sakai Forum about the topics of this week's readings before 5:55 p.m. today.  
- Participate in an OOCLO and submit your reflection before midnight of Tuesday, February 26.

10. February 27

### International Service

*Who benefits from international service and how? What are some key issues in the relationship between the global economic North and the global economic South and how do they relate to international service?*

#### Readings:

Heron, Barbara. (2006). Critically considering international social work practice. *Critical Social Work*, 7(2). (Sakai)

Cermak, Michael J., Christiansen, Jonathan A., Finnegan, Amy C., Gleeson, Aileen P., White, Shelley K., & Leach, Darcy K. (2011). Displacing activism? The impact of international service trips on understandings of social change. *Education, Citizenship and Social Justice*, 6(1), 5-19. (Sakai)

Zavitz, Kate J., & Butz, David. (2011). Not that alternative: Short-term volunteer tourism at an organic farming project in Costa Rica. *Acme: An International e-journal for Critical Geographies*, 10(3), 412-441. (Sakai)

Illich, Ivan. (1968). To Hell with Good Intentions. (Coursepack)

TO DO: - Post comments to the Sakai Forum about the topics of this week's readings before 5:55 p.m. today.  
- Participate in an OOCLO and submit your reflection before midnight of Tuesday, March 12.

11. March 13

### Case Study – Environmental Crisis and Response

*A panel of guest speakers will represent groups dedicated to reducing environmental harms. The presenters will explore how community engagement is organized, understood and practiced within their groups and movement.*

#### Readings:

Maniates, M. (2002). Individualization: plant a tree, buy a bike, save the world? In T. Princen, M. Maniates & K. Conca (Eds.), *Confronting Consumption* (pp. 43-66). Cambridge and London: MIT Press. (Coursepack)

Seyfang, Gill. (2005). Shopping for sustainability: Can sustainable consumption promote ecological citizenship? *Environmental Politics*, 14(2), 290-306. (Sakai)

Rees, Bill. (2009). Resilient cities: what if 'can do' can't? Post Carbon Institute (video lecture and slides). (online)

[http://gaininggroundsummit.com/vancouver2009/Bill\\_Rees.pdf](http://gaininggroundsummit.com/vancouver2009/Bill_Rees.pdf)  
<http://www.youtube.com/watch?v=ugv0OY6LyuE&feature=channel&list=UL>

TO DO: - Post comments to the Sakai Forum about the topics of this week's readings before 5:55 p.m. today.  
- Your second 'grace week' OOCLO opportunity has arrived. You may submit a reflection before midnight of March 26. Your grade will make up for a missing reflection or replace your lowest reflection grade this term (if higher).

12. March 27                    **Service-Learning Showcase and Course Celebration**  
Pond Inlet, Brock University

*The Showcase is an opportunity for collectively examining the outcomes of the course with classmates, instructors and community members. We will engage in two participatory evaluation methods by telling and listening to stories of critical moments in your learning and the most significant changes that have come about as a result of this course.*

**Readings:**

Dart, Jessica, and Rick Davies. 2003. A dialogical, story-based evaluation tool: the most significant change technique. *American Journal of Evaluation* 24(2):137-55. (Sakai)

Critical Moments Reflection Methodology. Available on Sakai or view online:  
<http://www.kstoolkit.org/Critical+Moments>

TO DO:  
- Prepare a story about a critical moment in your learning during this course when you experienced a sense of strength, satisfaction or success. Alternatively, prepare a story of a significant positive change that has come about for you as a result of this course. Create a poster of your story on a single page, either letter size (8.5 x 11) or legal size (8.5 x 14). Feel free to get creative!  
- Bring your poster to the Showcase for display. Ensure that your name is on it.  
- Find an icon that represents your learning during this course. Your icon may be an object that you make or find, or it may be a picture. Write a title and half-page explanation of why you chose it and what it means to you. Put your name on it.  
- Bring your icon and half-page explanation to the Showcase.  
- Bring a clip board to the Showcase (or something to write on).  
- Post a copy of your story and icon interpretation (including an image, if you wish) to the Sakai Forum before 5:55 p.m. today.  
- Finalize your portfolio and post the link in Assignments on Saki before midnight on Tues. April 9.