



**FACULTY OF ARTS
DEPARTMENT OF PHILOSOPHY**

**WMST 501.30 L1
Research in Selected Topics: Community Service Learning**

**Winter Term 2017
Course Outline**

**Lectures: Tuesdays 12:30 – 3:15 in EDC152*
Location may change to Women's Resource Centre Library (MSC482)**

**Instructor: Dr. Rebecca Sullivan
Office: Social Sciences Building, #1142
Office Phone: 403-220-3397 (rarely answered)
Email: rsulliva@ucalgary.ca (preferred means of communication)
Office Hours: Thursdays, 12:30 – 2:00 PM**

Course Description

An opportunity for students to learn from volunteer service in community organizing and/or activism relating to feminist, gender, and sexuality studies. Students must secure their own volunteer position, and identify a Community Supervisor or Sponsor Collective before enrolling in the class. Students will meet as a class at least five times in a term to present findings on their community engagement placement. Volunteer commitment over the term must be between 20-25 hours (1-1.5 hours per week, adjustable).

Course Learning Outcomes

Community engaged learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. This course involves students in activities that address community-identified needs, develop their academic skills, and enhance their commitment to gender and sexual justice. While community service is a required component of this course, students are graded on their critical, academic understanding of the principles and practices of engaged learning from a gender/sexual lens, and of their own community engagement. Because this is a Women's Studies course, students must adhere to the academic standards of the field, defined broadly to encompass all forms of critical gender and sexuality studies.

Objectives of this course include:

- To develop self-reflexive, critical frameworks that will inform your community and/or activist practices on behalf of marginalized gender or sexuality groups
- To understand the theoretical, methodological, and pedagogical paradigms behind Community Engaged Learning, and their applicability to the fields of gender and sexuality studies and their related sub-fields.
- To appreciate the valuable insights gained by articulating gender and sexuality scholarship to related community organizing and/or activism
- To become a more critical, self-reflexive, and conscious scholar and activist

- To participate in a vibrant, questioning community of learning that is rooted in respect for diversity and demand for social justice

Students are welcome to define their own learning objectives and to share them with the class.

Required/Recommended Texts (including electronic resources):

Available on D2L and through the university library (<http://library.ucalgary.ca/>).

Course Assessment

In keeping with the principles of community engaged learning, you will **not** be assessed based on weighted average of graded assignments but on the successful completion of a pre-determined set of tasks. As a general rule a successful completion of a task demonstrates a largely correct understanding of the material and a competence in thinking critically about it. This grading system allows you as a student much more self-determination and goal management. This system is more rigorous than traditional grading and builds on well-documented links between high expectations and student success. It creates a safe but challenging environment in which you will thrive, because each assignment is assessed pass/fail, and the requirements for a pass are always clearly delineated. It will be easy for you to tell whether your work is complete, done in good faith, and consistent with our expectations and the intended learning outcome.

Final Assignment				Final Reflection
Class Preparation	1 reflection paper	2 reflection papers	3-4 reflection papers	4-5 reflection papers
Class Participation	Participation in 1-2 scheduled class meetings	Participation in 3-5 scheduled class meetings	High level participation in 3-4 scheduled class meetings	High level participation in all 5 scheduled class meetings
Class Engagement	Engagement Questionnaires	Engagement Questionnaires	Engagement Questionnaires	Engagement Questionnaires
Assignment Type	D	C	B	A
<p>Plus or minus grades will be awarded to students who complete some but not all of the tasks in the next grade up. For example, a student who completes all engagement questionnaires, provides high level participation in three classes, but only submits two reflection papers, may receive a grade of B- or C+. By contrast, a student who completes all engagement questionnaires, provides adequate participation in 2-4 classes, but submits 3 reflection papers may receive a B- or a C+.</p>				

Class Engagement

In our participatory classroom, students will be invited to engage in a number of ways, from dyads to small groups to full class. No student will be placed in a situation that causes them distress but all students are encouraged to bring their “braver space” intentions. Three separate online questionnaires must be completed in order to receive an engagement grade. The final grade for Engagement will be informed by all three questionnaires and your engagement in the class throughout the term. All three are available through Quizzes in D2L. They won’t be graded, per se, but Quizzes is a more versatile function than Survey in D2L so it gets used. *Failure to complete any of these three components by their deadlines will result in a grade of 0 for Engagement.*

The Student Code of Conduct Agreement must be completed by January 26th at midnight. It is a series of Y/N questions. If you answer NO for any of them, you must provide an explanation in the final question.

The Participation Pact must be completed by January 26th at midnight. It is a list of short questions through which the student can assess their commitment to the course, and what they can bring to a participatory classroom. It is an opportunity to reflect on your strengths, your developing skills, your unique learning strategies, and your responsibility to the rest of the class.

The Participation Self-Evaluation must be completed by April 13th at midnight. It is an opportunity to assess how well you met your own commitments and learning goals in this class.

Both the Participation Pact and Participation Self-Evaluation will be assessed by the professor based on depth of analysis, attention to detail, and quality of thought and expression.

Class Participation

A seminar classroom depends upon the full participation of its members. Attendance matters, but active engagement in classroom discussions, grounded in solid preparation and mindful self-reflection matters more. Thus, there are two different standards for participation in this course. “High Level Participation” means at a minimum that you come to class on time, stay throughout, remain actively engaged with little to no personal distractions, provide meaningful, evidence-based contributions that are relevant to the discussions, listen actively and respectfully to others, and ask complex questions of yourself and others. Anything less than this does not constitute “high level” and will be considered as “participation” only. Quality of participation matters more than quantity. Indeed, dominating discussions or frequently interjecting weak contributions do not constitute “high level participation.” The topics for each of the five class meetings are also the topics for the reflection papers and are detailed below. Therefore, you have ample opportunity to prepare yourself for high level participation.

At the end of each class, students will be invited to assess theirs and their peers’ participation using a simple letter grade system and optional comments. Between the second and third class meeting, the professor will provide you with a midterm assessment of your participation, so that you can make any desired improvements.

Reflection Papers

Reflection papers are forms of academic writing that include personal reflections of significant depth and breadth, tested through scholarly paradigms. Each of our five meetings is organized around a theme. Students electing to complete reflection papers must write on these specific themes and submit by their established deadline. All submissions go into D2L Dropbox under the assigned folder. Only Word (doc or docx) or PDF format will be accepted.

Your reflection papers need only be approximately 750 words, but they must follow a scholarly format, reference the assigned readings in a meaningful way, and also be informed by at least one additional

independently-sourced scholarly reference that is cited in the paper. Follow the guidelines in the rubric provided in D2L. As a general rule, all your papers must meet the criteria for a “B” as outlined in the rubric to count toward your completed assignments.

Reflection Paper Topics and Deadlines

Please note that all reflection papers must be written with a critical gender and/or sexuality lens.

Introducing Your Service: Each student will provide an introduction to their service organization, including details such as its history, founders/foundation, mandate, vision, terms of reference, its key stakeholders, and commitment to gender and/or sexual justice. If your service commitment is within a particular unit of the organization, provide details on that as well. The student will also explain their role in the organization, and why they selected it. Finally, the student will provide a clear learning goal statement for their service, and an explanation as to why they enrolled in this course.

Due Thursday January 12th by 12PM

Volunteerism and Activism: Each student will provide a thoughtful reflection on how best to define their service along an imperfect continuum of volunteerism and activism. Volunteerism is usually defined as unpaid service to immediately address a community need, whereas Activism is seen as addressing the root or structural problems that created the need. Neither is better than the other, nor does one preclude the other. The issue at stake here is for the student to honestly assess their commitment dynamic and their primary motivation – is it volunteer-oriented or activist-oriented?

Due Tuesday January 24th by 12PM

Organizational Culture: In this assignment, students will provide a “thick description” of their organization’s workplace culture. This includes not only a discussion of the structure of the organization (its leadership model, its environment, its expectations on employees and volunteers, etc.) but also the behaviours and modes of communication. In other words, students must provide a detailed account of their organization in ways that draws insight into the cultural and social relationships and their contexts.

Due Tuesday February 14th by 12PM

Autoethnographic Analysis: An autoethnographic analysis connects the student’s personal motivations to their current contexts. It is an opportunity for the student to reflect on the anticipations they had entering into this course, and where they stand now. Most importantly, it is an opportunity for students to reflect on disappointments (with the service component, with the classroom component, with their own preparedness) is a positive, proactive way that turns these seeming failures or frustrations into guiding opportunities for better practices in the future.

Due Tuesday March 14th by 12PM

Bridging Academics and Experience: What theoretical or methodological paradigms best inform your approach to community engaged learning? Key to this presentation will be the concept of praxis as the theory of action.

Due Tuesday April 4th by 12PM

Final Reflection

The final assignment is a “reflection on your reflections” – an opportunity to review your contributions to both your community organization and to your peers, and to comment upon your own growth in discovery, experience, and knowledge. It should be organized around the following question: “How has community engaged learning enriched my commitment to gender and sexual justice?” The paper should be approximately 1500 words, follow a scholarly format, and integrate at least eight peer-refereed sources, of which no more than five can come from previous citations. In other words, at least three of your sources must not have been cited in any of your previous reflection papers.

Policy for Late Assignments

Unless otherwise stated, no extensions will be granted on assignments except in cases of documented medical or personal distress.

It is the student's responsibility to keep a copy of all assignments in case of loss by any cause.

There will be no Registrar-scheduled final exam.

Grading system:

As outlined above, this course uses a "scaffolded marking system." Letter grades are assessed according to the chart below:

Percentage	Letter	Usually Graded	Point
90 + %	A+	95	4.0
85 – 89 %	A	87	4.0
80 – 84 %	A–	82	3.7
77 – 79 %	B+	78	3.3
74 – 76 %	B	75	3.0
70 – 73 %	B–	72	2.7
67 – 69 %	C+	68	2.3
64 – 66 %	C	65	2.0
60 – 63 %	C–	62	1.7
55 – 59 %	D+	57	1.3
50 – 54 %	D	52	1.0
0 – 49 %	F	0	0

Women's Studies Program Course Policies

Course Content:

Some of the materials and topics in this class may include explicit content (violence; sexuality; profanity; blasphemous, objectionable or illegal conduct). If you feel any materials may cause you distress or severe discomfort, you are encouraged to speak with the professor and/or to take measures to ensure that you feel braver in the classroom. You will not be exempt from any assigned work but we will work together to accommodate your concerns.

This class respects difference and diversity while welcoming thoughtful, critical debate and discussion. No one person's right to their beliefs may supersede another person's right to security and dignity.

When in a classroom dedicated to social justice education, conflict will happen. That is part of a healthy, dynamic, questioning space of learning and discovery. You are encouraged to hold onto your own personal beliefs, but recognize that there will be differences of opinion and experience.

A university classroom holds high standards of research, evidence, and analytical proof. Students need to listen attentively, respectfully, and critically to the evidence provided in class lectures, readings, discussions, and other materials.

If you feel that you need more support than can be provided by the classroom or the instructor, you are encouraged to take advantage of some of these resources:

SU Wellness Centre

(<http://www.ucalgary.ca/wellnesscentre/> 403-210-9355 / 403-266-4357)

Calgary Communities Against Sexual Abuse Hotline

(<http://www.calgarycasa.com/> 403-237-5888)

Alberta Mental Health Hotline

(<http://www.albertahealthservices.ca/services.asp?pid=saf&rid=1019446> 1-877-303-2642)

Trained peer supporters are also available on campus at the following centres:

Women's Resource Centre

(<https://www.ucalgary.ca/women/> 4th Floor, MacEwen Centre, in The Loft)

Q Centre for Gender and Sexual Diversity

(<https://www.su.ucalgary.ca/programs-services/student-services/the-q-centre/> 2nd Floor, Mac Hall, near The Den)

Faith and Spirituality Centre

(<http://www.ucalgary.ca/fsc/> 3rd Floor, MacEwen Centre)

Native Centre

(<https://www.ucalgary.ca/nativecentre/> 3rd Floor, MacEwen Centre)

If you have a serious concern about the instructor's conduct, you may speak in full confidence to the Head of the Department of Philosophy (phildept@ucalgary.ca) Please note, Women's Studies is a program that is administered by the Department of Philosophy.

Student Conduct

A Student Code of Conduct Agreement is part of this course, available on D2L. It is a required component of the class (see "Engagement").

Students are expected to attend class regularly. They must come prepared and ready to work.

Responsibility for fulfilling the requirements for all aspects of the course resides with the student. The professor will not give out lecture notes, repeat information, nor provide replacement copies of material that was provided during regular class meetings.

Students are welcome to bring portable word processing devices (tablets, laptops, airbooks, Acer, anything you got) to class as learning tools to improve your focus and engagement. Using your device to access personal or non-course related material is prohibited and may result in having your privileges to use your device in class revoked and/or you being removed from the class. See the Student Code of Conduct Agreement for more details.

Plagiarism, defined as using any source whatsoever without clearly documenting it, is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement on plagiarism provided at the end of the syllabus.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Course Technology

A D2L portal has been set up for this course that allows for group correspondence, course announcements, class materials, assignment submissions and grading, and other forms of communication. Students are expected to check D2L before class time for any last minute changes or cancellations. D2L only uses @ucalgary email addresses.

Student-Professor Communication

Appropriate communication procedures are described in detail in the Student Code of Conduct Agreement. The professor's preferred means of communication is first by scheduled office hours, then by a pre-arranged meeting time (only if the professor's office hours conflict with another course), and then by email.

The professor will endeavor to respond to emails within two business days after receiving the message. If the student emails a question that is fully addressed by the syllabus, classroom agreement, or an announcement / news item posted on D2L, the professor will not reply. Therefore, if you don't receive a response within two business days, that probably means you can find the answer somewhere yourself. The professor may respond to your email query with the request that you come meet with them in person to discuss.

Braver Space Guidelines

"Braver Space" principles recognize that everyone brings different resiliencies and capacities to a group setting. We must all bring our personal bravery into the classroom space, and be mindful of what that means specifically to us. This does not mean sharing or participating in a way that violates personal boundaries (yours or another person's), nor cajoling others into participating in ways that are not conducive to their personal bravery. Rather, it means being respectful, self-aware, and mindful of the classroom dynamic and your place in it. Some guidelines are provided below.

Do not make assumptions about other people's identities and life experiences. That includes but is not limited to race, gender, sexuality, physical ability, mental and emotional well being, spirituality or religiosity, age, citizenship status, and reproductive capabilities.

Recognize that language is a powerful tool in social justice education. It also changes as new issues and greater clarity develop. Therefore, if you need to correct language use, do so respectfully; and if you are corrected, accept that correction respectfully.

Make an effort to speak from the position of "I" (not the generalized "you" or "people") and to clarify any statements you make, using verifiable evidence and experience. Making a sweeping judgment on a class or group of people is not acceptable.

Address people without assuming their gender. Some ways to do this:

- Don't refer to groups as guys, ladies, women, men, etc. Instead use gender-neutral terms like "folks," "all," "everyone," etc.
- Refer to individuals whose gender has not been disclosed to you in gender-neutral ways such as "the person who said..."

Address people using the gender pronouns they have indicated for themselves. Offer your gender pronouns to others to make it a braver space to talk about gender pronouns. Some gender pronouns include, but are not limited to:

- they/them/theirs
- she/her/hers
- ze/hir/hirs
- he/him/his
- ey/em/eirs

Similarly, if you are unsure about any aspect of a person's identity and how they would prefer to be addressed, ask respectfully. This can apply to Indigeneity, race or ethnicity, faith or spirituality, physical or mental ability, or other vectors of their identity. When speaking in more general terms, if you are corrected, accept the correction graciously. If you are questioned about your choice of general or self-identification, provide a succinct and respectful explanation.

Provide discrete and succinct content warnings if you will be talking about topics that may be traumatic for some and the content is not already apparent. Examples of such topics could include abuse, violence, addiction, suicide, mental health, transphobia/homophobia/other forms of discriminatory behaviours. An example of wording could be, "Please note that there will be (x) content in my discussion."

Respect your own and others' physical, mental, and emotional boundaries. Please speak up in a respectful way if you are uncomfortable, seek support if you want/need it, and engage in self-care as required.

About the Women's Studies Program

This course counts toward any Women's Studies degree. The Women's Studies Program offers Major, Minor, and Honours undergraduate degrees. Housed in the Department of Philosophy, the program is dedicated to offering students a feminist social justice classroom where we can bravely explore issues relating to gender and sexual equity and diversity from many perspectives. For more information, contact the program coordinator (wmstprog@ucalgary.ca) and check out our website: <https://arts.ucalgary.ca/womens-studies>.

The University of Calgary has a number of student clubs and campus centres dedicated to issues of gender and sexual equity and diversity. Here are links to their Facebook sites (please note that the instructors are often members of these social media sites):

[Consent Awareness and Sexual Education Club](#)

[Faith and Spirituality Centre](#)

[Native Centre](#)

[Queers on Campus](#)

[Q: The SU Centre for Gender and Sexual Diversity](#)

[Women in Leadership Club](#)

[Women's Resource Centre](#)

[Women's Studies and Feminism Club](#)

The Women's Studies program is administered by the Department of Philosophy. The Program Coordinator is Dr. Rebecca Sullivan (rsulliva@ucalgary.ca / wmstprog@ucalgary.ca). The Head of the Department of Philosophy is Dr. Nicole Wyatt (nicole.wyatt@ucalgary.ca / phildept@ucalgary.ca).

IMPORTANT DEPARTMENTAL, FACULTY AND UNIVERSITY INFORMATION

Academic Honesty

Cheating or plagiarism on any assignment or examination is regarded as an extremely serious academic offence, the penalty for which may be an F on the assignment, an F in the course, academic probation, or requirement to withdraw from the University. See the relevant sections on 'Academic Misconduct' in the current University Calendar. Intellectual honesty requires that your work include adequate referencing to sources. Plagiarism occurs when you do not acknowledge or correctly reference your sources. If you have questions about correct referencing, consult your instructor.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services. SAS will process the request and issue letters of accommodation to instructors. For more information on support services and accommodations for students with disabilities, visit <http://www.ucalgary.ca/access/>. Students who require accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. The full policy on student accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

D2L Help

Desire2Learn is UCalgary's online learning management system. Important information and communications about this course may be posted on D2L. Go to <http://www.ucalgary.ca/it/services/d2l> for help.

General Academic Concerns and Program Planning

Have a question but not sure where to start? The Arts Students Centre is your information resource for everything in the Faculty of Arts. Drop in at SS102, call 403-220-3580, or email ascarts@ucalgary.ca. Advisors in the ASC can also provide assistance and advice in planning your program through to graduation. Visit the Faculty of Arts website at <https://arts.ucalgary.ca/undergraduate> for detailed information on common academic concerns

Writing

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented. Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Protection of Privacy

The University of Calgary is under the jurisdiction of the provincial Freedom of Information and Protection of Privacy (FOIP) Act. The Department of Philosophy ensures the student's right to privacy by requiring all graded assignments be returned to the student directly from the instructor or teaching assistant.

Internet and Electronic Communication Devices

The instructor reserves the right to establish course policies regarding the use of devices such as laptops, tablets, and smartbooks. If allowed, these devices must be used exclusively for instructional purposes and must not cause disruption to the instructor or to fellow students. Cell phones and paging devices should be set to silent mode during lectures. Audio or video recording of lectures is not permitted without the written permission of the instructor. Students violating this policy are subject to discipline under the University of Calgary's Non-Academic Misconduct policy

Emergency Evacuation:

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Other Helpful Contacts

- Safewalk and Campus Security: 403-220-5333.
- Faculty of Arts Student Representatives: 403-220-6552, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Student Ombudsman: <http://www.ucalgary.ca/provost/students/ombuds>