

BRESCIA UNIVERSITY COLLEGE
Department of Sociology
Sociology 3331G:
Community Development Practice
Winter 2016

Course Director: Professor Julie Young-Marcellin
Office: #360, UH

Class Time: Mondays 8:30 am – 11:30 am
Office Hours: Mondays 11:30- 1:00 pm, or by appointment.

E-mail: jyoungma@uwo.ca

Course Description:

This course is designed to explore the practice of community development. Blending community service-learning with popular educational models, students will continue with placements that are designed to foster citizen participation in problem diagnosis, problem solving, and community-building initiatives. More concretely, by combining community experiences and scholarly work we will address issues related to literacy and education, youth, poverty, and diversity, as well as strategies for moving from disparity towards equity.

Learning Outcomes:

Upon completion of this course, students will be able to:

- Demonstrate an understanding of some of the major components of community building practice through reading relevant literature, participating in classroom discussion and activities, and completing required assignments.
- Examine the relationship between community service-learning and popular education models.
- Reflect on their community service-learning experience through debriefing in the classroom and writing reflective journals.
- Examine how institutions perpetuate oppression, and the strategies designed to challenge such oppression.
- Collaborate with others to develop and present a workshop.
- Demonstrate competency in oral and written communication skills.

Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honour course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students. (Linda Nilson, Teaching at its Best, 2010: 37).

Course Prerequisites:

Sociology 3330F

Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Grading and Assignment Structure:

1. Ongoing Preparation and Participation.....10%
2. Blog Assignment.....5%
3. Student-Led Workshop.....20%
4. Critically Reflective Essay.....35%
5. Comprehensive End of Term Assignment.....30%

Detailed Course Outline

Students, please note that the following course outline is subject to revision. That is, throughout the term, circumstances may arise that will alter the ordering of the topics, the pace at which we move through the material and so on. It is your responsibility to do all required readings, and to attend class. If, for whatever reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed.

CLASS DAYS	WEEKLY TOPICS AND IMPORTANT DATES	REQUIRED READINGS
January 4	Administrative Details; Introduction	From Learning through Serving: Chapters 1 & 6
January 11	Setting the Context for Community Building: Ethics and Practice	From Reading Package: 1) Core Concepts for Community Change and 2) Ethical Issues and Practical Dilemmas in Community Organization and Community Participation
January 18	Popular Education and the Challenge of Change	From Reading Package: 1) Theoretical Frameworks for Community Change; and 2) Problem Posing Education: Freire’s Method for Transformation
January 25	Partnering for Community Development Part One Guest Speaker TBA	From Learning through Serving: Chapters 2, 3, 4
February 1	“Community Development One Family at a Time”: The WrapAround Process Guest Speaker TBA	From the Reading Package: Individualized Services and Supports Through the WrapAround Process
February 8	Partnering for Community Development Part Two Guest Speaker TBA CRITICAL ESSAY DUE!!	From the Reading Package: 1) The Heart Of Partnership 2) Principles for Success in Service-Learning
February 15	READING WEEK-NO CLASSES	No new readings
February 22	Community-building: Working with youth and children. Guest Speaker TBA	From Reading Package: Freirian Praxis in Health Education and Community Organizing: A Case Study of an Adolescent Prevention Program

CLASS DAYS	WEEKLY TOPICS AND IMPORTANT DATES	REQUIRED READINGS
February 29	Guest Speaker TBA	No Readings
March 7	First Nations Communities	From the Reading Package : <i>Rebuilding Community After the Residential School Experience</i>
March 14	STUDENT-LED WORKSHOP	No Readings
March 21	STUDENT-LED WORKSHOP	No Readings
March 28	STUDENT-LED WORKSHOP Comprehensive End of Term Assignment will be posted on Sakai	No Readings
April 4	End of Term Assignment due TODAY. NO LATE ASSIGNMENT ACCEPTED!	There is NO Class! This is the day for you to submit the paper to the Brescia Welcome/Information Desk (in the foyer outside the auditorium).

Required Readings:

Community Development Practice: Selected Readings. 2015. Available through Western's Bookstore

Cress, Christine, et.al. *Learning Through Serving: A Student Guidebook for Service-Learning and Civic Engagement across Academic Disciplines and Cultural Communities*. Sterling, Virginia: Stylus, 2013.

Komives, Susan & Wendy Wagner. *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*. San Francisco: Jossey-Bass, 2009.

Partial List of Recommended Readings: (Some of these would be very useful to review and use for the student-led workshops)

Bishop, Anne. *Becoming an Ally: Breaking the Cycle of Oppression in People (2nd Edition)*. Halifax: Fernwood Publishing, 2002.

Bishop, Anne. *Beyond Token Change: Breaking the Cycle of Oppression in Institutions*. Halifax: Fernwood Publishing, 2005.

Borrupt, Tom. **The Creative Community Builder's Handbook: How to Transform Communities Using Local Assets, Art, and Culture**. Saint Paul: Fieldstone Alliance, 2011. * This book has many useful chapters that deal with many strategies to use when doing community development, including assessment practices, funding.

Brown, Jason, and David Hannis. *Community Development in Canada*. Toronto: Pearson Education Canada, 2012 (in particular chapter 10 on diversity/international development).

Graham, John R. and Karen J. Swift and Roger Delaney. **Canadian Social Policy: An Introduction**. Toronto: Pearson, 2012. (in particular chapter 6 on diversity)

Homan, Mark S. *Promoting Community Change: Making it Happen in the Real World [Customized Course Text]*. Pacific Grove, CA: Brooks/Cole Publishing Company, 2004.

Homan, Mark S. *Rules of the Game: Lessons from the Field of Community Change*. Pacific Grove, CA: Brooks/ Cole Publishing Company, 1999.

Minkler, Meredith. (Editor) *Community Organizing and Community Building for Health*. (2nd Edition) New Jersey: Rutgers University Press, 2005.

Lotz, Jim and Gertrude MacIntyre. *Sustainable People: A New Approach to Community Development*. Sydney, Nova Scotia: University College of Cape Breton Press, 2002.

O'Hara Agi, and Zita Weber and Kathy Levine. **Skills for Human Service Practice: Working with Individuals, Groups, and Communities**. Don Mills: Oxford University Press, 2010. **(this book has many chapters that could be used for workshops on diversity, or self-care, or assessment practices)

Silver, Jim . (ed.) *Solutions that Work: Fighting Poverty in Winnipeg*. Halifax: Fernwood/ CCPA, 2000.

****Please Note that chapter 5 in *Learning Through Serving* deals with difference and power –this could be used for the diversity workshop**

DETAILED OUTLINE OF GRADING AND ASSIGNMENT STRUCTURE

1) Ongoing Preparation and Participation- 10%

The success of the teaching and learning process depends on each person's preparation and participation. Being absent, or late, detracts from the learning experience for everyone.

Here are some guiding thoughts about preparation and participation. Regarding preparation, make every effort to read all required readings prior to class. In reflecting on the reading, think about what was positive about the material. What concepts were difficult to grasp? In what ways do you agree or disagree with the author? Can you relate this to your work as a service-learner? If so, in what ways?

You will be expected to participate in class. Regarding participation, do your best to offer, each class, your thoughts, insights and questions about the activities and readings of the course. But, allow space for all students to participate. When your colleagues are participating, pose follow-up questions seeking clarification of a point if you need it, respectfully challenge their points of view (if you disagree), and offer comments that further the conversation. Finally, in the spirit of a classroom "community", you will be expected to attend and participate on ALL of the presentations/workshops of your colleagues.

2) Blog Assignment – 5%

The aim of the blog is to create a space (for positive social change) to think and co-create with your colleagues. The blog is where you will post your responses to my posted statements. I will post a deadline along with each forum topic.

You will have 2 weeks to complete your forums. It is not advisable to leave your responses until the end of the allotted time period. If you leave it until the last minute you might not be able to access the Internet (this happens more than you would think). ANY late responses will not be graded.

I will create 5 blog posts to coincide with the material from the particular topics you are studying, so each response is worth 1% of your final grade. For each forum you will receive a grade of Outstanding (1%), Satisfactory (.75%), Needs Improvement (.5%), or Not Satisfactory (0%). Your postings will be marked on both content and composition (style, spelling, grammar). Your responses should be 50-150 words in length. If you would like to comment on another student's postings feel free to do so. Remember that everyone in the class can see your work, so please be respectful in your comments.

3) Critically Reflective Essay on Service-Learning and Leadership—35%

Due Date: Thursday February 8th 2016.

Length: 7 pages, typed, double-spaced and properly referenced.

*****Please submit hard copy in class.***

The purpose of this assignment is to explore the relationship between community service-learning and the Social Change Model of Leadership Development. There are two parts to this assignment:

1. To begin, read carefully chapters 1, 2, 5 and 6 the text *Leadership for a Better World*.
2. Critically reflect on your own leadership strengths and those components of leadership that you may want to develop further. Additionally, connect community service learning with the Social Change Model of Leadership.

4) Student-Led Workshop (20%)

Groups will be formed by draw, as well as the dates and topic of the workshop will be decided by a draw

In this assignment, in a group of 3 or 4 students (size vary depending on number of students enrolled in the course) your task will be to develop a workshop to **teach** your classmates about a core practical element in community-service learning. You can use as your starting point some content from *Learning through Serving*, but, you will need to use additional resources for researching the topic and for conducting some practical activities or exercises with the class. Some of readings included in the **List of Recommended Readings** would be useful resources for you to use. In addition, I recommend that you contact *Student Life Centre* to assist you with some resources or contact persons in the field who could guide you and give you additional information. The topics for these workshops include:

- Diversity/International Development
- Self-care when doing community development
- Securing Funding, Grant Proposal, Assessment Practices and Techniques

In this assignment, all team members will receive the same grade for their presentation. You do not need to submit anything in paper to the instructor, but you need to distribute to the class the bibliographic information of sources used/consulted so that they might be able to read it and incorporate in the comprehensive end of term assignment, if relevant. You are expected to lead and teach the class for that day, so ensure you have enough material, resources, visual aids, and activities for the students! You can use any combination of format, structure, and pedagogical style you wish.

5) Comprehensive End of Term Assignment (30%)

Distributed: March 28, 2016.

Due: Monday April 4th 2016, by 4 pm.

Length: 8 pages, typed, double-spaced, properly referenced.

Instead of a final examination in this course, you will be doing a comprehensive end of term assignment. In essence, this will be like a take-home exam. You will receive **two** questions to answer. These questions will invite you to reflect on course readings, lectures, films, guest speakers, student's workshops and any other course material, and provide two essay answers in response to the questions. There will be no additional research for this assignment; it will be based only on materials from the course.

COURSE-SPECIFIC POLICY STATEMENTS

1. Submission of Assignments

- All assignment should be submitted in class or if outside of class time, to the Brescia Welcome/Information Desk (in the foyer outside the auditorium). Please do not submit assignments under my office door. All due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (e.g. illness, death in the

family). For each day the assignment is late, the student will lose ½ (.5) of a mark (.5% of the final course grade). Except for exceptional circumstances such as those noted above, assignments submitted 7 days or more past the due date will not be accepted.

2. Policy Statement Regarding Essay Courses

- This course is designated as an upper-level “Essay Course”, in which, by university regulation, at least 2500 words must be submitted by the student in assignments that show his/her knowledge of the course material. It is therefore required that the student receive an average of 50% or more on the written assignments in order to pass the course.

3. Cell Phones and Computers

- Out of respect for your colleagues and the instructor, please refrain from using cell phones during class time. Ensure that they have been turned off before entering class. Similarly, computers are to be used for note-taking and class related activities only- NOT surfing the net, chatting, looking at photos, etc. Thank you for your cooperation!

BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student’s overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean’s Office in consultation with the student’s instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student “was seen for a medical reason” or “was ill” is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2015/pg117.html>

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The Western Registrar's website is at <http://www.registrar.uwo.ca/index.html>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.