



UNIVERSITY OF  
CALGARY

FACULTY OF ARTS  
DEPARTMENT OF PHILOSOPHY  
WOMEN'S STUDIES PROGRAM

**WMST 501.30 Lec 2**  
**Community Service Learning**  
**(for Feminist/Queer Positive Students)**

**Winter Term 2016**  
**Tuesdays 2:00-4:45 in EDC 264**

**Course Outline**

**Instructor:** Rebecca Sullivan  
**Office:** SS1142  
**Phone:** 403-220-3397  
**Email:** [rsulliva@ucalgary.ca](mailto:rsulliva@ucalgary.ca) (\*\* preferred means of communication \*\*)  
**Office hours:** Tuesdays, 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. The instructor will conduct at least one on-site visit during the term, meeting with both the student and the supervisor/collective. 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).

**Learning Objectives**

Service learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community. While community service is a required component of this course, students are graded on their critical, academic understanding of the principles and practices of CSL 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 Service 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 Texts

There will be some required readings selected by the professor provided in D2L. Students will have the opportunity to recommend and include additional required readings.

## Course Requirements

Students must complete five presentations and six “reflection pieces.” **There will be no Registrar-scheduled final exam.**

## Presentations

The presentation dates and themes are listed below. All times are 2:00 - 4:45 pm.

**January 19<sup>th</sup>** - Presentation 1, Introducing Your Service

**February 9<sup>th</sup>** - Presentation 2, Volunteerism and Activism

**March 1<sup>st</sup>** - Presentation 3, Organizational Culture

**March 22<sup>nd</sup>** - Presentation 4, Auto-ethnographic Analysis

**April 12<sup>th</sup>** - Presentation 5, Bridging Education and Experience

***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.

***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?

***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.

***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) in a positive, proactive way that makes these seeming failures or frustrations guiding opportunities for better practices in the future.

***Bridging Academics and Experience:*** What theoretical or methodological paradigms best informed your service and how can your academic and service experiences mutually reinforce each other to create deeper learning and guide you to better self-reflection practices in your commitments to gender and sexual justice? Key to this presentation will be the concept of praxis as the theory of action.

The particular parameters of the presentations will be determined once the professor has a better sense of enrolment. However, students should expect to conduct their own independent research in areas including feminist/queer community organizing and activist principles; community engaged pedagogies; their particular sector and its political, social justice, cultural, and/or therapeutic goals; and theoretical and methodological paradigms in gender and sexuality studies.

### **Reflection Pieces**

Reflection pieces are forms of academic writing that include personal reflections of significant depth and breadth, tested through scholarly paradigms. For this course, students must submit a reflection piece 1-3 days prior to our meeting. Each piece will be on the theme of that date's meeting, and can serve as an opportunity to sort out ideas prior to your presentation. It must be informed by scholarly readings – both assigned and independently sourced. Reflection pieces should be no more than 500-700 words, follow a scholarly format, and integrate at least five peer-refereed sources. All reflection pieces must be submitted to the appropriate Dropbox in the course D2L. Only Word (doc or docx) or PDF format will be accepted.

At the end of the term, there will be one additional Reflection Piece, **due April 19<sup>th</sup> by 11:59 PM**. It is a reflection on your reflections – an opportunity to review what you wrote and comment on your own growth in discovery, experience, and knowledge. This final piece should be no more than 800-1200 words, follow a scholarly format, and integrate at least eight peer-refereed sources. They can be the same sources as used in earlier reflection pieces, but be careful about self-plagiarism which carries the same penalties as all other forms of plagiarism. This assignment must also be submitted to the appropriate Dropbox in the course D2L. Only Word (doc or docx) or PDF format will be accepted.

### **Course Assessment**

Presentations:	5 X 10% (lowest mark dropped)	40%
Reflection Pieces:	5 X 8%	40%
Final Reflection:		20%

In the case of presentations, the instructor recognizes that sometimes absences are beyond the control of the student, and it may not be possible to make it up. Therefore, if you must miss a meeting and you cannot present at the next meeting (this is a decision made by the instructor not you as it has many logistical factors to consider), you can avoid a significant penalty on your final grade. See the Policy for Late Assignments for more details.

### **Policy for Late Assignments**

Unless otherwise stated, no extensions will be granted on assignments except in cases of documented medical or personal distress. Failure to submit on time will result in a grade of F (zero). Failure to complete all of the required exams and assignments may result in a grade of F (zero) in the course. If you complete all assignments but receive more than two Fs (including an F in participation), the professor reserves the right to give you a final grade of F.

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

### **Grading system**

This course uses a combination of letter and number grades, according to the chart below. The university's Undergraduate Grading System is available here:

**<http://www.ucalgary.ca/pubs/calendar/current/f-2.html>**. In most cases where the final letter grade for the course is less than 1% from the next higher grade, the professor will round-up. This course does not use a bell curve – whatever mark you get is it.

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

### **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/> 4<sup>th</sup> 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/> 2<sup>nd</sup> Floor, Mac Hall, near The Den)

**Faith and Spirituality Centre**  
(<http://www.ucalgary.ca/fsc/> 3<sup>rd</sup> Floor, MacEwen Centre)

**Native Centre**  
(<https://www.ucalgary.ca/nativecentre/> 3<sup>rd</sup> 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](mailto: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 below under Participation).

Students are expected to attend regular meetings with the professor and their student colleagues. 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.

### **Writing Support:**

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

### **Academic Regulations and Schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is

<http://www.ucalgary.ca/pubs/calendar/current/index.htm>

**University Guidelines on e-mail etiquette:** <https://www.ucalgary.ca/it/help/articles/email/etiquette>

### **Academic Accommodation:**

It is the students’ responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at [www.ucalgary.ca/access](http://www.ucalgary.ca/access).

### **Emergency Evacuation/Assembly Points:**

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **Freedom of Information and Protection of Privacy Act:**

<http://www.ucalgary.ca/legalservices/foip/>

### **“Safewalk” Program:**

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

### **Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at

<http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact Academic Advising at SS102 (<http://arts.ucalgary.ca/advising>). For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

**Contact for Students Union Representatives for the Faculty of Arts:**

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**Contact for Students Ombudsman's Office:**

<http://www.ucalgary.ca/provost/students/ombuds>

**About the Women's Studies Program:**

This course is part of the core requirements for a 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](mailto: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 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](mailto:rsulliva@ucalgary.ca) / [wmstprog@ucalgary.ca](mailto:wmstprog@ucalgary.ca)). The Head of the Department of Philosophy is Dr. Nicole Wyatt ([nicole.wyatt@ucalgary.ca](mailto:nicole.wyatt@ucalgary.ca) / [phildept@ucalgary.ca](mailto:phildept@ucalgary.ca)).

**Plagiarism:**

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 below on plagiarism.

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

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,

(d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. A recognized system of citation must be used for this purpose.