

BRESCIA UNIVERSITY COLLEGE
Sociology 3330F
Community Development: Foundations
Fall 2011

Course Director: Lisa Jakubowski
Office: 217- St. James Bldg.
Phone: 432-8353 x28238
Email: ljakubow@uwo.ca

Class Times: (Rm. 185 St James)
Mondays: 8:30-11:20 a.m.
Office Hours:
Thursdays: 2:30 – 3:30 p.m.
Or, by appointment.

Prerequisites:

Sociology 2215A/B; enrolment in the Community Development Program; or, permission of the instructor

OVERVIEW

This course is orientated to both academics and the preparation for community placements. Academically, we study fundamental concepts, models, and experiences in the field of community development, past and present. We look at capacities of and roles within community organizations, history of CD practice and thought (in Canada and internationally), concepts and models of CD, social capital, First Nations communities, poverty, housing issues, women's experiences, family stresses, and disabilities. The readings, discussions, and lectures are meant to prepare students for the organizations, people, and situations they will find in their community placements.

And it is the community placements that much of the course is focused on. At the Community Fair on October 3rd, students will have conversations with community workers and activists who actually work with people affected by issues mentioned above: people with disabilities such as Alzheimer's disease; homeless and street women, children from families under stress, youth who are ex-offenders, abused women, and First Nations people. As well, the community partners are putting on events to engender leadership in children, are helping youth to form projects to meet needs in their communities that will be funded by the United Way, and are helping young people become trained for the job world. These community people want Brescia students to join them in placements in the real world where knowledge is experiential, and academic learning can be applied in community work.

For the majority of students, who seek placements, the instructor will help them make their choices and become oriented to the assigned placement. For a small number of CD Minors, their assignments will be oriented to community issues, but

do not involve the placement. (The variations in assignments will be explained below.)

REQUIRED READINGS

Brown, Jason & David Hannis. *Community Development in Canada, 2nd edition*. Toronto: Pearson, 2012.

Sociology 3330F-- Community Development Foundations 2011 Custom Course Package. (Available at the UWO bookstore).

ASSIGNMENTS & GRADE DISTRIBUTION FOR PLACEMENT STUDENTS

1. Ongoing Preparation and Participation -- 10%
2. Mid-Term Test - 25%
3. Essay on a Community, Group, or Issue - 40%
4. Presentation of Intellectual Foundation & Progress Report on Development of a Service Learning Contract - 25%

[See below for CD Minors]

DETAILED BREAKDOWN OF ASSIGNMENTS

1. Ongoing Preparation and Participation -- 10%

5%-- Ongoing class involvement:

The pedagogy of our program as well as our approach to community places a high value on collaboration, respect for and support of others, and a striving to meet the responsibilities which our roles require. Each person has a role in the education of others, and will be expected to provide constructive feedback to the ideas and presentations of others, the instructor included. Class discussions should involve everyone. It is necessary to do the readings in advance so that you can contribute knowledgeably to the discussion. To clarify, being present in class but not speaking will not enhance the participation grade. Both attendance and participation are essential elements of this course. Finally, please be respectful of your colleagues by not arriving late/leaving early, text messaging, or, using cell phones in class.

5%-- Reflection on the Community Fair Experience:

This portion of the participation grade is based on a 2 page, typed reflection of your experience of the Community Fair to be submitted along with the handout completed at the Community Fair itself. This two page reflection will be due on **Monday October 17th**. In your reflection you might consider questions like: how did you prepare for the Community Fair? What were

your impressions of your conversations with our Community Partners?
What was a personal highlight of the Fair for you? Was there some dimension of Community Fair that you were less comfortable with? Why? How did you manage this discomfort?

2. **Mid-Term Test** -- 25%

On October 17th, students will write an in-class midterm. It will be a combination of objective, short answer and essay questions.

3. **Essay Preparing for Community Involvement** -- 40%

Do an essay of 8-10 pages (**due November 28th**) using one of the following approaches:

- a) Compare any two organizations, anywhere in the world (except for London, Ontario), on how both of them assist and interact with one or more of the following groups: the extremely vulnerable (e.g. mentally ill, homeless), children, youth, the elderly, sex trade workers, and abused women. The comparisons ought to convey variations of two or three of the following: cultural, political, ideological, approaches to treatment; organizational structure, approaches to funding, networking, or, ways of measuring success. *[Do not choose organizations from the Brown/Hannis book.]* **OR**
- b) Present a profile of the characteristics and vulnerabilities of a group of people who is disadvantaged or vulnerable in the community. Show something of their community life and situations outside the sphere of community care. How do community or service initiatives alter their situation, if at all? If your topic is, say, hunger or homelessness or AIDS, you could talk to people in the community who understand this issue. Examine how other cultures or communities are dealing with this problem.

*****As part of your research, please include 5-7 academic references beyond the course readings.***

4. **Service Learning Contract Presentation** --25%

Essentially, this assignment is a progress report on the development of your service-learning contract. You should begin by identifying and researching the key themes and issues that you wish to learn about in your placement. Treat them as potential learning objectives in your Service Learning Contract. Draw on the literature of sociology, social science, or community development to make a substantive early formulation of the knowledge you think is pertinent to your future placement, knowledge which you aim to enrich through community experience and study.

Placement students will briefly describe their progress of moving towards/ into placement. What learning objectives are found to be appropriate for the placement, and why? What concepts and/or findings pertinent to these objectives can be found in the academic or professional literature? (a central question). How will the tasks and practices being worked out in the service learning contract contribute to the meeting of these learning objectives?

Students will make an approximately 20 minute presentation (one person), and 35 minute presentation (two person), to be scheduled in classes on **November 14, 21, 28, or December 5** (we will hold as a back-up date, November 7).

CD MINORS only

ASSIGNMENTS & GRADE DISTRIBUTION FOR NON-PLACEMENT STUDENTS

1. Ongoing Preparation and Participation -- 10%
2. Mid-Term Test - 25%
3. Essay on a Community, Group, or Issue - 40%
4. Newspaper, web, and image file on CD stories, placements, or issues - 25%

The above required assignments are the same as the placement students, except for the last one. Please see description for #4 below.

Newspaper, web, and image file on CD stories, placements, or issues - 25%

Gather stories, articles, images, and reports that give coherence and depth to themes, issues, communities, or placements that have been developed in the course. You will present your material to your classmates in the form of either a poster or a powerpoint presentation. It should be approximately 20 minutes in length. The presentation should be scheduled on one of the following class days: **November 14, 21, 28, or December 5.**

Course Policy Statements

1. Submission of Assignments
 - All assignment should be submitted in class or if outside of class time, to the Registrar's office. **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 $\frac{1}{2}$ (.5) of a mark (.5% of 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. Regarding Academic Accommodation

- For academic accommodation to be considered for any course component worth less than 10% of the final course grade, it is the responsibility of the student to approach the course instructor(s) in a timely fashion. Documentation may be required to be submitted to the academic advisor. If documentation is required, the request for accommodation will be decided by the academic advisor in consultation with the instructor. If documentation is not required, the instructor will make the final decision as to whether or not accommodation will be granted. The policies governing requests for academic accommodation for course components worth 10% or more of the course grade are outlined in the Academic Policies section included at the end of the course outline.

4. 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.

WEEKLY BREAKDOWN OF TOPICS AND READINGS

Note. BH refers to Brown & Hannis, Community Development In Canada, 2nd edition; RP refers to the Custom Course Reading Package.

Sept.12 Introduction; Getting Acquainted

- Introduction to the course, program, and placements
- Review placement package and Service Learning Contract
- Discussion of our community involvements: both in our volunteer experiences and in the places where we live
- "Importance of Community", 1-7 **BH**
- "Introduction to Community Development", 8-18 **BH**

Sept.19 History of Community Development; Building Community Relationships

- [**Workshop: 8:30-9:30 am.- Resume 101 (on building a successful resume)**]
- "History of Community Development", 19-30 **BH**
- Campfens, H. "International Review Of Community Development" **RP**
- *Video excerpt: "Remember Africoville" (if time permits).*
- "Building Relationships with the Community", 51-69 **BH**
- Setting goals; Organization building, 83-85 **BH**

Sept.26 Key Perspectives and Concepts in Community Development

- Rubin, H. and I. Rubin. "The Social Production Model" **RP**
- Perspectives on Community Development", 31-50 **BH**
- "Skills for working in Community", 90-110 **BH**
- "Social capital", 156-161 **BH**
- CASE: "Community Access Program (Charlottetown)", 125-126 **BH**

Oct.3 COMMUNITY FAIR (*meet in the auditorium at 9:00 a.m.*)

[A handout in tabular form, based on the kinds of organizations discussed in Rubin/Rubin, will be given to you to guide your notes on the organizations you've learned about at the Fair. Your notations on that table will guide discussion on Oct. 17th.]

Oct. 10 **Thanksgiving Holiday; No class**

Oct.17 Midterm Test

- Test in class, 2 hours, worth 25%
- *Final hour will be a discussion of the Community Fair*

Oct. 24 Civic Participation; Youth

- Ohmer, M. and K. DeMasi. "Seeding Civic Participation Through Youth Organizing" **RP**
- "Process of Community Development", 71-89 **BH**
- Wenman, C. et al., "Have Your Say! False Creek North, Vancouver, 2007" **RP**

Oct.31 Aboriginal Community Development

- "Aboriginal Community Development", 132-145 **BH**
- Baskin, C. "From Victims to Leaders: Activism Against Violence Toward Women" **RP**
- CASE: "Hupacasath First Nation (Vancouver)", 111-113 **BH**
- CASE: "School of Community Government (Yellowknife)", 117-118 **BH**
- CASE: "Andrews Street Family Centre (Winnipeg)", 118-120 **BH**
- CASE: "Nunavut Arctic College (Iqaluit)", 120-121 **BH**
- CASE: "MAMOW SHA-WAY-GI-KAY-WIN: THE NORTH-SOUTH PARTNERSHIP", 121-123 **BH**

Nov.7 Poverty and Homelessness

- Tepperman, Curtis, Kwan. "Chapter 1: Poverty and Social Inequality" **RP**
- "Homelessness" (Ency. Community) **RP**
- Caragata, L., "Housing and Homelessness" **RP**
- CASE: "Dans La Rue (On the Street) - Montreal", 123-124 **BH**
- CASE: "Women Building Futures- Edmonton", 114-116 **BH**

[Workshop: 10:15 -11:15 am-- Managing Emotional Triggers]

Nov.14 Women's Experiences I; Poverty; Single Motherhood

- "Chris" (Interview). From Policies of Exclusion, Poverty & Health: Stories from the Front. **RP**
- "Glenna" (Interview). From Policies of Exclusion, Poverty & Health: Stories from the Front. **RP**
- "Social welfare and the future of community development", 165-173 **BH**

STUDENT PRESENTATIONS

Nov.21 Women's Experiences II: Domestic Violence; Sex Trade Workers,

- "Family Violence" (Encycl. Community) **RP**
- Horrill, K.E. and H. Berman, 2004. "Getting Out and Staying Out: Issues Surrounding a Woman's Ability to Remain Out of an Abusive Relationship", Centre for Research on Violence Against Women and Children (*on electronic reserve, Brescia library*)
- Jackson, L., C. Bennett, B. Sowinski. 2007. "Stress in the sex trade and beyond: Women working in the sex trade talk about the emotional stressors in their working and home lives" *Critical Public Health* (*on electronic reserve, Brescia library*)

STUDENT PRESENTATIONS

Nov.28 Family Stresses; Divorce

- Sailor, D. "Chapter 6: Family Strengths and Stressors" **RP**
- Neysmith, S. "The Myth of Community, Family and Friends" **RP**
- CASE: "Saskatoon Communities for Children", 116-117 **BH**

STUDENT PRESENTATIONS

ESSAY ASSIGNMENT DUE (40%)

Dec. 5 People with Disabilities

- Dunn, P. "Canadians with Disabilities" **RP**
- CASE: "Seniors Bridging Cultures- Newfoundland and Labrador, 128-129 **BH**
- "Fallon" (Interview). From Policies of Exclusion, Poverty & Health: Stories from the Front **RP**

STUDENT PRESENTATIONS

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.

If supporting documentation is from a family physician, Hospital Urgent Care Centre or Emergency Department, or a walk-in clinic a UWO Student Medical Certificate (SMC) is **required**. To download an SMC go to <https://studentservices.uwo.ca/secure/index.cfm> and follow the link under "Medical Documentation". Documentation should be obtained at the time of the initial visit. If it is not possible to have an SMC completed by the attending physician, 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 document-ation stating simply that the student "was seen for a medical reason" or "was ill" is **not** considered 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/2011/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

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://www.brescia.uwo.ca/academics/registrar_services/index.html.

The University of Western Ontario Registrar's website is at

<http://www.registrar.uwo.ca/index.cfm>

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.