

BRESCIA UNIVERSITY COLLEGE
Department of Sociology

Sociology 1050A:
An Introduction to Community, Service and Active Citizenship
Fall 2017

Course Director: Dr. Lisa Jakubowski
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Class Time:
Wednesdays: 8:30am-11:20am
Office Hours (Term 1):
Tuesdays: 2:30-3:30 pm
Or, by appointment.

NOTE:

Sociology 1050A is strongly recommended for further coursework in Community Development and admission into a Community Development Module. Sociology 1050A does not serve as a prerequisite for other Sociology courses and may not be used to fulfill the requirements for entry into the Sociology modules.

COURSE DESCRIPTION:

“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it’s the only thing that ever has”. (Margaret Mead)

This first year course will appeal to those who are interested in becoming active, socially informed citizens. Specifically, students will be introduced to the interdisciplinary study of community and community development through service-learning. By connecting with individuals beyond our campus, students will apply what they are learning in the classroom to real world settings. With the goal of becoming more “diversity-competent”, engaged citizens, students will participate in two community experiences. Through a combination of classroom and experiential learning, emphasis will be placed on how our diverse, individual identities influence/impact the communities in which we live.

LEARNING OUTCOMES:

Upon completion of this course students will be able to:

1. **Demonstrate** an understanding of the following concepts: community, abundant community and community development.
2. **Explain** the concept and process of becoming diversity-competent.

3. **Identify** the effects of prejudice and discrimination on diverse groups.
4. **Apply** principles of community development and diversity competence through service-learning.
5. **Strategize**, in collaboration with others, to create more inclusive and equitable communities.

Students may vary in their competency levels on these outcomes. They can expect to achieve these outcomes if they honor 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).

Brescia Competencies:

The Brescia Competencies are the building blocks of your Brescia experience. They help you to think critically and participate actively in society – attributes you will apply throughout your entire life. Regardless of what degree you choose, these skills, values, and abilities prepare you to lead with wisdom, justice, and compassion in a changing world. Throughout this course, students will be developing the following Brescia Competencies:

Communication includes the articulation of one’s ideas, developing informative and persuasive arguments in all forms of communication, understanding the communication context. Students will also develop interpersonal communication skills including working with others in groups, sharing opinions, resolving conflicts, offering ideas, listening to others, asking questions, and demonstrating effective nonverbal behaviours.

Critical Thinking is the ability to engage in thinking characterized by the rational, informed, independent, and open-minded exploration of issues, ideas, and events before accepting or formulating a conclusion.

Inquiry and Analysis

The ability to reach informed decisions by breaking down complex issues, exploring evidence, and describing relationships among persons, things, or events.

Problem Solving

The ability to create and execute a strategy to answer a question or achieve a goal. Includes being able to anticipate the consequence of a potential solution, select a strategy among several alternatives, and decide when an acceptable outcome has been reached.

Self Awareness and Development

The ability to draw meaning, knowledge and value from honest and fair reflection and self-evaluation. Students are able to recognize their values and their impact on others, and make a commitment to personal growth.

Social Awareness and Engagement involves the “the ability to understand and respond to the needs of others” (Daniel Goleman). To do so, students need to develop an understanding of the interrelationship between individual and society. They come to see how their actions influence, and are influenced by, other people, social institutions, and social structure. They appreciate the diverse standpoints and cultural experiences of others, and attempt to see things from different perspectives. Socially aware and engaged students demonstrate knowledge of contemporary social problems, and propose solutions for dealing with these issues. They have the ability to reflect on the impact they have on others. They are able to work with a diverse group of people in intercultural contexts to develop and implement social justice initiatives and enact positive social change.

Valuing

The ability to make decisions or choose actions based on the consistent application of moral principles and ethical codes. Students must also be able to understand the ideas informing one’s beliefs and be accountable for their actions.

ASSIGNMENTS AND GRADING STRUCTURE:

Assignment	Value of Assignment	Course Learning Outcomes	Brescia Competencies
Midterm Test	25%	1, 2, 3	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem Solving
Service-Learning Journal Assignment	20%	1,2, 3, 4, 5	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem Solving ✓ Self Awareness & Development ✓ Social Awareness & Engagement
‘Pay it Forward’ Group Assignment	20%	1, 2, 3, 4, 5	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem-Solving ✓ Self-Awareness & Development ✓ Social Awareness & Engagement ✓ Valuing

Assignment	Value of Assignment	Course Learning Outcomes	Brescia Competencies
Final Exam	35%	1, 2, 3	<ul style="list-style-type: none"> ✓ Communication ✓ Critical Thinking ✓ Inquiry & Analysis ✓ Problem Solving

REQUIRED READINGS:

Anzovino, Theresa. Deborah Boutilier. *Walk a Mile: Experiencing and Understanding Diversity in Canada*. Toronto: Nelson Education Ltd, 2015.

Collaborative for Neighbourhood Transformation. *What is Asset-Based Community Development (ABCD)*. Evanston, IL: ABCD Institute 2015.

NOTE: this is a free, downloadable 3 page reading).

McKnight, John. Peter Block. *The Abundant Community: Awakening the Power of Families and Neighbourhoods*. San Francisco: Berrett- Koehler Publishers, Inc. 2012.

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, to attend class and to participate in both community service learning experiences.** 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.*

DATE	COURSE THEMES/DUE DATES	REQUIRED READINGS
September 13 th	Administrative Details; Introduction to Service-Learning and Community	<i>What is Asset-Based Community Development (ABCD)</i>
September 20 th	Diversity and Identity	<i>Walk a Mile</i> , CH. 1
September 27 th	Gender and Sexuality	<i>Walk a Mile</i> , CH. 7

DATE	COURSE THEMES/DUE DATES	REQUIRED READINGS
October 4 th	Final preparations for service experience next week; review requirements for completing your journal assignment <i>Collaboration with Nancy Campbell Students to prepare IDG workshop</i>	No New Readings
October 11 th	Fall Reading Week-No Classes	<i>No New Readings</i>
October 18th	<i>International Day of the Girl Service-Learning Experience</i> ***Note we will meet in the auditorium on this day.	<i>No New Readings</i>
October 25 th	Debrief on Service-Learning Experience; Social Inequality <i>Journal Assignment Due</i>	<i>Walk a Mile, CHs 2 & 3</i>
November 1 st	Midterm Test ---25%	No new readings
November 8 th	Forms of Oppression: Race	<i>Walk a Mile, CH. 4</i>
November 15 th	Aboriginal Peoples <i>Video/Discussion: Pay It Forward (tentative)</i>	<i>Walk a Mile, CH. 5</i>
November 22 nd	Families; Mind and Body (ability vs. disability)	<i>Walk a Mile, CH. 10 & 8.</i>
November 29 th	Immigration and Multiculturalism <i>“Pay it Forward” Presentations</i>	<i>Walk a Mile, CH. 11 & 12</i>
December 6 th	Practicing Diversity; Final Reflections <i>“Pay it Forward” Presentations</i> Exam scheduled during Christmas Exam Period	<i>Walk a Mile, CH. 13</i>

DETAILED BREAKDOWN OF ASSIGNMENTS :

1. Midterm Test

Worth: 25%

Date: Wednesday November 1, 2017

This test will cover all readings, lectures, videos and class discussions up to and including the material covered on October 25th. The midterm will include true and false, multiple choice and short answer questions.

2. Community Experience Journal

Worth: 20%

Length: 3-4 pages, typed, double spaced, and properly referenced.

You will be required to submit a journal assignment based on your service at the *International Day of the Girl* Event. The “Community Experience” Journal will be submitted, in class, on **Wednesday October 25th, 2017**.

Students will journal about this experience, recording their observations and reactions. While on one level journaling is very personal and subjective, there is a more “structured” component to this assignment. Specifically, students’ observations will also be considered more reflectively using concepts from their coursework and/or the literature on community development and diversity.

Each journal entry should have a three-part format. You might distinguish the three parts, by typing each entry in a different font. For example, part one– “**DESCRIBE**” might be written using “Arial”; part two- “**REFLECT**” might be written using “**Rockwell Extra Bold**”; part three- “**APPLY**” might be written using “Comic Sans MS.” Alternatively, if you don’t wish to use different fonts to type the sections, you might try: regular type for part 1; *italics for part 2*; **and bold for part 3**.

At the first level, **DESCRIBE** what you heard, saw and did during your community experience. Level two requires that you **REFLECT** upon your reactions to what you heard, saw and did. For example, think about and describe your mental and emotional reactions to your community-service learning experience. Was it meaningful to you? What is your opinion of the organization that you were partnered with, and the person or people with whom you were connected prior to and during the experience? The third level, **APPLY**, is the most challenging. During the application portion of your journal entry, explain how your community experience relates to concepts, ideas and theories associated with our course materials and lectures on service-learning, diversity

and/or community development.

The purpose of the “apply” portion of your journal entry is to allow what you are learning in the classroom to facilitate your learning in the community, and to allow your community experience to enrich your academic learning. In the apply section, I will expect to see a minimum of 3 concepts used. Some of you will choose to include more. Remember that the effectiveness of your apply section depends not only on the number of concepts included. It is also dependent on how well you explain and relate the chosen concepts to your experiences.

3. **“Pay It Forward” Group Assignment**

Worth: 20% --Evaluation by Professor

Presentation Date: November 29th or December 6th, 2017

What is “Pay it forward”? Responding to a kindness you have received by being kind to someone else. For example, *“I will take the support I have had and try to pay it forward whenever I can”.*

The Purpose of this Assignment: To help you better understand the concept of “the abundant community” through your “Pay it Forward” community service experience. According to McKnight and Block (2012: 83-84)

Gifts, association, and hospitality create the conditions or rules for what we call the capacities of a competent community. Capacities reside in individuals and can be nurtured to exist in the collective. They are core elements that need to be visible and manifest to create an abundant community....The capacities of an abundant community are kindness, generosity, cooperation, forgiveness, and acceptance of fallibility and mystery... An abundant community is one that values our capacities and assumes that they already reside within us... [An abundant community] takes what emerges and lets it become an asset for us all.

Specific Assignment Instructions:

- 1) Read the required text *The Abundant Community*.
- 2) Select, plan and put into action your “pay it forward” activity.

When choosing an activity, remember that it is designed to get you engaged in action that shifts the focus away from yourself and emphasizes giving, in some way, to a community in need. You will be placed in teams and asked to identify a community that is of interest to all members of your team: children, the elderly, animals, women, the homeless to name just a few possibilities.

The activity will be associated with doing something to support your chosen community. For example, you may gather donations in support of that particular community. This might involve a coat drive (to donate gently used coats to the “Koats for Kids” program at the Boys’ and Girls’ Club); or, collecting stuffed animals to donate to the fire department or Salvation Army to distribute to children at Christmas; or a food drive to give donations to the Food Bank; or gathering large-print novels to donate to a nursing home; or teaching seniors how to use the internet (see **CYBER-SENIORS** website for more information <http://cyberseniorsdocumentary.com/>); or gathering pet food/supplies for an animal rescue organization (and/or hosting a Pet Therapy Day), funding raising for SOS Children’s Villages, Plan Canada or Wadeng Wings of Hope.

3) Connect your “pay it forward” activity to the themes presented in the abundant community. Use the follow questions to guide your work:

- a. What is the central message you have taken from reading *The Abundant Community*?
- b. Identify at least 2 key ideas associated with the abundant community and relate these to your “pay it forward” activity. Specifically, how does your “pay it forward” activity contribute to the movement towards an abundant community?

4) Share your “pay it forward” service experience and analysis with the class in the form of a powerpoint or poster presentation.

4. **Final Exam**

Worth: 35%

Date: To be scheduled during the December Exam period.

This exam will be comprised of objective questions, specifically true and false and multiple choice.

COURSE SPECIFIC GUIDELINES:

1. Submission of Assignments

- All assignments should be submitted both through **turnitin.com** (***when specifically requested***) and **in hard copy** during the class when it is due. **No assignments should be placed under my office door.** All assignment due dates are firm and subject to a late penalty, except when the professor recognizes that there are legitimate and documented exceptional circumstances (eg. illness, death in the family). For each day the assignment is late, the student will lose $\frac{1}{4}$ a mark (that is, $\frac{1}{4}$ (or **.25**) % 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. Cell Phones and Computers

- In order to ensure a good classroom experience for all, and 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 to for note-taking and class related activities only. Please refrain from surfing the net, chatting, looking at photos and so on, unless we are on a class break! 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 for illness 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. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming 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 from: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf. 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.

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 policy on requesting accommodation due to illness can be viewed at:
<http://westerncalendar.uwo.ca/2017/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, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official dates <http://westerncalendar.uwo.ca/2017/pg7.html>). 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
(<http://westerncalendar.uwo.ca/2017/pg130.html>)

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 (<http://www.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 Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://westerncalendar.uwo.ca/2017/pg112.html>).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices

(http://www.uwo.ca/univsec/pdf/academic_policies/exam/evaluation_undergrad.pdf and http://www.uwo.ca/univsec/pdf/academic_policies/exam/finalgrades.pdf).

6. PREREQUISITES

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 prerequisite(s).

7. SUPPORT

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 website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/> .

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at <http://brescia.uwo.ca/life/mental-health-wellness/> . 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.

Sexual Violence

All members of the Brescia University College community have a right to work and

study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.

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.