

BRESCIA UNIVERSITY COLLEGE
Department of Sociology

Sociology 1050A:
An Introduction to Community, Service and Active Citizenship
Fall 2019

Course Director: Tahirih Naylor
Office: UH 365
Email:

Class Time:
Fridays 8:30am-11:30am
Office Hours:
Fridays 11:30-12:30
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.

REQUIRED READINGS:

Anzovino, Theresa. Deborah Boutilier. *Walk a Mile: Experiencing and Understanding Diversity in Canada*. Toronto: Nelson Education Ltd, 2019.

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.

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
Final Exam	35%	1, 2, 3	<ul style="list-style-type: none">✓ Communication✓ Critical Thinking✓ Inquiry & Analysis✓ Problem Solving

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 6	Administrative Details Introduction to Service-Learning and Community	<i>What is Asset-Based Community Development (ABCD)</i>
September 13	The Abundant Community	<i>The Abundant Community, CH 1-4</i>
September 20	Diversity and Identity	<i>Walk a Mile, CH. 1</i>
September 27	Gender <i>Idea Generation - Pay It Forward Groups</i>	<i>Walk a Mile, CH. 4</i>
October 4	Collaboration with Nancy Campbell students to prepare International Day of the Girl workshop	<i>Review requirements for completing your journal assignment for service learning event.</i>
October 11	<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 18	Debrief on Service-Learning Experience Forms of Oppression <i>Journal Assignment Due</i>	<i>Walk a Mile, CH 2</i>
October 25	Midterm Test ---25%	No new readings

November 1	Social Inequality	<i>Walk a Mile</i> , CH 3
November 8	Reading Week	No new readings
November 15	Race & Racialization Aboriginal Peoples	<i>Walk a Mile</i> , CH. 6 & 7
November 22	Immigration and Multiculturalism <i>“Pay it Forward” Presentations</i>	<i>Walk a Mile</i> , CH. 8 & 9
November 29	Community building; Final Reflections <i>“Pay it Forward” Presentations</i>	<i>The Abundant Community</i> , CH 5-7
	Exam scheduled during December Exam Period	

DETAILED BREAKDOWN OF ASSIGNMENTS :

1. Midterm Test

Worth: 25%

Date: Friday October 25, 2019

This test will cover all readings, lectures, videos and class discussions up to and including the material covered on October 18th. 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 **Friday October 18th, 2019**.

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 experience of collaborating with the person or people you were connected with 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 22nd or 29th, 2019***

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 people 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), fundraising 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 following 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. OWL Website

- The course outline, additional readings, student grades and resources will be available on this course's OWL website.

2. 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. 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.**

3. 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!

2019-20 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding [Accommodation for Illness - Undergraduate Students](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12) can be found at http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12.

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (http://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=1&Command=showCategory&SelectedCalendar=Live&ArchiveID=#Page_10).

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.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. Submitting a **Self-Reported Absence** form provided that the conditions for submission are met;
2. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
3. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Requests for Academic Consideration Using the Self-Reported Absence Portal

Students who experience an unexpected illness or injury or an extenuating circumstance of 48 hours or less that is sufficiently severe to render them unable to meet academic requirements should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to resume academic responsibilities within 48 hours. Note that the excused absence includes all courses and academic requirements within the up to 48 hours, it is not intended to provide an excused absence from a single course while students fulfill their academic responsibilities in other courses during that time.

The following conditions are in place for self-reporting of medical or extenuating circumstances:

1. Students will be allowed **a maximum of two self-reported absences** between September and April and one self-reported absence between May and August;
2. The duration of the absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30 am the following morning if the form is submitted after 4:30 pm;
3. The excused absence will terminate prior to the end of the 48 hour period if the student undertakes significant academic responsibilities (writes a test, submits a paper) during that time;
4. Self-reported absences will **not** be allowed for scheduled final examinations; midterm examinations scheduled during the December examination period; or for final lab examinations scheduled during the final week of term;
5. Self-report absences may **not** be used for assessments worth more than 30% of any course;
6. Any absences in excess of 48 hours will require students to present a Student Medical Certificate (SMC), or appropriate documentation;
7. Students **must** communicate with their instructors **no later than 24** hours after the end of the period covered by the Self-Reported Absence form to clarify how they will fulfil the academic expectations they may have missed during the absence.

Request for Academic Consideration for a Medical Absence

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 their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) 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. An SMC can be downloaded from http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf ;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

The [full policy on requesting accommodation due to illness](#) can be viewed at:

http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge 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 are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please refer to the [Registrar's website](#), <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar (<http://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

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.*

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 and warranted.

It is important to note that the Academic 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://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. 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 Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, 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.

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 is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

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.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written special permission from the 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/>. Students can access supports through Brescia's Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Skills Services at Western (<https://www.uwo.ca/sdc/learning/>)

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 obtain information about how to obtain help for yourself or others through **Mental Health & Wellness at Brescia** (<http://brescia.uwo.ca/life/mental-health-wellness/>) and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

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.
