

Political Science – 3317F  
Interest Groups And Social Movements  
Fall 2014: Course Outline<sup>1</sup>

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Class hashtag: #poli3317

Office: SSC 4084

Office Hours: Monday 8:30-11:00 am, 4:30 onwards. Wednesday 9:00-12:00 am, 5:30 onwards.

Class: Wednesday 3:30-5:30

This course will help you critically assess issues and debates on social movements and interest groups in Canadian, North American and global politics. We will emphasize the different approaches and perspectives on interest groups and social movements with a particular focus on the academic and popular ways we can understand social movements. We will explore the many histories of social movements with an emphasis on the political practices that allow issues to mobilize the populace, become integrated in political systems or remain on the margins of political sensibility. This will include explorations of the civil rights movement, women's liberation movements, global social movements, corporate responsibility, human rights, political lobbying, and the role of think tanks, as well as specific movements on issues such as animal rights, AIDS, water rights, migration movements, religious movements, peace movements, fair trade and municipal issues. By adopting a bottom-up approach this course encourages students to think about their own political participation and provides opportunities to engage students in their areas of interest, while relating political questions to individual choices and social issues.

#### Objectives:

While we will discuss historical, sociological, political, and anthropological approaches to social movements and interest groups, this course is designed to develop your work in relation to your areas of interest. This course has three main objectives.

- 1) First, you will develop an understanding of the academic literature surrounding the political issue, area, or interest group in which you are interested. This will provide a basis for any future research in this area and establish a foundation for your studies.
- 2) Second, the assignments in this course are designed to help you develop critical thinking in ways that relate to the issue or area in which you are interested. This includes an option of Community Engaged Learning (CEL) for course credit, where students have the opportunity to engage directly in local community issues in London. For more information on CEL go see the section of the course website in OWL on CEL.
- 3) Finally, by the conclusion of the course students should be able to provide a critical and original analysis of the social movement or interest group they have focused on throughout the term. Your ability to accomplish these objectives will be assessed using the assignments and work outlined below.

<sup>1</sup>Portions of this course outline draw on the course outlines of Marshall Beier at McMaster University and Robbie Shilliam at the Victoria University of Wellington and Sasha Costanza-Chock who I thank for their insights and assistance.

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By the end of this course students should be able to:

1. Discuss different definitions of social movements
2. Describe the history, progress and effectiveness of a social movement
3. Think critically and write the current status of an issue that may or may not result in a social movement
4. Evaluate the effectiveness of a social movement on its own terms
5. Participate in a presentation about the history, context or ideas of a specific social movement
6. Analyze current theoretical and practical analyses of a specific social movement
7. Discuss the viability of a social movement in historical context

Anti-requisites: Political Science 3338E

Prerequisites: Political Science 2230E or 2234E or 2244E

Grade Evaluation:

**Attendance and Participation: 20%**

**Presentation: 15%**

**Topic Assignment: 25%**

**Topic Review/Analysis Essay: 40%**

Suggested Text: Stephen D'Arcy *Languages of the Unheard: Why Militant Protest is Good for Democracy*, Between the Lines, 2013. All other readings are available on-line, on 2-hour reserve, or in the periodical section at the Weldon Library.

Grade Evaluation:

**Weekly Attendance and Participation – 20%**

The success of the class depends on the willingness of students to keep up with the readings on a weekly basis and to take part fully and fruitfully in the discussion. Participation marks are composed of both attendance and participation grades. You cannot receive full marks in either category if you are missing one or the other. Your participation will be assessed on an ongoing basis throughout the semester, and progress can be obtained at any time from the instructor upon request. Proposals for make-up work to offset absences may be considered.

CEL students will have 5% of their attendance grade linked to their regular reporting on myEL.uwo.ca to track work and log hours. Students will also be evaluated by their community partners, which will be taken under advisement in the determination of 5% of their final participation marks.

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**Student Presentations: Group or Individual – 15% (Various Weeks: sign up on OWL)**

Students will choose a social movement topic or interest group and sign up on the presentation wiki in OWL. Students are responsible for maintaining, adding, removing and updating their own presentation dates prior to the beginning of each class. Each presenter should choose a specific social movement or interest group, but these can be combined thematically or on an issue oriented basis (i.e. different group responses to the Gaza crisis).

The presentation is NOT a research assignment into your chosen organization, social movement or interest group. Rather, the presentation should outline the context, history and development of the social movement and raise questions about its past, present and future. The goal of the presentation is to stimulate discussion in relation to the assigned course readings and the material provided to the class by the presenter(s). All presentations must provide a link to a relevant reading, article or source that gives background to your chosen issue. Failure to provide a link will make it impossible for you to receive full marks on the assignment.

Presentations may be done individually, in pairs or in a maximum group of three. If presenting in a group, each member must provide a written summary and reflection on their participation in the group, in the presentation to the class and reflection ***on what could have been improved, changed, or omitted based on classroom responses***. This should be handed in at the end of the presentation. All presentations will be marked individually. The presentation should be a maximum of 10-15 minutes including discussion and can take any form (exercise, pre-taped video, or proposed alternative). Any video shown in class must be preapproved by the instructor or will not be allowed to be shown.

**Topic Assignment – 25%**

Option 1: Reflective Analysis

Students will produce a 1000-1250 word reflective analysis, excluding references (250 words per page) of the topic of study throughout the course. The assignment is due one week after your presentation, or 3 weeks before the final essay is due (November 5). The assignment should develop the discussion from the presentation of your social movement or interest group. The paper should address likely difficulties in developing your final paper given your interest group or social movements, as well as the likely perspectives you will take in your final paper. It should outline possible approaches, a summary of key points and reflect on the relationship between academic research and your social movement or interest group. In other words, if you are looking at the social movement or interest group from the 'bottom-up' what impediments does this create for developing academic arguments about the group? The topic assignment can be reflective, and therefore can use the first person. However, academic writing requires proper referencing and foundation for your claims, therefore assertions should be substantiated and claims need to be based in logic and evidence. Assignments that fail to develop an academic argument cannot achieve full marks (see 'Guidelines for Success' below).

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**Option 2: Accessible Storybook with Academic Rationale**

Students will produce an original argument that clearly and accessibly outlines a key aspect or issue of the social movement or interest group you chose for the presentation. This can take the form of a children's book, a short story for young adults or another creative writing exercise that attempts to convey a core message of the social movement or interest group in an accessible way and is due on November 5. Students can use this exercise to establish the framework for their topic review/analytical essay to follow. Each page must contain a footnote which clearly links the argument or story to the academic literature on the issue, and provide a foundation for any claims made in the argument. The footnotes should be at least 750-1000 words in total. Most stories should follow a basic three act structure, in order to clearly guide the argument. See [http://en.wikipedia.org/wiki/Three-act\\_structure](http://en.wikipedia.org/wiki/Three-act_structure) for details. For some context on academically analyzing children's literature, young adult literature and creative writing, you can review some of the articles at <http://www.lib.latrobe.edu.au/ojs/index.php/tlg/index>

**Option 3: Reflective Journal for students in CEL**

Students will produce a written journal that includes pre-reflection, reflection during service and reflection after service as outlined in the appendices attached at the bottom of the course outline. The reflections should be submitted in stages (established in consultation with the instructor) and be complete by December 3. The journal should follow recent events in your social movement or interest group and reflect on those events in relation to weekly course readings. The journal should use proper referencing and citation and include material from the presentation. For students who choose to participate in the CEL option of the course, the journal can detail your impressions of your experiences with your community partner. However, the journal should not develop research on the community partner, involve first-person quotes or identifiable characteristics of any participant of organization (i.e. it should remain reflective and non-research based).<sup>1</sup> For a discussion of reflection see the appendices at the bottom of the course outline. Academic writing requires proper referencing and foundation for your claims, therefore assertions should be substantiated and claims need to be based in logic and evidence. Assignments that fail to develop an academic argument cannot achieve full marks (see 'Guidelines for Success' below).

**Topic review / Analytical Essay - 40%**

Students will write a major research paper (based primarily on academic sources) on a topic of their choice, to be arrived at in consultation with the instructor. Essay topics should be chosen by Week 8. In selecting an essay topic, you should be as imaginative and innovative as possible while bearing in mind the availability of relevant primary sources and the soundness of the topic in a theoretical sense. The topic selection requires an Informal discussion with instructor

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<sup>1</sup> If students have any questions about the type of material that can be included in the reflective journal, ask the instructor at any time.

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to determine essay topic. Not discussing the essay topic prior to choosing one may result in papers with limited relevance to the class, and will be unable to achieve full marks.

The final draft of the paper should be 10-12 pages (3000 words) in length (excluding the bibliography) and must be presented in proper scholarly format. The paper is due on November 26, 2014. All papers must be e-mailed to [dbousfie@uwo.ca](mailto:dbousfie@uwo.ca) by midnight on November 26, 2014. A penalty of five (5) percent per day (excluding weekends) to a maximum of 5 days will be assessed for essays submitted after the due date. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. ***Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.***

### Readings

Each week includes three possible readings: first, an idealized reading which covers broad themes and more normative and moral issues; second, a text based reading which is informative and based in academic sensibilities; and third, a children's version of the issue, which represents the most simplified, accessible and condensed form of the week's topic. You are expected to do at least one reading per week, but you should try to focus on the readings that will be most useful for your topic research and assignments.

### Community Engaged Learning Outcomes

Values	Skills	Knowledge
Compare political platforms and articulate their own political values and involvement	Demonstrate intercultural competence and sensitivity and distinguish contexts through these principles are enacted	Recognize and describe specific local and social issues and explain governing structures and social policies that impact upon them
Practice reflective thinking to connect CSL experience with course content and personal values	Manage group projects from vision to completion by employing planning, delegation, prioritizing, time-management, and organizational strategies Apply content knowledge to real-world settings and contexts	Describe composition of diverse populations and inequalities among those populations
Awareness of their own scope of practice, knowledge, and abilities	Compare and critique programs and services designed to minimize effects of social/local issues and generate strategies to improve their functioning and intended outcomes	Relate degree/discipline specific content to various fields of research, practice, and policy
Practice reflective thinking to connect CSL experience with course content and personal values	Adapt oral and written communication and/or behavior to match unique audience/demographic	Identify factors that contribute to social/local issues and barriers to implementing change

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**Assignments Descriptions and Learning outcomes**

Assignment	Description	Learning Outcome
Attendance and participation		Recognize the importance of listening; communicate verbally and in analytic and clear fashion; an awareness of the extensive and limits of one's own knowledge, informed by exposure to information, concepts, theories and experience
Presentation	Analyze the theoretical assumptions of an argument about what constitutes a social movement; evaluate the success of a social movement; compare and contrast the social movement with other examples of successful movements	Communicate in a verbal format in an analytical and clear fashion; analyze a popular description of a contemporary issue and social movements; evaluate the strength of the justifications for the issues' inclusion as a social movement
Essay	Analyze the history and context of a specific social movement; critically assess the viability of the movement; evaluate existing academic literature on the social movement	Communicate in written form in an analytical and clear fashion; situate knowledge historically and contextually; assess evidence critically; well-developed research skills
Topic assignment option one - reflective Journal	Relate CSL experience to class experience; justify and explain the social movements relevance to class material	Identify a specific definition of the social movement; assess the usefulness of the definition for the chosen social movement; critically assess political assumptions and theories of social movements
Topic assignment option two -reflective analysis		Identify a specific definition of a social movement; analyze the power, culture and history that explain the social movements emergence; identify a foundation to assess the social movements effectiveness; evaluate the social movement for effectiveness

### **September 10 - The University and the Community**

#### [Why children's books?](#)

What is a social movement or interest group?

What is community engaged learning?

### **September 17 - What is Normalcy?**

Idealized - "Constructing Normalcy" in the Disabilities Studies Reader, Taylor and Francis, 2006. p. 1-16.

Text - Stephen D'Arcy *Languages of the Unheard: Why Militant Protest is Good for Democracy*, Between the Lines, 2013. Introduction and Chapter 1.

Praxis - Espin, Roz. Amazingly... Alpie!: Understanding and Accepting Different Ways of Being. AAPC Publishing, 2003 **or** Edwards, Becky, and David Armitage. My Brother Sammy. Millbrook Press, 1999.

### **September 24 - What is Privilege?**

Idealized - Halberstam, J. Jack. *Gaga Feminism: Sex, Gender, and the End of Normal*. Beacon Press, 2012. Introduction and/or Chapter 1.

Text - Stephen D'Arcy *Languages of the Unheard: Why Militant Protest is Good for Democracy*, Between the Lines, 2013. Chapter 2, 3 and 8.

Praxis - Heyward, DuBose. *The country bunny and the little gold shoes*. Houghton Mifflin Books for Children, 1939.

### **October 1 - What is racism?**

Idealized - Pam Palmater "[Unbelievable, but undeniable: Genocide in Canada](#)" and Barker, Adam J. "The contemporary reality of Canadian imperialism: Settler colonialism and the hybrid colonial state." *The American Indian Quarterly* 33.3 (2009): 325-338.

Text - Staggenborg, Suzanne. *Social movements*. New York: Oxford University Press, 2011.

Second Edition. Chapter 5: Aboriginal Protest and/or Stephen D'Arcy *Languages of the Unheard: Why Militant Protest is Good for Democracy*, Between the Lines, 2013. Chapter 9.

Praxis - Hill, Gord. *500 Years of indigenous resistance*. PM Press, 2009.

### **October 8 - What is Anarchism?**

**There will be a talk with the head of UNIFOR at 10:30am-12:00pm on October 8. Attendance and a short written response to the talk will count as an additional attendance mark for students.**

Idealized - Scott, James C. *Two Cheers for Anarchism: Six Easy Pieces on Autonomy, Dignity, and Meaningful Work and Play*. Princeton University Press, 2012. Preface and fragment 2.

Text - Stephen D'Arcy *Languages of the Unheard: Why Militant Protest is Good for Democracy*, Between the Lines, 2013. Chapter 4, 5 and 7.

Praxis - Seven, John and Jana Christy. *A Rule Is To Break: A Child's Guide to Anarchy*. Manic D. Press Inc. 2012.

**October 15 – What are the politics of consumption?**

Ideal - Francione, Gary L. "Animal welfare, happy meat and veganism as the moral baseline." *The Philosophy of Food* 39 (2012): 169.

Text - Elliott, Charlene. "Consuming the other: Packaged representations of foreignness in President's choice." *Edible ideologies: Representing food and meaning* (2008): 179-197.

Praxis - <http://www.wedonteatanimals.com/store>

**October 22 - What is identity?**

Idealized - Ahmed, Sara. *The promise of happiness*. Duke University Press Books, 2010. 88-121.

Text - Alice D. Dreger and April M. Herndon "Progress and Politics in the Intersex Rights Movement: Feminist Theory in Action" *GLQ: A Journal of Lesbian and Gay Studies* (2009) 15(2): 199-224.

Praxis - Ewert, Marcus, and Rex Ray. *10,000 Dresses*. Seven Stories Press, 2008.

**October 29 What is animality?**

Idealized - Haraway, Donna J. "When species meet (posthumanities)." (2007). Chapter 1.

Text - Singer, Peter. "Animal liberation at 30." *Arguing About Bioethics* (2012): 185.

Praxis - Henrichs, Wendy and John Butler "When Anju Loved Being an Elephant." *Sleeping Bear Press*. 2011.

**November 5 – TOPIC ASSIGNMENT DUE - What are the costs of consumerism?**

idealized – Klein, Naomi. *No logo*. Macmillan, 2009. Chapter 1.

text - Littler, Jo. "Beyond the boycott: Anti-consumerism, cultural change and the limits of reflexivity." *Cultural studies* 19.2 (2005): 227-252.

Stephen D'Arcy *Languages of the Unheard: Why Militant Protest is Good for Democracy, Between the Lines*, 2013. Chapter 6.

praxis - <http://www.storyofstuff.org/> and <http://slaveryfootprint.org>

**November 12 – What is the role of the media in social movements and interest groups?**

idealized - Debord, Guy. "Society of the Spectacle." (1995). Ch. 1.

text - Costanza-Chock (2013). "Mic Check! Media Practices in the Occupy Movement." *Social Movement Studies*. <http://web.mit.edu/schock/www/docs/pubs/mic-check-2012-costanza-chock.pdf>

praxis - Nunns, A. <http://occupywriters.com/works/by-lemony-snicket>

**November 19 - What is the contemporary project of democracy?**

idealized - Graeber, David. *Revolutions in Reverse*. Minor Compositions, 2011. p.11-30.

text - Stephen D'Arcy *Languages of the Unheard: Why Militant Protest is Good for Democracy, Between the Lines*, 2013. Conclusion.

praxis - Yang Yi and Liang Ko - *I am on Duty Today*, Illustrated by Ku Yin Foreign Languages Press, Peking, 1966.



**November 26– PAPERS DUE TO [dbousfie@uwo.ca](mailto:dbousfie@uwo.ca) by midnight – How do we define goals and effectiveness?**

Idealized – Pastor, Manuel, and Rhonda Ortiz. "Making change: How social movements work and how to support them." Los Angeles, CA: The USC Program for Environmental and Regional Equity (PERE) (2009).

[http://dornsife.usc.edu/assets/sites/242/docs/making\\_change\\_full\\_document.pdf](http://dornsife.usc.edu/assets/sites/242/docs/making_change_full_document.pdf)

Text – Coleman, Gabriella. "Anonymous: From the Lulz to collective action." The new everyday: a media commons project 6 (2011).

<http://mediacommons.futureofthebook.org/tne/pieces/anonymous-lulz-collective-action>

Praxis- [http://www.claudiahart.com/portfolio/images/machiavelli/aChildsMachiavelli\\_hart.pdf](http://www.claudiahart.com/portfolio/images/machiavelli/aChildsMachiavelli_hart.pdf)

**December 3 - Final Presentations**

**Guidelines for Success in Class**

Since there seldom are definitive answers to the questions we will be asking about social movements and interest groups, and much of what you will learn in this course will be enhanced by the ideas and perspectives of your colleagues. But for this to work, everyone must participate fully and constructively. Be mindful of the following points, and you will be successful:

- Come to all classes having read the assigned readings for that week and prepared to participate in discussion.
- Participate in discussions, but do not over-participate. Everyone must be given an opportunity to take part in discussions. Constructive participation involves the raising of *relevant* points and ideas. Online participation may be considered as well in participation marks.
- Demonstrate respect for the ideas presented by others at all times. This is essential to open discussion and the free exchange of ideas. This does not mean that you must agree with others. Informal debate will teach you even more about your own position while simultaneously exposing you to different viewpoints. Make use of such opportunities, but no disrespectful behavior will be tolerated.
- Raise questions when you have them. Raising useful questions counts as participation. You can use minute papers, online forums, e-mail, facebook or in class lecture to raise questions you encounter throughout the course. Uncertainties are usually shared by others – when you raise your questions in class everyone learns while you build your own participation grade.

**Criteria for Evaluation of Written Assignments**

These criteria will be used in evaluation of written work and possibly in combination with the checklist below. Please be sure to read them carefully:

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**Analytical Content:** Higher grades will be given to work that demonstrates the ability to interpret, critically assess and develop insights of the material. To determine whether or not your argument is analytical, ask yourself "Am I demonstrating to the reader my insights in an academic way?" If you are simply summarizing or describing in detail phenomena, your work is unlikely to have high analytical content.

*Helpful signs you are not developing analytical content: Excessive quotes; beginning or ending a paragraph with a quote; short (fewer than 4 sentences) paragraphs; no sources in a long paragraph; lack of similar argument in introduction and conclusion.*

**Development of an Argument:** Higher grades will be given to work that has a clearly stated argument and a set of logically developed and reasonably comprehensive points in support of that argument. Academic arguments need not be personal (though in certain instances they can be – check with the instructor), rather they demonstrate the logical progression of the position you are developing. The key here is to attempt to convince your reader of the soundness or feasibility of your argument. Nuanced arguments recognize obvious criticisms and seek to address them logically. Consistency of an argument throughout a paper is important.

*Helpful signs your argument may be in trouble: Using the same author or quote more than a few times in successive paragraphs; your introduction and conclusion are not similar; you introduce material in the introduction and the conclusion that cannot be found elsewhere; you have quotes in your conclusion; your attempt to address obvious criticisms contradicts your thesis, you adopt multiple theoretical frameworks; you cannot find any sources that agree with your central claims.*

**Grammar, Spelling, and Style:** Higher grades will be given to written work that is grammatically correct and is clearly and accurately written, while lower grades will be given to work that is difficult to read or understand due to excessive grammatical and/or spelling errors.

*While different approaches work for different people, it is recommended that you try the following every time you have a written assignment: after completing your assignment, put it away for a while (ideally, for a few days); when you pick it up again, read it carefully, slowly, and aloud (when we are familiar with a paper we tend to skim it during proof-reading, thereby missing errors – so make sure you are reading it word for word). Mistakes in grammar may not always look wrong, but they usually sound wrong. If you need some help with writing style or grammar, there are many resources available on campus.*

**Meeting the Requirements of the Assignment:** All written work must be submitted on time, must be of the appropriate length, must use the required number and type of resources, and, most importantly, must address the issues or questions posed in the assignment.

## Important Notices

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### General

All students must complete all course requirements. Failure to do so (e.g., by not handing-in an assignment or by missing an examination without due cause) will subject the student to the appropriate University regulations. Students must also keep a duplicate copy of their assignments.

### Late Assignments - Formal Guidelines

Late papers will be accepted, but will be subject to a late penalty of 5 per cent per weekday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exceptions to this unless you have arranged in advance for an extension. All extensions must be arranged in advance of the day on which a paper is due. **Papers submitted after deadlines (including excused late papers) will be marked, but comments will not be provided.**

### Plagiarism

Students must also note that it is a serious academic offense to hand in the same assignment to two or more courses or to pass off another person's work as their own (i.e., plagiarism). The University of Western Ontario "Handbook of Academic and Scholarship Policy" defines plagiarism as follows:

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).

At the discretion of the instructor, students may be required: (i) to pass a brief oral examination on their assignment before a final grade is assigned and/or (ii) provide an electronic copy of their assignment so that their work can be checked using plagiarism-checking software (e.g., Turnitin.com). As stated in the University of Western Ontario "Handbook of Academic and Scholarship Policy:"

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 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>).

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**Resources on Social Movements, Interest Groups and Political Actors (with thanks to Robbie Shilliam)**

Abelson, Donald E. 2009. *Do think tanks matter?: Assessing the impact of public policy institutes*. 2. ,. Montréal, Québec ; Ithaca N.Y.: McGill-Queen's University Press.

Albin-Lackey, Chris, Arvind Ganesan, Human Rights Watch, and Canadian Electronic Library. 2011; 2010. *Gold's costly dividend*. New York, N.Y.: Human Rights Watch,

Almeida, Paul. 2008. *Waves of protest: Popular struggle in el salvador, 1925-2005*. Social movements, protest, and contention. Vol. 29. Minneapolis: University of Minnesota Press.

Amadiume, Ifi. 1997. *Reinventing africa: Matriarchy, religion and culture*. London, UK: Zed Books.

Amster, Randall. 2009. *Contemporary anarchist studies: An introductory anthology of anarchy in the academy*. London ; New York: Routledge.

Baker, Robert, and Kathleen J. Winger. 2009. *Philosophy and sex: Adultery, monogamy, feminism, rape, same-sex marriage, abortion, promiscuity, perversion*. 4th ed. Amherst, N.Y.: Prometheus Books.

Banaszak, Lee Ann. 1996. *Why movements succeed or fail: Opportunity, culture, and the struggle for woman suffrage*. Princeton studies in American politics. Princeton, NJ: Princeton University Press.

Barakso, Maryann. 2004. *Governing NOW: Grassroots activism in the national organization for women*. Ithaca, N.Y.: Cornell University Press.

Bard, Mitchell Geoffrey. 2010. *The arab lobby: The invisible alliance that undermines America's interests in the middle east*. 1st ed. New York: Harper.

Barker, Joanne. 2005. *Sovereignty matters: Locations of contestation and possibility in indigenous struggles for self-determination*. Contemporary indigenous issues. Lincoln: University of Nebraska Press.

Baumgartner, Frank R., and Beth L. Leech. 1998. *Basic interests: The importance of groups in politics and in political science*. Princeton, N.J.: Princeton University Press.

Beers, Diane L. 2006. *For the prevention of cruelty: The history and legacy of animal rights activism in the united states*. Athens: Swallow Press/Ohio University Press.

Benhabib, Seyla, and Judith Resnik. 2009. *Migrations and mobilities: Citizenship, borders, and gender*. New York: New York University Press.

Black, Errol, and James Silver. 2008. *Building a better world: An introduction to trade unionism in Canada*. 2nd ed. Black Point, N.S.: Fernwood Pub.

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- Blaney, David L., and Naeem Inayatullah. 2010. *Savage economics: Wealth, poverty, and the temporal walls of capitalism*. RIPE series in global political economy. London ; New York: Routledge.
- Broadbent, Jeffrey. 1998. *Environmental politics in Japan: Networks of power and protest*. Cambridge, UK; New York: Cambridge University Press.
- Broadbent, Jeffrey, and Vicky Brockman. 2010. *East Asian social movements: Power, protest, and change in a dynamic region*. Nonprofit and civil society studies. New York ; London: Springer.
- Brock, Kathy Lenore, Keith G. Banting, and Queen's University . School of Policy Studies. 2003. *The nonprofit sector in interesting times: Case studies in a changing sector*. The public policy and the third sector series. Montreal ; Ithaca: published for the School of Policy Studies, Queen's University by McGill-Queen's University Press.
- Brosius, J. Peter, Anna Lowenhaupt Tsing, and Charles Zerner. 2005. *Communities and conservation: Histories and politics of community-based natural resource management*. Globalization and the environment. Walnut Creek, CA: AltaMira Press.
- Brownlee, Jamie. 2005. *Ruling Canada: Corporate cohesion and democracy*. Black Point, N.S.: Fernwood Pub.
- Butler, Judith. 2004. *Undoing gender*. New York, NY: Routledge.
- Cai, Yongshun. 2010. *Collective resistance in china: Why popular protests succeed or fail*. Studies of the Walter H. Shorenstein asia-pacific research center. Stanford, Calif.: Stanford University Press.
- Cameron, Kelti, Meera Karunanathan, Stuart Trew, Council of Canadians, and Canadian Electronic Library. 2011; 2010. *Public water for sale, how Canada will privatize our public water systems*. Ottawa, Ont.: Council of Canadians,
- Canadian Council of Chief Executives. 2003. *Security and prosperity: Toward a new Canada-united states partnership in north America : Profiles of the north American security and prosperity initiative (NASPI)*. S.I.: Canadian Council of Chief Executives.
- Cazdyn, Eric M., Imre Szeman, *After globalization*. Malden, Mass.: Blackwell Pub.,
- Chabal, Patrick. 1983. *Amílcar cabral: Revolutionary leadership and people's war*. African studies series. Vol. 37. Cambridge Cambridgeshire ; New York: Cambridge University Press.
- Chanter, Tina, and Ewa Płonowska Ziarek. 2005. *Revolt, affect, collectivity: The unstable boundaries of kristeva's polis*. SUNY series in gender theory. Albany: State University of New York Press.
- Chernomas, Robert, Council of Canadians, and Canadian Electronic Library. 2011; 2010. *Profit is not the cure 2010*. Ottawa, Ont.: Council of Canadians,

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## Appendix B

### Student and Community Partner Expectations Agreement

This resource will assist students and community partners participating in a Community Engaged Learning (CEL) experience to mutually agree on terms of their engagement. This document intends to guide students and community partners through the process of planning a project to ensure that all outcomes are achieved and deliverables are clarified and agreed upon. It is also intended to help students and community partners agree on the methods they will use to communicate with each other to guarantee successful completion of the CEL project. This document will be provided to the faculty member for the course so that they will be aware of the project details agreed upon between students and community partner and for assessment purposes.

Step 1 – Defining the Players		
Community Engaged Learning Course Name		
Faculty Member Name		
Community Partner Organization		
Community Partner Supervisor(s)		
Community Partner Supervisor(s) Contact Information	Address: Email Address: Phone Number:	
Names and Email Addresses of Western Students	Name	Email Address
Designated/Elected Student Liaison		
Community Engaged Learning Coordinator Name and Contact (circle/highlight the one that applies)	Anne-Marie Fischer (519) 661-2111 x89084 <a href="mailto:afisch8@uwo.ca">afisch8@uwo.ca</a>	Lisa Boyko (519) 661-2111 x81081 <a href="mailto:lboyko4@uwo.ca">lboyko4@uwo.ca</a>

**Step 2 – Setting the Terms of Engagement**

Location Where Student Work Will be Conducted	<input type="checkbox"/> At the community partner organization office <input type="checkbox"/> At Western University, or other off-site location <input type="checkbox"/> In the community (i.e., at events) <input type="checkbox"/> Other (please specify) _____
Methods for Communication	<input type="checkbox"/> In person-meetings <input type="checkbox"/> Telephone <input type="checkbox"/> Email <input type="checkbox"/> Online documents sharing (i.e. Google Docs, Dropbox)
In-Person Meetings (A below section [Step 5] ask partners to define meeting times in a communications plan)	Meetings will occur every ___ week(s) Meetings will take place at: _____ Meetings will be scheduled during the following days of the week and times: _____
In Order to Engage with the Community Partner Organization, Students Will Need to Fulfill the Following Requirements:	<input type="checkbox"/> Police Information Check (PIC) <input type="checkbox"/> Police Vulnerable Sector Check (PVSC) <input type="checkbox"/> Provide references to the organization <input type="checkbox"/> Provide a Resume or Curriculum Vitae to the organization <input type="checkbox"/> Attend an organization orientation <input type="checkbox"/> Sign a confidentiality agreement <input type="checkbox"/> Other (please specify) _____
Community Partner Orientation Date, Time and Location	

**Step 3 – Defining the Project**

<p><b>Project Description</b> Describe the project in 1-2 sentences.</p> <p>(e.g., create a resource booklet that compiles all the meal programs offered in London, ON every week)</p>	
<p><b>Project Outcomes</b> What outcomes for the community partner or community being served will students be contributing to?</p> <p>(e.g., people living in poverty will have a comprehensive resource that will allow them greater access to community resources)</p>	
<p><b>Deliverables</b> What are the tangible items that will arise from this engagement?</p> <p>(e.g., resource booklet in PDF, web and print formats)</p>	
<p><b>Project Success</b> What indicators will deem the engagement between the community and students a success for all involved?</p> <p>(e.g., students have shown up to all scheduled meetings, deliverables were produced with high quality, understanding of a particular issue is increased for community partner)</p>	



**Step 4 – Planning for Success**

Once the project description, goals, and deliverables have been outlined, it should be clear to the project team what they are setting out to do. The purpose of the project plan is to take the high-level “wants” of the project from Step 3 and break them down into manageable tasks.

The quickest route to an *unsuccessful* project is to ignore the planning step. Planning your project ahead of time will make sure the work stays on task, is delivered on time, and meets the goals you have identified.

**Tasks** refer to the individual components of the project that will contribute to the achievement of desired outcomes.

**Person Responsible** refers to the student who has committed to completing a particular task that will eventually fold into the larger project.

**Deadline** allows project tasks to be completed in a timely fashion so to allow other components of the project to move forward.

Task	Person Responsible	Deadline
i.e. students create storyboard for video	Sally Mustang John Doe	October 21, 20XX
i.e. students conduct interviews with community members	All students	November 3, 20XX

**Step 5 – Monitoring the Work**

Above, the students and community partner have agreed on the methods they will use to communicate with each other. The following table will allow students and the community partner to determine the frequency and methods of communication for the duration of the project.

Date/Frequency	Team Member	Method	Description
Specific date or weekly/biweekly	Who will be communicating	In person, email, phone, etc.	What will be communicated with project leader
October 26, 20XX	John Doe	In person	Present storyboard and discuss possible changes and next steps
Biweekly	All	Email	Send quick email to provide update on the status of assigned tasks

**Other Project Notes**

Other elements of the project that should be discussed include: special meetings or events that students would be required to attend, opportunities to extend elements of the project outside of the time frame of the students' engagement, community partner would like to include the CEL engagement in an upcoming news story, etc.

**Other Project Notes**

E.g., Project team members should attend our Fall all-staff meeting to introduce themselves and the project to the organization (September 18, 20XX)

- 1.
- 2.
- 3.
- 4.

Upon completing the *Student and Community Partner Expectations Agreement*, both the community partner and students will have a clear understanding of the expectations for the project and all parties during the CEL engagement. . If all parties agree on the terms discussed and provided in this agreement document, please indicate so by signing your name below:

**Community Partner Supervisor** \_\_\_\_\_ Print Name: \_\_\_\_\_

**Students** \_\_\_\_\_ Print Name: \_\_\_\_\_

\_\_\_\_\_ Print Name: \_\_\_\_\_

\_\_\_\_\_ Print Name: \_\_\_\_\_

\_\_\_\_\_ Print Name: \_\_\_\_\_

\_\_\_\_\_ Print Name: \_\_\_\_\_

\_\_\_\_\_ Print Name: \_\_\_\_\_

\_\_\_\_\_ Print Name: \_\_\_\_\_

**Faculty Member** \_\_\_\_\_ Print Name: \_\_\_\_\_

## Appendix C

### Reporting Periods for myEL.uwo.ca

#### Fall Term 2014

Reporting Periods for Students	Reports Generated and Sent to Faculty
Monday, September 15 <sup>th</sup> – Friday, September 26 <sup>th</sup>	Tuesday, September 30 <sup>th</sup>
Monday, September 29 <sup>th</sup> to Friday October 10 <sup>th</sup>	Tuesday, October 14 <sup>th</sup>
Monday, October 13 <sup>th</sup> to Friday October 24 <sup>th</sup>	Tuesday, October 28 <sup>th</sup>
Monday, October 27 <sup>th</sup> to Friday November 7 <sup>th</sup>	Tuesday, November 4 <sup>th</sup>
Monday, November 10 <sup>th</sup> to Friday November 21 <sup>st</sup>	Tuesday, November 11 <sup>th</sup>
Monday, November 24 <sup>th</sup> to Friday December 5 <sup>th</sup>	Tuesday, December 9 <sup>th</sup>
Monday, December 8 <sup>th</sup> to Friday December 19 <sup>th</sup>	Tuesday, December 23 <sup>rd</sup>

#### Winter Term 2015

Reporting Periods for Students	Reports Generated and Sent to Faculty
Monday, January 5 <sup>th</sup> to Friday January 16 <sup>th</sup>	Tuesday, January 20 <sup>th</sup>
Monday, January 19 <sup>th</sup> to Friday January 30 <sup>th</sup>	Tuesday, February 3 <sup>rd</sup>
Monday, February 2 <sup>nd</sup> to Friday February 13 <sup>th</sup>	Tuesday, February 17 <sup>th</sup>
Monday, February 16 <sup>th</sup> to Friday February 27 <sup>th</sup>	Tuesday, March 3 <sup>rd</sup>
Monday, March 2 <sup>nd</sup> to Friday March 13 <sup>th</sup>	Tuesday, March 17 <sup>th</sup>
Monday, March 16 <sup>th</sup> to Friday March 27 <sup>th</sup>	Tuesday, March 31 <sup>st</sup>
Monday, March 30 <sup>th</sup> to Friday April 10 <sup>th</sup>	Tuesday, April 13 <sup>th</sup>

**NOTE:** Students will have until midnight on the Monday after the reporting period to submit their report for the 2 week block. There will be no exceptions for students completing these late due to the high volume of CEL students, courses and faculty.

All students in the CEL program will not begin their engagements with their partners at the same time, but are expected to report any of their CEL activities within the appropriate reporting period.

## Appendix D

## STUDENT EXPERIENTIAL LEARNING AGREEMENT

Between Western University [indicate departments where relevant] & the Student Participant

IN CONSIDERATION OF being permitted to participate in an Experiential Learning placement, project or other activity (“the Experiential Learning Opportunity”) with [Community Partner] “Community Partner Organization”, I agree as follows:

1. I understand the scope of the activities in which I will be involved with my Community Partner Organization. I also understand that if I have any questions about those activities, it is my responsibility to contact staff in the Student Success Centre or [name of Faculty Member] to obtain clarification.
2. I shall comply with the agreed expectations and requirements set out in the “*Community Partner and Student Expectations*” and retain a copy of that document during my activities.
3. I must maintain regular communication with my assigned supervisor at my Community Partner Organization and follow his or her directions at all times.
4. I must attend all orientation or training activities required by my Community Partner Organization and comply with its policies and rules. If I have any questions about the policies and rules it is my responsibility to seek clarification from the supervisor or other staff at the Community Partner Organization.
5. While engaged in the Experiential Learning Opportunity I shall:
  - Be punctual and conscientious in my attendance for any required meetings
  - Perform tasks associated with my assigned activities in an efficient and competent manner
  - Conduct myself in a professional manner, with dignity, courtesy, and consideration for others, understanding that I am an ambassador of Western University during these activities
  - Give advance notice to my Community Partner Organization supervisor and the faculty/staff coordinator at Western University if I determine that I will be unable to complete a project or placement for any reason
  - Accept and welcome feedback from staff at the Community Partner Organization, the Student Success Centre, and from my instructor (if applicable)
  - Update my CEL Hours Log on [myCEL.uwo.ca](http://myCEL.uwo.ca) every (2) two weeks for the duration of the Experiential Learning Opportunity.
6. It is my responsibility to arrange my own transportation to and from my Community Partner Organization.
7. I shall immediately notify my supervisor at my Community Partner Organization and my faculty/staff coordinator at Western of any problems, emergencies and or possible safety hazards of which I become aware of during my activities.

8. I understand that during the activities I may have access to personal information of others and confidential information of my Community Partner Organization. I understand that I must comply with the rules of the Community Partner Organization with respect to the use of such information and that misuse of this information may result in immediate termination of my activities at my Community Partner Organization and/or legal action against me.

9. I understand that it is my responsibility to fulfill any academic requirements (e.g., assignments) associated with these activities and I understand that failure to do so may have academic consequences. If I have any questions about those academic requirements it is my responsibility to contact my course instructor.

10. I understand that if I fail to comply with the policies and rules of my Community Partner Organization or the directions of my supervisor, or if my conduct is unacceptable, the University will be notified and my Community Partner Organization may require me to leave its site and refuse to allow me to complete the assigned activities. A full report will be provided to the University.

11. I agree to be accountable for my own actions. I acknowledge that I am subject to the University's *Code of Student Conduct* during the Experiential Learning Opportunity. I also understand that the University may terminate the Experiential Learning Opportunity at any time if it has reason to believe that I have not complied with this Agreement or have otherwise breached the *Code*.

12. I understand that early termination of the Experiential Learning Opportunity may affect my ability to complete the academic requirements of a course.

13. Upon request, I agree to provide feedback to the Student Success Centre about my Experiential Learning Opportunity.

\_\_\_\_\_  
Student Participant: [Insert Name]

\_\_\_\_\_  
Witness: [Insert Name]

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff Coordinator, Western University

\_\_\_\_\_  
Date

## Appendix E

### Community Partner Evaluation

Thank you for taking the time to evaluate the students who worked with you this term in a community project. As you are aware, these community projects were undertaken as part of a course, for which each student will receive credit. Therefore, as the students' community supervisor, it is important for us to understand the impact of our students on your organization. Please see the attached rubric, which will help you assess the students' contribution on a group and individual level and please award points as appropriate, first for the entire group, and then also for each individual student. The maximum a student is able to receive is 15 points.

**Course:**

**Name of Community Partner Organization and Community Supervisor:**

Group Mark (this mark will represent the impact of the student group as a whole)	
Area of Assessment	Points Rewarded (per rubric)
Engagement with Project	
Information Gathering, Selecting and Evaluating	
Depth of Critical Thought & Relevance to Course Content	
Accountability	
Deliverables	
<b>Total Group Assessment</b>	____/15

**Comments:**

Individual Student Mark Student Being Assessed: (Please Type Name Here)	
Area of Assessment	Points Rewarded (per rubric)
Engagement with Project	
Information Gathering, Selecting and Evaluating	
Depth of Critical Thought & Relevance to Course Content	
Accountability	
Deliverables	
<b>Total Individual Assessment</b>	____/15

**Comments:**

	Poor (0Poor marks)	Average (1 point)	Good (2 points)	Exemplary (3 points)
<b>Engagement with Project</b>	Student(s) showed no evidence of interest in the project or program and as a result was disengaged.	Student(s) showed minimal engagement with the project or program but did contribute to the project or program.	Student(s) showed interest in the project or program and did what was expected.	Student(s) showed great enthusiasm in the project/program and went above and beyond the expectations set out for them.
<b>Information Gathering, Selecting and Evaluating</b>	Student(s) gathered information that lacked relevance, quality, and depth.	Student(s) gathered information from a limited range of resources and displayed minimal effort in selecting quality resources.	Student(s) gathered information from a sufficient range of sources and the information was relevant to the project.	Students gathered information from a wide variety of resources. All sources are relevant and there is evidence that critical thought has gone into the appropriate selection of resources and information to complete the project.
<b>Depth of Critical Thought &amp; Relevance to Course Content</b>	Student(s) did not demonstrate a great level of critical thought in the project. There was little evidence that students used discipline-specific knowledge acquired in their course to apply to the project.	It was evident that student(s) could see the connection to their discipline-specific knowledge acquired in their course, but they demonstrated minimal critical thought in engaging with the project and the issues.	Student(s) demonstrated a great deal of critical thought in their ability to make links between their community work and their discipline-specific knowledge acquired in their course.	Student(s) showed great evidence that they were making links between their community work and the discipline-specific knowledge acquired in their course . Student(s) generated ideas, and were always excited to push concepts further.
<b>Accountability</b>	Student(s) were not very reliable in their communications and follow up with the community partner. (i.e. did not show up for meetings, cancelled meetings, left significant gaps in time between communications)	Student(s) provided information and connected with the community partner only when asked.	Student(s) successfully attended all meetings, met project benchmarks, updated the supervisor on their progress, and were reliable to work with.	Student(s) went above and beyond what was required of them, and demonstrated eagerness in connecting with the community partner and engaging with the staff and/or volunteers of the organization, talking about project progress, and contributing in a meaningful way.
<b>Deliverables</b>	The deliverables that were agreed upon at the beginning of our engagement were never received by the organization.	The deliverables that were agreed upon at the beginning of our engagement were received, but not of high quality and not useful to the organization.	The “final product” is of good quality and a benefit to the community partner organization and will be used in a meaningful way.	The “final product” of the student(s’ work surpassed the expectations of the partner and will be used in a meaningful way.



## Community Engaged Learning at Western

### Assessment Considerations for Faculty

The Community Engaged Learning Team at Western is dedicated to supporting faculty in their assessment of the Community Engaged Learning portions of their courses. This resource is intended to provide faculty with some ideas of ways they can assess student learning and evaluate their CEL component of the course. The Community Engaged Learning Team recommends 5 places within a CEL course for which a student can be assessed:

- 1) Weekly Hours Logs in myEL.uwo.ca
- 2) Student and Community Partner Expectations Agreement
- 3) Reflection
- 4) Community Partner Assessment
- 5) Student Participation and Engagement

### Weekly Hours Logs (myEL.uwo.ca)

**myEL.uwo.ca** (EL = Experiential Learning) is an application that has been built within CareerCentral (westerncareercentral.ca) to allow students to track and report on their community contributions. myEL.uwo.ca allows Community Engaged Learning at Western to create a record of student contributions to our local and global communities and for faculty to ensure that students are actively engaged in their CEL.

All students have access to CareerCentral using their Western ID. Students are asked to report their hours through myEL.uwo.ca on a bi-weekly basis. The reporting periods span from the Monday of Week 1 through to the Friday of Week 2 of the reporting period. Reporting periods for the terms can be found below. Reports will be generated from the system the following Tuesday and provided to faculty by the Team Assistant for CEL @ Western in order to allow them to keep track of their students' Community Engaged Learning.

If the myEL.uwo.ca Hours Logging will be a requirement of your course, it should be reflected in the course syllabus. This can be a stand-alone requirement or incorporated into the students' participation mark. A recommended weighting of these Hours Logs is 3-5%. It is also suggested that the reporting periods and the date that reports are due show up in the course outline.

#### Fall Term 2014

Reporting Periods for Students	Reports Generated and Sent to Faculty
Monday, September 15 <sup>th</sup> – Friday, September 26 <sup>th</sup>	Tuesday, September 30 <sup>th</sup>
Monday, September 29 <sup>th</sup> to Friday October 10 <sup>th</sup>	Tuesday, October 14 <sup>th</sup>
Monday, October 13 <sup>th</sup> to Friday October 24 <sup>th</sup>	Tuesday, October 28 <sup>th</sup>
Monday, October 27 <sup>th</sup> to Friday November 7 <sup>th</sup>	Tuesday, November 4 <sup>th</sup>
Monday, November 10 <sup>th</sup> to Friday November 21 <sup>st</sup>	Tuesday, November 11 <sup>th</sup>
Monday, November 24 <sup>th</sup> to Friday December 5 <sup>th</sup>	Tuesday, December 9 <sup>th</sup>
Monday, December 8 <sup>th</sup> to Friday December 19 <sup>th</sup>	Tuesday, December 23 <sup>rd</sup>



## Winter Term 2015

Reporting Periods for Students	Reports Generated and Sent to Faculty
Monday, January 5 <sup>th</sup> to Friday January 16 <sup>th</sup>	Tuesday, January 20 <sup>th</sup>
Monday, January 19 <sup>th</sup> to Friday January 30 <sup>th</sup>	Tuesday, February 3 <sup>rd</sup>
Monday, February 2 <sup>nd</sup> to Friday February 13 <sup>th</sup>	Tuesday, February 17 <sup>th</sup>
Monday, February 16 <sup>th</sup> to Friday February 27 <sup>th</sup>	Tuesday, March 3 <sup>rd</sup>
Monday, March 2 <sup>nd</sup> to Friday March 13 <sup>th</sup>	Tuesday, March 17 <sup>th</sup>
Monday, March 16 <sup>th</sup> to Friday March 27 <sup>th</sup>	Tuesday, March 31 <sup>st</sup>
Monday, March 30 <sup>th</sup> to Friday April 10 <sup>th</sup>	Tuesday, April 13 <sup>th</sup>

**NOTE:** Students will have until midnight on the Monday after the reporting period to submit their report for the 2 week block. There will be no exceptions for students completing these late due to the high volume of CEL students, courses and faculty. All students in the CEL program will not be beginning their engagements with their partners at the same time, but are expected to report any of their CEL activities within the appropriate reporting period.

### Student and Community Partner Expectations Agreement

The *Student and Community Partner Expectations Agreement* is intended for students and community partners to mutually agree on terms of their engagement. This document guides students and community partners through the process of planning a project to ensure that all outcomes are achieved and deliverables are clarified and agreed upon. It is also intended to help students and community partners agree on the methods they will use to communicate with each other to guarantee successful completion of the CEL project. It would be the preference of CEL at Western that all students and their community partners engage in this activity and that the faculty member signs off on this document as a course component. If this is incorporated into the assessment activities, it is recommended that this is weighted at 3-5% of the entire course grade.

The agreement can be found in *Appendix B* of the Implementation Considerations for Faculty document.

### Reflection

Reflection is an important part of the pedagogy of Community Service Learning, and is also a helpful tool to engage students in a deep learning during all Community Engaged Learning activities. The Canadian Alliance for Community Service Learning defines reflection as “a thoughtful and thought-provoking process that consciously connects learning with experience” (Canadian Alliance for Community Service Learning).

Community Engaged Learning at Western has identified various themes in the literature about reflection and through the experience of engaging students in reflection. These themes are:

- Reflection is a deliberate emotional and intellectual process
- Reflection requires learners to be self-aware and willing to engage in introspection
- Reflection allows those engaged to draw upon acquired knowledge and information
- Reflection involves the critical evaluation of an experience
- Reflection allows one to analyze his or her own understanding of the world
- Reflection aids the learner in producing rational thought and use this to inform current and future action

### Timing Reflection

Reflection is most effective when it is conducted at several points throughout the term:

- **Reflection Before Service (“Pre-reflection”)**– This will allow students to explore assumptions they have about the community and the issues to be addressed in the course, and identify gaps in understanding will assist students in processing their service experience as they experience it.
- **Reflection During Service** – This allows students to be observant, thoughtful, and prepared to notice how their experience relates to their initial assumptions and expectations. The student will also be able to draw upon discipline-based academic knowledge as he/she comes in contact with complex social issues and use this knowledge as a resource to help resolve the complexities.
- **Reflection After Service** – This gives students an opportunity to consolidate their learning over the course of the service experience and examine where one’s own learning has occurred throughout the process. Students are also given the opportunity to understand their future courses of action in regards to the implications of their learning or for further development of their own civic engagement

### Methods of Reflection

There are four main modes through which reflection exercises can occur. The unique thing about Reflection is that there is no “right or wrong” way to reflect. Reflection exercises can be highly structured and academic, or can also leave room for creativity and expression through a variety of media. Depending on the type of reflective assignment and how many you choose to use, the weight percentage will change.

- **Telling:** This involves students orally reporting their experience to others. The individual doing the telling has the benefit of enhancing his/her own understanding of their service-experience through communicating it to others.  
Methods of assessment that involve telling include class presentations, leading discussion groups, storytelling, teaching a class, etc. *(A rubric for evaluating presentations is appended at the end of the document).*

- **Activities:** Activities can take on a variety of forms and are designed to appeal to a variety of learning styles. This is an experiential way of reflection and can include a wide variety of exercises (i.e. role playing, interviewing classmates).  
Methods of assessment that involve activities include creating films, conducting interviews, making photo journals, role playing, and various forms of artistic expression.
- **Reading:** Readings from a variety of sources can help contextualize a student's experience. It allows students to develop their own thoughts and beliefs about their service experience by considering multiple viewpoints.  
Sources for reflective readings can include case studies, government/public documents, non-academic publications, blogs, professional journals, newspaper/media articles, and agency materials.
- **Writing:** Writing exercises allow students to refine their writing skills and assists in the organization of thoughts in order to make coherent arguments. It also generates a permanent record of one's service experience. Writing assignments can be self-directed by students or the instructor can provide guided questions on which the student to reflect.  
Methods of assessment that involve writing include reflective journals, reflective essays, blogs, portfolios/e-Portfolios, analysis/position papers, press releases, and letters to self/policy makers/media. *(A rubric for evaluating reflective journals is appended at the end of the document).*

#### Tips for Assessing Reflection

- **Effective Structure** – ensure that reflection activities are designed appropriately to target specific outcomes (i.e. civic, personal, academic)
- **Create a Safe Learning Environment** – arrange your learning environment in such a way that the learner feels that they are in an environment where they feel secure and confident and that the environment is without threats, intimidation and pressure.
- **Build the scaffolding** – Acknowledge the role of emotions in Community Service Learning. Provide students with tools, supports and outlets to help them sort out their thoughts and emotions.
- **Explain Your Rationale** – Help students understand the importance of continuous reflection and help them understand how they will be impacted through reflection.
- **Invest in Your Students** – Community Service Learning is ineffective if the faculty member does not invest in his or her students' experience and reflections. Make the commitment that you will provide students opportunities to share their experience and ask questions that seek to bring out learning in students.

## Community Partner Assessment

Since the community partners play one of the most important roles in Community Engaged Learning, faculty members may consider having the community partner weigh in on student assessment. The Community Engaged Learning Team has developed a rubric that can be used to collect community partner assessment of student performance based on Engagement with Project; Information Gathering and Selection; Depth of Critical Thought and Relevance to Course Content; Accountability; and Deliverables. This includes a group assessment and an individual assessment. The CEL team recommends that if faculty choose to incorporate the Community Partner assessment, that it is weighted at around 10% of the course evaluation.

The rubric can be found in *Appendix E* of the Implementation Considerations for Faculty document.

## Student Participation and Engagement

Community Engaged Learning can sometimes pose difficulties for assessment, as some learning that students undertake is difficult to quantify for assessment purposes. However, it is possible for the faculty to assess participation and engagement of students based on the following criteria: Application of Course Material and Content to Real-world Contexts/Analysis of knowledge, Commitment to Reflective Practice, Contribution to the Project, Commitment to Social Responsibility and Civic Engagement, and Understanding and Tolerance of Diversity. Student participation and engagement can be marked in addition to reflective assignments and/or community partner assessments or it can be used as the main form of CEL assessment depending on the desires of the instructor and the form of CEL engagement. The weight percentage associated with Student Participation and Engagement can vary depending on how else you choose to assess students' CEL engagement. (*A rubric for assessing Student Participation and Engagement is appended at the end of this document*).

## Consult Your CEL Coordinator

Determining your methods of assessment, evaluative criteria, and weighting of assessments can be a challenge with CEL courses. We recommend you consult with your designated CEL Coordinator to discuss options that best fit with the CEL form of engagement and your personal assessment preferences.

**ASSESSMENT RUBRIC – Reflection Journals**

The following rubric is intended to assess the depth of learning through reflective writing.

	<i>Poor</i> (0 marks)	<i>Fair</i> (X marks)	<i>Good</i> (X marks)	<i>Excellent</i> (X marks)	<i>Exceeds Requirements</i> (X marks)
Ideas and Content	Does not demonstrate an ability to generate ideas or relate to course content to community context.	Relates course content to community context but does not provide new and unique content.	Relates course content to community context and presents new and unique ideas to highlight connections.	Indicates an excellent grasp on course content, and is able to both apply and evaluate its connection to the community context.	Went above and beyond to apply new ideas and content in their community context beyond what was required of the assignment.
Organization and Evidence of Rigour	Not all material was relevant nor was it presented in an organized or consistent fashion.	Appropriate materials were included but not presented in an organized or consistent fashion.	Relevant material was provided and information was presented in a manner that could be easily read and understood.	Relevant material was effectively presented in a consistent and logical format such that it was easily read and understood, but also compelling and persuasive.	Material was presented in a compelling, persuasive, and well-organized fashion and learning was pushed further through additional inquiry and demonstration of curiosity.
Language and Communication	Ideas and concepts were not communicated clearly and journal contained many oral or written grammatical/spelling errors.	Contained some oral or written grammatical/spelling errors and some poor language/vocabulary choices.	Ideas and concepts were communicated using appropriate language and proper grammar and spelling.	Ideas and concepts were clearly communicated in an effective and engaging manner, using appropriate language and proper grammar and spelling.	Entries used impeccable grammar and spelling with carefully chosen vocabulary to communicate ideas.
Reflective Thinking	Does not demonstrate the ability to reflect on one’s community engagement.	<i>Experiments</i> with reflective practice but is unable to recognize the impact of their community engagement.	<i>Participates</i> in reflective practice and recognizes the impacts of their community engagement on all involved.	Demonstrates <i>engagement</i> with principles of reflection and takes an active approach in making connections and understanding the impacts of their engagement.	Demonstrates <i>initiative</i> to actively reflect on own actions and engagement on a continuous basis, without need for prompting.
Understanding and Tolerance of Diversity	Does not express personal attitudes or beliefs and not does recognize those of others.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and their traits.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and their traits.	Reflects on how own attitudes and beliefs are different from those of other and communities. Exhibits curiosity about what can be learned from diversity of communities and their traits.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities. Promotes others' engagement with diversity.

**ASSESSMENT RUBRIC – Presentations**

The following rubric is intended to evaluate student presentations relating to their Community Engaged Learning experience and/or project.

	Poor (0 marks)	Fair (X marks)	Good (X marks)	Excellent (X marks)	Exceeds Requirements (X marks)
Ideas and Content	Does not demonstrate an ability to generate ideas or relate to course content to community context.	Relates course content to community context but does not provide new and unique content.	Relates course content to community context and presents new and unique ideas to highlight connections.	Indicates an excellent grasp on course content, and is able to both apply and evaluate its connection to the community context.	Went above and beyond to apply new ideas and content in their community context beyond what was required of the assignment.
Contribution to the Project	No evidence that student contributed to the completion of the presentation.	Student put forth minimal effort to the presentation and only contributed some content toward its completion.	Student completed the components of the presentation designated to them by their group.	Student not only completed their designated components of the presentation, but assisted group members with their sections and participated in the consolidation of presentation components.	Student completed all of their designated components of the presentation, assisted group members with their sections, and acted as the group leader by consolidating and editing all presentation components for completion.
Organization and Evidence of Rigour	Not all material was relevant nor was it presented in an organized or consistent fashion.	Appropriate materials was included but not presented in an organized or consistent fashion.	Relevant material was provided and information was presented in a manner that could be easily read and understood.	Relevant material was effectively presented in a consistent and logical format such that it was easily read and understood, but also compelling and persuasive.	Material was presented in a compelling, persuasive, and well-organized fashion and learning was pushed further through additional inquiry and demonstration of curiosity.
Language and Communication	Ideas and concepts were not communicated clearly and presentation slides contained many grammatical and spelling errors.	Presentation contained some poor language and vocabulary choices. Presentation slides also contained some grammatical and spelling errors.	Ideas and concepts were presented using appropriate language and presentation slides contained proper grammar and spelling.	Ideas and concepts were clearly communicated in an effective and engaging manner, using appropriate language and presentation slides contained proper grammar and spelling.	Presentation was communicated using impeccable grammar, spelling with carefully chosen vocabulary for the audience to which it was delivered.
Delivery	No evidence of practice or planning of presentation; no engagement with audience.	Student prepared a presentation but did not rehearse or attempt to engage with the audience.	Student prepared a good presentation and delivered it to the audience in a clear and effective manner.	Student created a visually pleasing presentation and engaged the audience through compelling content and an active presentation style.	Student created a flawless and visually-pleasing presentation and took extra steps to engage the audience through interactive activities, asking questions, etc. Students, presentation style captivated the audience.



**ASSESSMENT RUBRIC – Student Participation and Engagement**

The following rubric is intended to be a reflection on the students’ overall engagement and participation in all aspects of the course throughout the term.

	<i>Poor</i> (0 mark)	<i>Fair</i> (X marks)	<i>Good</i> (X marks)	<i>Excellent</i> (X marks)	<i>Exceeds Requirements</i> (X marks)
Application of Course Material and Content to Real-world Contexts/Analysis of knowledge	Does not demonstrate the ability to connect course content to community contexts.	Is able to <i>identify</i> how course content relates to community contexts.	Is able to <i>identify and apply</i> course content within community contexts.	Is able to <i>apply and evaluate</i> the connections between course content and community contexts.	Is able to <i>extend</i> knowledge relating to course content and community contexts and offer alternative perspectives beyond those studied in class.
Commitment to Reflective Practice  (Note, this point of assessment is appropriate only when reflective activities are a core component of the course)	Does not demonstrate the ability to reflect on one’s community engagement.	<i>Participates in experimentation</i> with reflective practice but is unable to recognize the impact of the their community engagement.	<i>Participates</i> in reflective practice and recognizes the impacts of their community engagement on all involved.	Demonstrates <i>engagement</i> with principles of reflection and takes an active approach in making connections and understanding the impacts of their engagement.	Demonstrates <i>initiative</i> to actively reflect on own actions and engagement on a continuous basis, without need for prompting.
Contribution to the Project	No evidence that student contributed to the completion of the project.	Student put forth minimal effort to the project and only contributed some content toward the project’s completion.	Student completed the components of the project designated to them by their group and met specified deadlines.	Student not only completed their designated components of the project by the specified deadlines, but assisted group members with their components and actively participated in the consolidation of project components.	Student completed all of their designated components of the project, assisted group members with their project components, and acted as the group leader by consolidating and editing all of the project components for completion.
Commitment to Social Responsibility and Civic Engagement  (Note, this point of assessment is appropriate only when social responsibility and civic engagement are a core outcome of the course)	Provides no evidence of her/his experience in civic engagement activities and does not connect experiences to civic identity.	Provides little evidence of her/his experience in civic engagement activities and does not connect experiences to own civic engagement and social responsibility.	Involvement in civic engagement is generated from expectations or course requirements rather than from a personal sense of civic engagement and social responsibility.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about him or herself as it relates to their growing sense of civic engagement and social responsibility.	Provides evidence of experience in civic engagement activities and describes what she/he has learned about him or herself as it relates to a reinforced and clarified sense of civic engagement and social responsibility.
Understanding and Tolerance of Diversity	Does not express personal attitudes or beliefs and not does recognize those of others.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and their traits.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and their traits.	Reflects on how own attitudes and beliefs are different from those of other and communities. Exhibits curiosity about what can be learned from diversity of communities and their traits.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities. Promotes others' engagement with diversity.

**APPENDIX TO UNDERGRADUATE COURSE OUTLINES  
DEPARTMENT OF POLITICAL SCIENCE**

**Prerequisite checking - the student's responsibility**

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

**Essay course requirements**

With the exception of 1000-level courses, most courses in the Department of Political Science are essay courses. Total written assignments (excluding examinations) will be at least 3,000 words in Politics 1020E, at least 5,000 words in a full course numbered 2000 or above, and at least 2,500 words in a half course numbered 2000 or above.

**Use of Personal Response Systems ("Clickers")**

"Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning.

Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence."

**Security and Confidentiality of Student Work** (refer to current *Western Academic Calendar*

<http://www.westerncalendar.uwo.ca/>)

"**Submitting or Returning Student Assignments, Tests and Exams** - All student assignments, tests and exams will be handled in a secure and confidential manner. Particularly in this respect, leaving student work unattended in public areas for pickup is not permitted."

**Duplication of work**

Undergraduate students who submit similar assignments on closely related topics in two different courses must obtain the consent of both instructors prior to the submission of the assignment. If prior approval is not obtained, each instructor reserves the right not to accept the assignment.

**Grade adjustments**

In order to ensure that comparable standards are applied in political science courses, the Department may require instructors to adjust final marks to conform to Departmental guidelines.

**Academic 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 the following Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>."



## Submission of Course Requirements

ESSAYS, ASSIGNMENTS, TAKE-HOME EXAMS **MUST** BE SUBMITTED ACCORDING TO PROCEDURES SPECIFIED BY YOUR INSTRUCTOR (I.E., IN CLASS, DURING OFFICE HOURS, TA'S OFFICE HOURS) OR UNDER THE INSTRUCTOR'S OFFICE DOOR.

THE MAIN OFFICE DOES NOT DATE-STAMP OR ACCEPT ANY OF THE ABOVE.

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

Students registered in Social Science should refer to <http://counselling.ssc.uwo.ca/> <http://counselling.ssc.uwo.ca/procedures/havingproblems.asp> for information on Medical Policy, Term Tests, Final Examinations, Late Assignments, Short Absences, Extended Absences, Documentation and other Academic Concerns. Non-Social Science students should refer to their home faculty's academic counselling office.

## Plagiarism

"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).

**Plagiarism Checking:** "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> )."

**Multiple-choice 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."

Note: Information excerpted and quoted above are Senate regulations from the Handbook of Scholarship and Academic Policy. <http://www.uwo.ca/univsec/handbook/>

### PLAGIARISM\*

In writing scholarly papers, you must keep firmly in mind the need to avoid plagiarism. Plagiarism is the unacknowledged borrowing of another writer's words or ideas. Different forms of writing require different types of acknowledgement. The following rules pertain to the acknowledgements necessary in academic papers.

**A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.**

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of publication, and page number.

Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

**B. In adopting other writers' ideas, you must acknowledge that they are theirs.**

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Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases in their suspension from the University.

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