As we look to many parts of the world, we may have cause to worry: democracy is under duress, inequality is rising, and extremists are in some places resurgent. We might argue that social malaise happens partly when people are economically and politically disempowered. And so, we can ask: how can service—broadly defined—be a part of restoring and revitalizing political, economic, and natural circumstances?

This service-learning course aims to provide PCJ students with a semester of experiential learning, and with the tools to make the most of their work with a partner organization. Students will be placed in teams assigned to community non-governmental organizations (NGOs), and these teams will be tasked to design and implement projects that will benefit the NGOs. Students are asked to apply their accumulated and growing education in PCJ to the “real world” of a Toronto NGO. It is earnestly hoped that these experiences will benefit students and partner organizations alike, and that some students may be inspired by their experiences to look to the not-for-profit sector for careers; and/or to commit to community activism throughout their adult lives.

Reading to be completed before the start of each class. Follow links and/or find readings on Quercus.

Find texts on Quercus and/or by following links to UT Library. Link won’t open? You might need to be logged into the Library with your UTOR id first. Still won’t open? Go to https://onesearch.library.utoronto.ca/ and enter the title.
Calendar:

January 9 (Thursday), by 2PM. Placements Paper due. Submit hard copy to main desk, South wing, Munk School of Global Affairs, 1 Devonshire Pl. The staff will date/time stamp your submission and place it in instructor’s mailbox. E-mailed submissions will be deleted. If you cannot be on campus today, please have a friend or classmate help, or submit it earlier in the week.

January 10. Sorting self and society: introducing service learning
No readings.

January 17 Partnering up
NO CLASS MEETING TODAY: please visit partner organizations today with your team, if at all possible.

January 24. Group plans for service-learning: connecting to global civil society
Group plan of action due. To be submitted in writing, and discussed informally in class.


January 31. Capacities and Change

February 2 (Sunday) Mid-course reflection essay due. E-copy due before 11:59pm. Any day next week (Feb 3-7): submit hard copy in class, or to main desk, South wing, Munk School of Global Affairs, 1 Devonshire Pl.

February 7. Rethinking State and Society: Affect, Community, and Emergent Publics

February 14. Power and Publics: energy, participation, and community
Group reports today. Progress reports; each team to present to class (no written submission). Update class on progress made, difficulties encountered, advice sought, and goals. Each team will take a 5-10 minute turn. We hope to hear from all members of the team. These reports are should be informed (clear awareness of progress, difficulties, tasks undone), but informal (no PPT, no reading from scripts; just exchanging ideas with classmates).


February 21. Reading Week. (No classes scheduled. Feel free to meet with team and/or NGO)

February 28. Mobilizing Change Makers

Reading required, but NO CLASS MEETING TODAY: please use this day (or some other time this week) to meet with your NGO (or just use for team time, which ever is more appropriate).


March 6. Whose community is this?

Group reports today. Progress reports; each team to present to class (no written submission).

Update class on progress made, difficulties encountered, advice sought, and goals. Each team will take a 5-10 minute turn. We hope to hear from all members of the team. These reports are should be informed (clear awareness of progress, difficulties, tasks undone), but informal (no PPT, no reading from scripts; just exchanging ideas with classmates).


March 13. All together we bring it

NO CLASS MEETING TODAY: please visit partner organizations today with your team, if possible (or on another day earlier this week). Close to the end—time to bring it all together.

March 20. Group presentations to class

(Dress rehearsals of presentations to partner organizations.)

Please deliver a polished presentation at the front of the class. May include PowerPoint, or similar. Audience members: please provide positive feedback and constructive criticism.

Teams on this date: Matthew House, Soulpepper

March 27. Group presentations to class

(Dress rehearsals of presentations to partner organizations.)

Please deliver a polished presentation at the front of the class. May include PowerPoint, or similar. Audience members: please provide positive feedback and constructive criticism.

Teams on this date: Ve’ahavta, Development & Peace, Samara Centre for Democracy

April 3. Self assessments and critical futures

Feedback paper due. Please be prepared in class to share your personal thoughts on the service-learning experience.


April 6 (Monday) Partner evaluation due.

April 8 (Wednesday). Final reflection essay due online. Submit e-copy on Quercus by 11:59pm. Please submit a hard copy to main desk, South wing, Munk School of Global Affairs, 1 Devonshire Pl. The hard copy can be submitted through April 13 at about 4:30pm.
April 13. Deadline to submit any last materials (presentation PDFs, reports, personal statements, concerns, etc.)

Course marking:
Collaboration—with partner organizations and peers—is fundamental to this course, and a chief component of your success. We are tasked with making ourselves useful to some of Toronto’s leading NGOs: it is a privilege to serve them in their noble causes. Thus, each student is expected to be gracious, respectful, and generous with partner organizations. In group-work, each student is asked to find ways to contribute her ideas and talents, and to pool resources with her fellow PCIJ students. Students are expected to work an average of 5 or more hours each week on behalf their service-learning partner organizations.

- 1 Placements paper. Your personal preference for placement. Handout with instructions posted to Quercus. 5%
- Mid-course reflection paper, 750-1500 words, typed; see Reflection paper handout on Quercus. 10%
- 1 Group Plan of Action. Team submission: submit a plan of action for your partner organization. Working with the partner organization, define a set of clear, limited, and attainable goals for the semester. What will you accomplish? Set dates and deadlines. Delegate duties and roles. Each group to submit in writing. Show careful thought as the project itself and to how project will be achieved. 10%
- Class participation. Attendance and participation are both required for this course. Participation includes contributing to class discussions, group discussions, group exercises, and group reports by offering ideas and by actively listening. Participation may also include in-class ungraded writing, including writing in response to assigned readings. Please strive at all times to be collaborative, kind, supportive, focused, and enthusiastic. Absences and inappropriate device usage may impact this mark severely. 10%
- Partner evaluation: Assessment based on partner organization’s (e.g. NGO’s) confirmation that individual was a committed, respectful, well-informed, and engaged part of team; and based also on partner organization’s enthusiasm for the final project. 15%
- Final team presentation to partner organizations: 15% (including practice presentation in-class, followed by presentation to organization; submission of PPT or similar to instructor). See handout on Quercus.
- Feedback paper: a paragraph of constructive feedback for each peer in your group (with option not to share this feedback); plus a 500-750 words of personal reflections on your role in the team and your relationship to the partner organization. 15%
- Final reflection essay: participation and change. 750-1500 words, typed; see Final reflection paper handout on Quercus. 20%.

✓ Note on individual achievement. Students bring different talents and different levels of involvement to their courses at U of T. The instructor will try to be mindful that the class as a whole and each group is comprised of differently motivated and diversely skilled students. Each student, for her part, is asked to elevate the achievement of the class and of her group—to bring out the best in one another and do right by our community partners.
✓ Note on group achievement. Teams are asked to not only overcome differences in skills, work styles, and personality, but to make the most of these diverse traits. Slob and neat freak, extravert and introvert, dreamers and pragmatists, people from different backgrounds: try to bring out one another’s best, rather than gripe about differences. Similarly, you may have disagreements or contrasting styles from persons of the partner organization. Try not to dominate or be dominated, nor resign yourself to independent work: try to compromise, uplift, and collaborate.
✓ End of term round-ups are only awarded, not owed; based on courtesy in class (punctuality, device usage, chatting, etc.); and also positive response from peers and partner organizations.

Expectations, Policies, and Common Courtesy
Teamwork. Students are expected to meet with and/or carry out work on behalf of their team each week.
**Presence**: Students are expected to attend all classes. Each student is expected to have read and be prepared to discuss all required texts due that day. Each student should have the texts accessible in class. Note-taking is encouraged. Please be punctual and courteous. And please use devices only for class-related matters.

**Email Communication**: Emailing with your professor is a form of professional communication. Please write courteously and clearly. Many questions should first be addressed to peers. Posting a question to Quercus is most welcome, since your concern might be echoed and answered by others. Much of the time, your classmates can help you and you can help them. The instructor will also be a frequent contributor on Quercus.

**Office hours**: Students are always welcome but please be mindful of the fact that office hours are limited and that there are only so many hours to divide between numerous students.

**Accommodations**: The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or http://studentlife.utoronto.ca/accessibility. If you have religious scheduling concerns, please report these in the first or second week of class. I will do my utmost to respect disabilities and religious issues if they should arise.

**Missed tests or deadlines**: If you do become ill (or otherwise incapacitated) you must provide Dr. Clark with appropriate documentation. For medical exemptions, only an official U of T form signed by your physician will be accepted. A blank copy of the U of T medical certificate should be available on-line from the Arts and Science website (try this http://www.healthservice.utoronto.ca/pdfs/medcert.htm). For non-medical emergencies, please contact your college registrar, which may be able to provide a letter documenting your situation. Be aware that submitting a note which has been altered or obtained under false pretenses is considered a very serious offence by the University.

**PLAGIARISM.** While you may get lecture notes from other students for days when you are absent, the answers you submit must be your own independent work. Exercises in which duplication is detected will be severely penalized. For more details, see Academic Honesty; and the Code of Behaviour on Academic Matters in the UT Calendar for under the Code of Behaviour on Academic Matters. It is your responsibility to be familiar with this code, and adhere to it. By now you should be aware that the university expects your work to be done independently. Any attempt to gain undue advantage over your classmates by plagiarizing or other forms of cheating will be dealt with according to the Code of Behaviour on Academic Matters. If you have any questions about what is or is not plagiarism, please see www.Plagiarism.org.

**LATE EXERCISES**: (1) Late exercises will be penalized per calendar day, including weekends. Penalties are deducted from the mark on the assignment (not the student’s overall mark in the class). The penalty is 4% on the first day late, plus 1% per day thereafter including weekends and holidays. Late work may result in severe delays in marking.
Interdependence is and ought to be as much the ideal of man as self-sufficiency. Man is a social being. Without interrelation with society he cannot realize his oneness with the universe or suppress his egotism. His social interdependence enables him to test his faith and to prove himself on the touchstone of reality.

— Mahatma Gandhi —