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 PCI 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. In addition to helping their NGO with useful projects, it is hoped that some students may be inspired by their experiences to consider the not-for-profit sector for careers; and that all PCJ students will commit to community activism throughout their adult lives.

**Skills to cultivate this semester may include:** project management, research, team-building, consensus-building, mediation, report writing, and professional communication.

*No readings required for this course in 2021. You may opt to learn a bit more on your own about skills such as project management.*

**Calendar:**

**January 13** (Wednesday) **Placements Paper due online.** The earlier in the day the better. But due by 11:59pm, if you’re in a bind.

**January 15**  
**Sorting self and society: introducing service learning**  
Required class meeting:  
- introducing the class  
- Q and A about course  
- the Sorting Hat!  
- Break out into teams

**January 22**  
- Optional class meeting (overview of team plans of action)  
- Teams meet. If possible, meet with (or at least have set up meeting with) your NGO.  
- This is a big week, because you need to get up to speed rapidly and immediately start outlining your project.

**January 29**  
- **Team plan of action due.** To be submitted in writing (Quercus). Ideally completed before class time, but deadline is 11:59pm if you need it.

**February 5**  
[It’s the Year of the Ox! Happy New Year!]  
- Please coordinate around the Lunar New Year (e.g. work another day this week), if some team members will be on holiday.  
- No class meeting  
- Your projects are underway.

**February 12**  
- No class meeting.  
- February is your big month to really get a lot of the project complete

Feb 19. **Reading Week.**
Feb 26

- **Progress reports from the following teams: TBD**
  (Unmarked 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). Open to all students from all teams to attend, but not required.

Feb. 28 (Sunday) **Mid-course reflection due today** (by 11:59pm on Quercus)

March 5

- **Progress reports from the following teams: TBD**
  (see instructions above)
- It’s been over a month: we’re hoping you’ve done a lot already and are doing work that is going to be valued and utilized by your NGO.

March 12

- **Progress reports from the following teams: TBD**
  (see instructions above)
- It’s been over a month: we’re hoping you’ve done a lot already and are doing work that is going to be valued and utilized by your NGO.

March 19

- No class meeting.
- Last push! Dig deep to get those projects wrapped up.

March 26

- Optional class meeting: Q and A about final papers.
- Near the end now: put in the time now, so that your project is a success and so that you can use April for final exams, term papers, etc.

April 1 (Thursday)

- **Final papers due** (11:59pm on Quercus)

April 2. **Good Friday holiday**

April 9 **Final presentations, teams TBD.** (We’ll schedule
  - Please consider doing the same presentation for your NGO this afternoon!

April 12 (Monday) (make-up day due to Good Friday holiday). **Final presentations: teams TBD**
[Happy Ramadan!]
  - Progress reports from the following teams: TBD (Teams with Muslim members or members with a conflict on Mondays may want to request April 9th)
  - Please consider doing the same presentation for your NGO this afternoon!

April 13. **Final projects due.** Submit work on Quercus as a group (reports, PPT, web urls, etc.)

April X. **There is no final exam in PCJ362**
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 Team-work, each student is asked to find ways to contribute her ideas and talents, and to pool resources with her fellow PCJ 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%
- **1 Team 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 Team to submit in writing. Show careful thought as the project itself and to how project will be achieved. 10%
- **Mid-course reflection paper:** see Reflection paper handout on Quercus. 10%
- **Final paper** *(personal reflection on experience, NGO, team, and teammates).* 20%
- **Completed project:** 40% *(including practice presentation in-class, followed by presentation to organization; submission of PPT or similar to instructor).* See handout on Quercus.
- **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. [Students do not submit this: the instructor solicits this from each NGO], 15%
- **Optional extra documents:** Did you give feedback to your NGO in writing? Do you want to share medical illness forms to explain absences? Do you want to add any extra comments about your roles in class or on the team? Feel no pressure to submit any extra documents: this is just to note that there’s space for that. 0%, but could positively impact your final mark in the course.

**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 team 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 team—to bring out the best in one another and do right by our community partners.
Note on team 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 positive role in class response; e.g. positive reviews 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. For most teams this will take place on Fridays, during classtime, but possibly before/after class as well, depending on schedules. Fridays are a great day to devote to PCJ362 team and individual work, if you’re able.

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. My office hours will be on Zoom in Winter 2021. Please click on my Quercus profile pic to see office hrs. I can also set up appointments with teams on Wednesdays and Thursdays.

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.

Mental Health and Wellness


Are you in immediate danger? For Personal Safety - Call 911, then Campus Community Police*


Centre for International Experience Safety Abroad 416-946-3929.

*24/7/365; Campus Community Police can direct your call to the right service

Use of Technology

Course offerings at the University have moved online, creating new ways to connect and collaborate with your professors and peers. Like any professional organization, the Munk School expects all of its members to behave responsibly and with courtesy and respect for others when using technology. The Munk School is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another’s differences. Please read the University’s Student Code of Conduct and policy on the Appropriate Use of Information and Communication Technology.

Class Recordings

To facilitate learning, lecture recordings will be posted to Quercus. These recordings are intended to be used as a student study aid and are not a substitute for regular attendance. Recordings may not be reproduced or posted or shared anywhere other than the official course Quercus site and should only be used by students currently registered in the course. Recordings may be uploaded to students’ laptops for personal use. Students agree not to distribute lecture recordings via any distribution channels without permission from the instructor.

Students are encouraged to participate in online lectures, as you would in an in-person session. Should students wish not to be visible on video recordings, we recommend that you turn off your camera. Your voice, however, may be captured as an audio recording if you ask a question in class. If you have any concern about your voice being recorded, please speak to your instructor to determine an alternative means of participating.
Images:
(TOP) Activists with the Sunrise Movement—including Executive Director Varshini Prakash—occupy Nancy Pelosi’s office to demand that she and the Democrats act on climate change. (Rachael Warriner / Shutterstock) The Green New Deal Is This Generation’s Moon Shot (thenation.com)

(MIDDLE 1) Dorothy Day at a protest. Photograph from Bob Fitch Photography Archive / Department of Special Collections / Stanford University Libraries Casey Cep April 6, 2020Dorothy Day’s Radical Faith | The New Yorker

(MIDDLE 2) Elizabeth Wanjiru Wathuti is 24 and from Kenya. She is founder of the Green Generation Initiative. 3 young black climate activists in Africa trying to save the world | Greenpeace UK

(BOTTOM) Quote by Mohandas Gandhi

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 —