ARCAAP Adjudication Committee
Office of the Associate Dean, Students
Faculty of Arts
University of British Columbia

October 7, 2010

Re: Arts Research Course Abroad Award Program

To whom it may concern;

Please find enclosed an application for the ARCAAP program under the ‘advanced research international service-learning course’ section. This application reflects a strong collaboration between Dr. Dawn Currie, Department of Sociology, and Tamara Baldwin, Associate Director, Go Global International Service Learning. Dr. Neil Guppy, Head of Department of Sociology, enthusiastically supports this application.

Should you require further information please feel to contact either Dr. Dawn Currie or Tamara Baldwin.

Sincerely,

Dawn Currie, PhD
Professor, Sociology
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Tamara Baldwin
Associate Director, Go Global
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Proposed Abstract:

Sociology 435 uses service learning pedagogy to enhance course content through a related international service (volunteer) placement. The academic component of this course will run from January to April 2011, and again in September upon return from the service placements. The volunteer service will take place over a 12 week period from May-August and is coordinated by Go Global International Service Learning. For the summer 2011 placement, there are three partnerships that are best suited to the SOCI435 course: the Uganda Community Library Association, the Swaziland National Network of People living with HIV and AIDS, and the Guernavaca Center for Intercultural Dialogue on Development (in Mexico). Academic seminars prepare students through three learning modules that address: service learning, global inequality, and collaborative partnerships. Emphasis is given to ‘connected knowing’ that treats education as something that is not separate from ‘life’ but life itself. Students will thus learn how to ‘interrogate’ experience as a basis for lifelong learning.

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The Course:

Sociology 435
International Service Learning
Sociology 435:
International Service Learning
Winter / Summer 2011

Instructor: Dawn Currie
Office: AnSo 3129
(When you enter the main door of the AnSo Building, turn left and then left up the staircase and down the hall to the left. My office is the last room on your right.)

Class Time: 4PM – 7PM on Tuesdays
Classroom: TBA (will be in Anso Building)
Office Hrs: Immediately following seminars, as needed
Contact Info: Phone: 604-822-3576
Email: dawn.currie@ubc.ca

DESCRIPTION OF THE COURSE

The past few decades have seen increasing emphasis on post-secondary education based on ‘engaged learning’ that connects classroom teaching to the ‘real’ world as it is being studied. At UBC ‘engaged learning’ occurs through service placements in international as well as local community organizations. The underlying philosophy of this educational strategy is ‘service learning’. As a mode of experiential learning, service learning entails: active collaboration; the development of cross-cultural and global awareness through skills of critical reflection; an understanding of university-community collaboration on social problems; and the formation of an engaged citizenry (Crabtree 2008: 20). Sharing these goals, Sociology 435 provides an opportunity for students to deepen their understanding of global movements for social justice through field placements in a ‘developing’ country organized through UBC’s ‘Go Global’ programme. Learning is facilitated through a series of pre- and post-departure seminars that connect experiential learning to the sociology of globalization, inequality and development. The seminars are designed to develop not only academic knowledge, however, but also skills that prepare participants for responsible citizenship in a globalized world.

Students must have completed a minimum of 60 credits of undergraduate work. They must apply through the Go Global office (in International House) to enroll in Sociology 435 and are screened by Go Global to ensure a positive learning outcome.

The purpose of the pre-departure seminars is to enhance experiential learning during field placements. A key goal is to deepen participants’ awareness of the relations through which encounters with ‘others’ are structured. Theoretically speaking, this awareness entails knowledge of colonial and neo-colonial relations. This heightened awareness will be facilitated through critical social literacy as a skill for ‘connected knowing’. Connected knowing treats
education not as something separate from 'life' but as life itself. Education becomes a lifelong process carried forward by an individual provided with the proficiencies to be a self-directed learner (Saltmarsh 1996: 15). Proficiency for critical social literacy is fostered in Sociology 435 through readings which explore the history and contemporary nature of relationships between people in the 'developed' and 'developing' worlds, moving from theoretical critiques of 'modernization, 'democracy' and 'progress,' to an exploration of how these concepts become embedded in the way that we understand global issues such as poverty, inequality, and social change. Seminar participants will be challenged to recognize and address the ethnocentrism of western knowledge-systems.

At the personal level, heightened awareness of global relations requires an interrogation of how markers such as 'race, gender, class and nation,' which operate as taken-for-granted aspects of our personal 'identity,' are implicated in what Dorothy Smith calls 'relations of ruling.' Within this context seminars will encourage students to reflect upon the impact that their presence may have on project partners and the ethics of working with communities of 'others.'

While readings are designed to deepen your knowledge of globalization and development, the most important 'resource' for this course is seminar discussion and classroom activities that take students beyond simply 'reading and reporting' on assigned texts: pedagogical emphasis will be given to process of the course rather than simply its 'content.'

The field placement will be supervised by Go Global. We will meet as a class midway during placements for a two-day seminar.

Post-placement seminars will deepen reflection on placement experiences and students' understandings of responsible citizenship in a global world. Discussions will thematically focus on the ethics and practice of community partnerships. Students will individually revisit their pre-departure assignments in order to assess their learning. As a class, students will share experiences from their placements as a collaborative learning outcome. This sharing will extend beyond the class to include other students and faculty through a public colloquium organized around a poster display.
PEDAGOGICAL OBJECTIVES

Paulo Freire (1981) writes that:

Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes the ‘the practice of freedom,’ the means by which men and women critically and creatively engage with reality and discover how to participate in the transformation of their world. (page 16).

In keeping with Freire’s notion of education as ‘the practice of freedom’, this course is taught from a feminist, anti-racist pedagogy. Such pedagogy recognizes that learning through experience requires reflexivity that has the potential to ‘trouble’ established feelings about Self as a knower and understandings of globalized inequality. In this course we treat these moments of reflexive discomfort as an opportunity for the productive reconstitution of both Self and knowledge. Departing from textbook learning in this way, learning for Sociology 435 connects emotion and cognition, doing and learning, learning and becoming.

Upon successful completion of this course students will be able to:

- locate themselves within relations of ruling;

- work collaboratively and respectfully with others from various life experiences and ethnic / national backgrounds;

- think critically about how power works through ‘development’ initiatives informed by notions of western-style modernization;

- recognize the ethical responsibilities that accompany citizenship in an affluent ‘First World’ country;

- connect academic learning to life beyond the university, particularly to movements for social justice whether at the local or global level.

In order to receive academic credit, students will be graded on a series of written assignments that demonstrate the above skills. It is important to remember that students do not receive academic credit for their volunteer work but rather what they have learned through this service. Assignments are designed to identify what participants have learned — in particular about cross-cultural encounters, globalization, development, and the ethics of working with others — from their experiences during the summer.

RESPONSIBILITIES
It is the responsibility of the instructor to help students develop the above skills as the basis for life-long learning. She will help students maximize their intellectual development by maintaining high standards of academic performance and by challenging students to interrogate the limitations of their current knowledge and ways of knowing.

It is the responsibility of students to complete assigned work (including daily readings) according to the course schedule, and to conduct themselves in a manner that is respectful of others and conducive to learning as a process that requires continual interrogation, of both received knowledge and our own understandings. This course is designed on the principle of students as engaged learners; students will play an active role in maintaining a suitable learning environment for this course.

READINGS

Assigned readings have been selected to facilitate learning during summer placements. These readings are the subject of seminar discussion and class exercises. While participants will not be ‘tested’ on them, it is important to (explicitly) connect experiential learning to the theoretical readings from seminars for your graded assignments.

One (short) book is required:


This guide is complemented by a series of daily seminar readings selected to deepen your understanding of service learning and key sociological issues raised by this course. Many of the assigned articles will be downloadable from ejournals through Koerner Library. The book chapters will be distributed as handouts.

COURSE SCHEDULE: PRE-DEPARTURE SEMINARS

The pre-departure seminars take the form of three learning modules that cover skills, knowledge and practices for community-based international service learning.
MODULE ONE: INTRODUCTION TO SERVICE LEARNING

Module One is an orientation to service learning in an international context. Through this module students will explore how service learning differs from conventional classroom teaching. We will also explore how charity, volunteerism and service learning differ. In preparation for their placements learners will enhance their skills for reflexivity through practices of critical social literacy. The written assignment for Module One is a research paper taking the form of a Case Study. Case Studies will be due Tuesday February 1st. They count for 15% of course requirements. Organize your Case Study thematically around the Millennium Development Goals for your country and sector of your placement.

January 4th – Introduction

On this first session, participants will introduce themselves, identifying their academic background, expectations for this course, and ‘motivations’ for enrolling in the course. I will take a lead in this first session by reviewing the course and discussing ‘reflexivity’ as a key learning objective that informs the nature of the required assignments. We will also discuss the ‘process’ of the seminar and organize facilitation teams for daily readings and class activities.

Seminar Reading:

http://online.sagepub.com/cgi/searchresults?src=selected&andorexactfulltext=and&journal_set=spabs&fulltext=Grusky

January 11th -- Library Session

On Tuesday January 11th we will meet in the computer lab in the Koerner Library (Room 217). Here a Reference Librarian will help us access the government, NGO, and other documents needed for the Case Study assignment. The remainder of the session will be used for students to carry out research for their Case Study assignment.

January 18th – Charity or Social Justice?

We begin the seminars with an exploration of philosophical frameworks that inform community-based service learning (CSL). The purpose of this seminar is to understand the history and principles of CSL, and on that basis interrogate our own motivations and expectations. This interrogation will help you think about the kinds of actions that are ethically appropriate responses to various situations you can expect to encounter.

Seminar Readings:
http://abs.sagepub.com/cgi/reprint/43/5/895

http://quod.lib.umich.edu/cgi/t/text/text-idx?c=mjcsl;idno=3239521.0002.1*

http://quod.lib.umich.edu/cgi/t/text/text-idx?c=mjcsl;idno=3239521.0003.1*

**MODULE TWO: GLOBALIZED INEQUALITY**

Module Two introduces key sociological processes of ‘globalization’ and ‘development.’ In Africa, these processes cannot be understood without knowledge of past histories of European colonialism and contemporary expressions of neo-colonialism. This module thus offers ways of thinking and concepts that facilitate reflection on placement experiences by bringing into view extra-local processes that shape everyday local activities. The seminar readings expand and deepen discussion in the Black text.

The assignment for this module is an essay that reviews *The No-nonsense guide to International Development*. The purpose of this assignment, as described below, is to demonstrate knowledge on the sociological topics discussed in Module Two and, based on that knowledge, to raise questions that you will explore during your placement.

**January 25th – Reading the Social World**

Critical Social Literacy Critical is the ability to acknowledge how both the social world and 'Self' as a feeling of personal autonomy are constituted through social and cultural forces that express relations of power. This way of understanding entails the ‘reflexivity’ needed for service learning.
Seminar Readings:


February 1st – Global Inequalities

During this session we will interrogate popular slogans about living in a ‘global village.’ Reflecting on the Hall article, students will be asked to think about the origin of the term ‘global village’ and what it hides. What kind of ‘feelings’ is this metaphor meant to evoke? What tensions and contradictions does it hide? These kinds of questions will help us understand why western-style aid brings in its wake not only spreading poverty but also often resistance to western ‘intervention.’ Among other things, this resistance is expressed in the emergence of ‘post development’ discourses in academic debates.

Seminar Readings:


February 8th – Local Inequalities

We will move from the global to the local level of analysis, in order to explore why development issues are ‘gender issues.’ The kinds of questions to consider do not only concern the nature of gender roles and cultural practices you might anticipate in your placement, but also how gendered expectations about you might impact upon your experiences in your placement.
Seminar Readings:


MODULE THREE: GETTING READY FOR THE FIELD

As we work our way through critiques of development and modernization, it will be important that students do not become overwhelmed by the impossibility of what lies ahead – participation in a development project that has the potential to affect social as well as personal change. Module Three will thus enhance practices that can be employed in activities during your placement. This preparation emphasizes the ways that power works through not only the social processes highlighted in Module Two, but also cross-cultural personal relations entailed in collaboration for social change. All students will attend seminars on ‘Working with Communities’. Students will attend the following two sessions as relevant to their placement.

Through small groups, in the final session students will collaborate on an ‘Ethical Code of Personal Conduct.’ The Code of Conduct itself will not be graded. Students will re-visit this code when they return from the field, in order to elaborate and modify their earlier ideas; it should also be the subject of reflection in field journals. We will also collaborate on the organization of a public forum to be held in September.

February 22nd – Working with Communities

Given our understanding of how power works through everyday setting, we will discuss the notion of empowerment and critically assess practices that foster gender-inclusive, participatory ways of working with those typically marginalized by development work.
Seminar Readings:


March 1st – Community Based Research

This meeting will be required for students whose service will entail research work. It will take the form of a workshop on interviewing. We will explore: the ethics of research with human subjects, participatory action research, designing research schedules, interviewing, recording data. Emphasis will be given to interviewing skills; students will conduct a ‘practice’ interview with a classmate as an in-class activity.

Seminar Reading:


March 8th – Community Based Literacy

This meeting will be required for students whose service will concern community literacy. A Invited Expert (TBA) will facilitate this session.

March 15th – The Ethics of Service Learning

On March 15 we will meet as a class in order to collaborate on a Code of Ethics after discussing the assigned reading. The purpose of this class exercise is to prepare students for ethical ‘dilemmas’ they may encounter during their placement. We will revisit this Code in September.
Seminar Reading:


MONDAY MAY 2\textsuperscript{ND} – We will meet as a class on Monday May 2\textsuperscript{nd} from 10AM until 3PM. The purpose of this meeting is to consolidate preparation for placements.

POST-PLACEMENT SEMINARS

After returning from their placements, students will meet with the instructor for a series of ‘debriefing’ sessions, held during the first week of September 2011. A time that is suitable for student schedules will be negotiated in May. The purpose of these sessions is to reflect on learning from summer placements and interrogate the connection between ‘academic’ and ‘experiential’ learning. Emphasis will be given to the nature and ethics of community partnerships for social justice. Sociology 435 will conclude with a poster display organized as a public forum. Instructions for posters will be given during May.

REQUIRED ASSIGNMENTS AND GRADING

Sociology 435 counts as 6 credits in the Faculty of Arts. The graded assignments reflect this weighting and are designed to meet the pedagogical objectives outlined above. While you are not ‘tested’ on the seminar readings, your assignments should engage with these readings. Academic credit is not given for your volunteer work but rather for the learning that accompanies this service.

Detailed instructions for the assignments will be distributed and discussed on the first day of seminars. Hard copies of assignments must be submitted unless permission has been granted by the instructor to submit an electronic copy. The required assignments are:

1. A Case Study Report

In order to prepare students for placements, the first assignment is a research paper taking the form of a Case Study (10 pages, double spaced) that describes the country and sector of your placement as the context of the project on which you will be working. Referring to the Millennium Development Goals, your Case Study should include relevant demographics and information, especially as these data relate to your placement. This assignment will enhance your ability to carry out research incorporating ‘non-standard’ sources (such as government documents, UN and World Bank reports, materials from NGOs, and so on). This type of ‘self-education’ is an essential skill for development work; it signals respect for the receiving hosts. Research for this assignment will also provide a concrete context for discussion of seminar readings that describe global processes. This assignment is due on February 1\textsuperscript{st} and
counts for 15% of your final grade. In order to help you access the sources necessary for this assignment, a Reference Librarian will hold a hands-on orientation in the Koerner Library computer lab on January 11th. This assignment will be returned on February 1st.

Pre- and Post-Service Learning Essays

In order to enhance experiential learning students will write a pre-departure ‘baseline’ essay based on the assigned textbook before they depart for their placements; after returning from the field students will write short reflexive critiques of their original essay.

The pre-departure essay will ‘interrogate’ The No-nonsense Guide to International Development in order to raise questions to be explored during field placements. Draw on seminar readings and discussions where appropriate. The baseline essay should be 8-10 pages (double-spaced, 12 pitch with one inch margins). It is due on March 22nd and counts for 20% of your final grade. This essay will be returned on May 2nd.

An 8-10 page post-placement essay that re-visits the baseline paper will be due in September. The purpose of the post-placement essay is to deepen service learning during placements. It is important to connect formal content of the course covered during seminars to service learning. Were you able to answer the questions that the assigned reading raised for you during the seminar? What new questions emerged? What do your original questions tell you about your expectations? Where did these expectations come from? How have they changed? Has your service learning changed your learning goals for this upcoming academic session? How? The post-placement paper counts as 20% of your final grade.

Reflexive Journaling

In order to encourage critical self-reflection as a process of ongoing learning during your placement, students will submit a written journal of what I call ‘pedagogically significant’ experiences. A ‘pedagogically significant’ event is a ‘learning moment’ because it surrounds an everyday happening that makes you question your own ‘definition of the situation.’ These happenings will be highly personal; they can teach you about yourself as much as they can teach you about others or about the social world. The purpose of journaling experiences is to connect the analytical materials covered in the pre-departure seminars to everyday experience. Examples of reflexive questions include: Did your theoretical training help you understand the situation? How or why not? How does your ‘personal identity’ as a Westerner account for how you responded? Can you imagine how others involved in this event responded to you? To your response? Can you think of other ‘definitions of the situation’ that account for how events unfolded? How has this event impacted on your pre-departure understanding of the topics that were the subject of your baseline paper written before
your placement? What are implications for thinking about ‘partnerships’ in development work?

While you should keep a written journal throughout your placement, five journal entries will be due when we meet for the first class in September. This assignment is worth 35% of your final grade. In order to prepare students for this assignment, reflexive journaling will be discussed during class meetings and students will be invited to submit a ‘practice’ journal entry before the end of March; I will provide feedback (but not a grade) on this preparatory ‘exercise’.

4 A Project Poster

In order to share experiences and also ‘advertise’ Sociology 435, students will prepare a poster presentation of the development project that was the basis for their placement. Posters will be displayed at a public forum in September. Instructions for your posters will be handed out before the end of seminars. Posters count for 10% of your final grade.

Students will not be assessed for seminar presentations and discussion; participation is a requirement for this course. The ‘Ethical Code of Conduct’ is not graded, but you should reflect on it in your journal entries. Students missing more than two class sessions may be asked to Withdraw from the course.

The End
Sociology 435:
International Service Learning
Case Study Assignment

In order to prepare you for your placement, the first assignment is a research paper taking the form of a Case Study. It should be 10 pages, double-spaced, using 12 pitch font. The purpose of this assignment is to increase your knowledge on the context of your placement. This type of 'self-education' is an essential skill for development work; it signals respect for the receiving hosts. Unlike your review essay assignment, this essay will be descriptive; it will provide information summarized into a narrative about the country of your placement and also the sector of the organization where you will carry out your service activities. Imagine that you are writing this essay for a friend or family member who is curious as to what your experience will be like.

Begin your research by thinking about what you need to know about the history and geography of your country as a visitor. What do you need to know about its people and their cultures? As a development volunteer, you also need to know about development indicators, especially for sectors in which you will be working (health and education). Organize this information around the Millennium Development Goals (MDGs). They can be accessed at:

www.unmillenniumproject.org

There is also a website that tracks progress on the MDGs by goal, country and region:

http://www.mdgmonitor.org/goal3.cfm

Finally, can you find any information of the specific NGO (for example TASO) or project on which you will be working?

Your Case Study will require that you carry out research incorporating ‘non-standard’ sources such as government documents, UN and World Bank reports, materials from NGOs, and so on. For this reason, Tuesday January 11th has been organized as a 'hands on' session in the computer lab of Koerner Library. We will meet in Room 217 (go downstairs and to the back of the building) at 4PM. The sociology librarian, Sheryl Adams, will give an introductory orientation to resources that have been organized specifically for our course.

Research for this assignment will also provide a concrete context for discussion of seminar readings during pre-placement seminars. This assignment is due Tuesday February 1st and counts for 15% of your final grade. It will be returned before the end of seminars in May.
As you read the first draft of your Case Study, ask yourself:

1. Does my introduction identify the purpose and scope of my essay?

2. Does each paragraph relate to my introduction?

3. Does each paragraph have a clear topic sentence?

4. Within each paragraph, is there a clear connection or transition from one sentence to the next?

5. Is each paragraph organized around the presentation of a distinct, relevant point?

6. Does every word, sentence and paragraph make a worthwhile contribution to my narrative?

7. Have I eliminated fragmented and run-on sentences in the final draft?

8. Do verbs agree with their subjects? Do pronouns agree with their referents?

9. Have I avoided unnecessary passive verbs?

10. Are my quotations appropriate? Are they as brief as possible? Are they incorporated fluently into my essay? Have I referenced them properly?

11. Does my concluding section tie my essay together so that the reader may feel that s/he has learned something by reading my Case Study?

12. Are spellings correct? Have I checked words I am unsure about with a dictionary?

13. Have I checked punctuation for accuracy and appropriateness?

14. Could a student who has not taken Sociology 435 read my paper and make sense of my essay?

The use of sub-headings is often a good strategy to give your essay coherence. These headings act as ‘sign posts’ and help the reader follow the narrative structure of your essay. Make sure that you proofread a hard copy of your essay — do not do this on your computer screen. Always number your pages — it is difficult to give you written comments otherwise. Make sure that you have documented all sources properly.
Review Essay: *The No-nonsense Guide to International Development*

The purpose of reading the required text is to prepare you for your placement through a sociological introduction to development. It should also help you identify issues that you can explore during your placement. The assignment entails a review of the assigned text, ‘The No-nonsense Guide to International Development.’ As a review your essay must show a comprehension of the book, but go beyond simply comprehension to also demonstrate active engagement with the text.

‘Engagement’ refers to a manner of reading that interrogates the text. For many of your undergraduate research papers you will have been required to read for content; that is, for what the author claims. This manner of reading requires you to identify the author’s arguments and knowledge claims. Interrogation takes you much deeper into the text. It requires you to ask ‘how’ and ‘why’ the author makes such claims. What kind of reasoning or analytical framework does the author use to advance her argument; what kinds of evidence are used to advance her claims; what might be missing or problematic; what other alternative approaches might be taken; and so on. Through these types of questions you enter into a ‘dialogue’ with the text. This dialogue should lead you to ask questions about your own understandings. What surprises you or challenges your understanding of development? Of ‘Third world’ poverty? Of development aid? Of development work? What do you find most interesting or provocative? Finally, your essay should identify questions that you will try to answer during your placement. Reading in this way requires that you read the text more than once – it is usually helpful to keep ‘reading notes.’

In summary, your essay should consist of three parts. Begin with a succinct summary of the main argument / thesis presented by the author. This section requires that you read for content and demonstrates that you comprehend the text. The second part of your essay should interrogate the text. Below I offer examples of the kinds of questions that will help you; these questions are NOT meant to offer a ‘recipe’ for your essay but rather to ‘prompt’ critical thinking. Finally, your essay should conclude with a discussion of questions that you will take with you to your placement. These questions may be a result of your ‘curiosity’ or may arise out of disagreement with the author. While your thinking will likely to change during your placement, pre-placement questions ensure that you arrive in Uganda with a ‘learning frame of mind.’

This review essay should be 8-10 pages (double-spaced, 12 pitch with one inch margins), not counting the cover page. While this assignment does not require extra reading or research, work in references to assigned readings and seminar discussions, as appropriate. It is due March 22nd and counts for 20% of your final grade.
As noted above, your essay should not simply summarize the text but engage with the following kinds of questions:

1. To whom is this text addressed? What do you think the author’s intentions are?


3. What kinds of assumptions is the author making in order to advance her arguments?

4. Whose standpoint does she take on issues of global poverty?

5. How does the author try to convince readers of her point of view? Are her arguments convincing? Why or why not?

6. Are there claims that have not been substantiated?

7. Why does the author argue that are development issues inherently ‘gendered’? What are the implications for thinking about your placement?

8. Are there alternative ways of understanding phenomena she describes? What might these be? In what ways do they differ from those presented by the text? (For example, whose standpoint and whose interests do they represent?)

9. Do you think the author’s conclusions resolve the kinds of dilemmas her critique raises? Why or why not?

10. What surprises you? What challenges your thinking about development, development aid, and so on?

11. Where does your understanding that you bring to this course about development and development aid come from? Whose interests do these sources serve?

12. What has been the most interesting aspect in the assigned text? How might you follow up on this interest in the field?

13. What kinds of unanswered questions came to you as you read the text? What kinds of information do you need to explore possible answers?

14. Has this text shaped your thinking about what lies ahead? How?

And so on ... I suggest that you keep a ‘reading diary’ as the basis for your essay.
Sociology 435:
International Service Learning
Summer 2011

Reflexive Field Journaling

Journaling during your placement offers an opportunity to directly interrogate phenomena rather than to merely ‘think’ about them. Reflexive journaling differs from the kind of writing characteristic of a ‘daily’ journal as a record of encounters. The purpose of reflexive journaling is to ‘deconstruct and reconstruct’ the meaning of these encounters. This occurs through the structured interrogation of what I call ‘pedagogically significant’ moments in the field. A pedagogically significant event is a ‘learning moment’ because it surrounds an everyday happening that makes you question your own ‘definition of the situation’ and offers an opportunity to become receptive to alternative ways of understanding the social world. This reflexive skill is the basis for lifelong learning.

You become aware of pedagogical moments because they are moments at which you become surprised, puzzled, uncomfortable, or angry. Select such a moment based on the degree of impact it has on your reason for undertaking your Go Global assignment. The first step is to describe this moment without making any ‘judgments.’ Describe relevant details and circumstances surrounding the moment in a way that the reader can understand what happened (when, where, how, who, and so on). Describe your role in the incident – what did you do? Say? How did you feel? How did others react?

One goal of reflexivity is to uncover one’s personal assumptions about the social world in order to make them explicit. The second step is to interrogate your entry. What was my ‘motivation’ for my response to what actually happened? How does my ‘personal identity’ (as a student from UBC, as a ...) account for how I responded? What does my response tell me about myself? About Canadian culture? About my assumptions and expectations of my placement?

Reflexivity is also about recognizing how social relations work in constructing the incident. Identifying these relations and how they operate is the third step. How did others involved in this event respond to you? How did they respond to your response? Can you think of ‘definitions of the situation’ held by these other actors that account for how events unfolded? How might their social location account for these responses? Ask whether and how your theoretical training helps you understand the situation.

Finally, reflexivity is not about simply critical interrogation but also about change. Thus you need to ask: How was my initial response conditioned by ‘habit’? Can I now think about other responses if faced with a similar situation in the future? What makes it difficult to think about personal change? How do my actions contribute to – or not – the goals of equality and social justice? What is the most important ‘lesson’ I can take away from this ‘pedagogical moment’?
In asking these kinds of questions there are many possible levels of interrogation. The first is your personal responses to situations. As noted above, these responses are an opportunity to interrogate the situation more deeply, not only for what your response tells you about yourself but also about the social and political context of your placement. In other words, your responses become an invitation to ask ‘why’ this situation evoked the kind of response it did. Answering this kind of question would lead you to an interrogation of ‘how things work here,’ but also encourage you to reflect on your own western-based expectations and assumptions. Thus, you are also led to reflect upon what another culture can teach us about our own culture. Our seminar readings and much of our seminar discussion took us down this path. The purpose of reflection is also to think about the impact that your presence has upon the situation. Can you account for the perhaps unanticipated responses and actions of others by looking at the situation ‘through their eyes’? This level of interrogation asks you to ‘take the standpoint of others’.

Your journal assignment should contain (at least) five pedagogical moments. I expect that each entry will be one to two pages in length (single spaced, typed). The goal is not to chronicle successful or catastrophic incidents in the field. The goal is to monitor the progress of your learning by exploring aspects of yourself and your service experience. When journaling serves this purpose it becomes a rewarding and fulfilling activity, rather than simply a ‘course requirement.’ There are no ‘right’ or ‘wrong’ answers when you ask the kinds of questions I outline above. Your grades for this assignment will reflect the ‘depth’ of your interrogation. This assignment is due first meeting in September. It is worth 35% of your final grade for Sociology 435.

In order to help you understand the nature of this assignment, during pre-departure seminars we will discuss two handouts:

http://vnweb.hwwilsonweb.com/WWW/results/results_common.jhtml;hwwilsonid=4NXSGRVNXU2ADQA3DILCFGODUNGIIV0#curPg=11%7C20%7C10%7Cbrief%7C0%7C11

http://hdl.handle.net/2027/sps.3239521.0013.202
Sociology 435:  
International Service Learning  
Poster Themes

Service Learning

Ethics of Volunteerism

Volunteerism as Social Justice

Partnerships for Social Change

Empowerment for Social Change

Reciprocal Learning

Education for Healthy Communities

Transforming Theory into Practice

Inclusive Development Practices

Participatory Social Change

The Ethics of University-Community Partnerships

Other relevant themes must be approved by Dawn and Tamara. The purpose of your poster is to summarize how your placement experiences relate to one of the above ‘pedagogical’ themes of Sociology 435. Describe your placements activities as they helped you learn about your theme. Use illustrations and/or photos, but these must not take up more than one third of your poster.

Materials for your poster will be available from the Go Global office when you return. All posters will be displayed at a reception in early September. Your poster is worth 10% of your final grade. Grading criteria include (not of equal weight): explanation of the ‘theme’ (for example, define terms); description of the service activities you were engaged in, in relationship to your theme; a description of your learning; creativity; and the aesthetics of your poster.
Final Assignment:  
Post-Placement Essay

International Service Learning  
Summer 2011

Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes the ‘the practice of freedom,’ the means by which men and women critically and creatively engage with reality and discover how to participate in the transformation of their world. (Freire 1981: 16)

In the words of Friere, the goal of this course is to help you “critically and creatively engage with reality and discover how to participate in the transformation of the world.” This pedagogical goal is met through providing an opportunity for you to experience practical implications of the possible meanings of “service learning” and “globalization”. Unlike most of your other UBC courses, learning occurs through a “cycle”: preparation, service and reflection. Preparation includes the research and discussion of scholarly work on “globalization” and “development” that we carried out during seminars. Service comes through the volunteer work you did during your placement in the summer. Reflection comes from your reflexive journaling (completed during your placement) and this final assignment.

This assignment requires you to interrogate both what you thought you knew / believed before your placement and what you learned from the opportunity to work with others in a developing context. This kind of reflection is a skill required for lifelong learning. In this class, the purpose of reflection is to better understand the “rights and responsibilities” of global citizenship and how your everyday practices impact on others. Reflection requires you to go beyond what you believe and feel, however, in order to analyze how your placement practices have enhanced your learning.

Each of you will have unique questions that you identified before your service placement. The purpose of this assignment is to re-visit these questions, and possibly raise new questions based on your experiences in the field. In order to assist in this final assignment, I have prepared a number of questions that will help you deepen your reflection:

- What were your beginning assumptions about what you would experience? In other words, what were some of your expectations about the people you would meet, the work you would do, how you would respond to challenges in the field, and so on. Try to identify where these expectations came from. Your first essays will help you remember your early thinking.
• Thinking back on your placement, which assumptions or expectations were met? Which assumptions were “misplaced”? How were they challenged (what triggered your rethinking)?

• Remembering your initial assumptions and expectations, how did they shape what you “saw” “heard” and “felt” when you arrived? Did they limit what you saw, heard or felt? If so, in what way?

• What is missing from your initial thinking paper, that you would now add?

• What does it mean to look at the world “from the standpoint” of others? How might you explain this way of understanding the world to an undergraduate student preparing for a placement?

• What is the most important thing you have learned about: 1) development; 2) your thinking about inequality; 3) your thinking about being a “citizen” who is aware of global processes that contribute to inequalities of all kinds (local and global)?

• What advice would you give other UBC students newly enrolled in Sociology 435.

This final assignment is worth 30% of your final grade. There are no “right” or “wrong” answers to the kinds of questions I pose above. Grading will be based on the quality of your interrogation – be thorough and give concrete examples from the field where appropriate. This paper is due by the last Friday in September.
Service Placement and Travel Details:

Sociology 435
International Service Learning
Travel Details for SOCI 435 International Service Learning Placements

Go Global International Service Learning Program Overview

Student placements will be facilitated through the Go Global International Service Learning (ISL) Program. This program provides the following for students:

- Four months of pre-departure learning sessions
- In-country orientation upon arrival facilitated by Go Global local representatives.
- Full weekend in-session workshop facilitated mid-way through placement to deepen participant’s reflection regarding their learning within the experience. Facilitation either by UBC staff or contracted in-country staff.
- Re-entry debrief sessions.
- Community post-engagement session

Go Global ISL placements are with long-term continuous partnerships in the countries listed. Details of placements are established broadly one year in advance and refined as the start date comes closer. Go Global ISL coordinates the following logistics:

- On-going communication with community partner
- Airport pick-up and transport to placement site
- Room and board with vetted host families or community partner hostel
- In-country orientation logistics & facilitation
- In-session 2 day workshop logistics & facilitation
- Local representatives

SOCI 435 Placements:

There are three suitable Go Global ISL placements for this course:

1. **Uganda**: Literacy, Universal Primary Education and Community Libraries
2. **Swaziland**: Community development through HIV/AIDS programs and services
3. **Mexico**: Understanding immigration through policy and story

Please see below for full placement detail.
**SOCI 435 ISL Placement Detail**

1. **Uganda: Literacy, Universal Primary Education and Community Libraries**

**Partner Organization:**
Uganda Community Library Association (overarching partner). Students will be specifically placed with 2 rural libraries in Kitengesa and Busowle, Uganda.

- [http://busolwepubliclibrary.yolasite.com/](http://busolwepubliclibrary.yolasite.com/)
- [http://www.kitengesalibrary.org/index.html](http://www.kitengesalibrary.org/index.html)

**Note of Interest:** The Kitengesa Community Library will be featured on a BBC segment in October, 2010.

**Placement Description:**
Participants will explore the learning theme of literacy and reading cultures by examining Uganda’s approach to implementing universal primary education, and the role of community libraries. Specific projects build on past work of the library/UBC partnership and are driven by the community library. SOCI 435 students will engage in work that explores global community partnerships through community based organizations, government ministries and international partners. An example of previous work in ‘global community partnerships’ would be the examination of the drop-out rate of girls from school due to lack of supplies during menstruation. The libraries are working with a Ugandan company, Afripads that designs and produces reusable and washable sanitary napkins. The partnership involves working with school administrators and community based organizations for promotion, education and provision.

**Placement Learning Objectives:**
- To understand the role of community libraries in promoting literacy and reading cultures for various community demographics;
- To understand the complex issues surrounding poverty and community development;
- To understand universal primary education policy and the challenges in attaining full quality implementation;
- To appreciate the social, economic, political, and cultural factors relevant in implementing policy;
- To enhance critical thinking, communication, teamwork, and leadership skills.

**Go Global Local Staff:**
Go Global International Service Learning employs two staff in Uganda.
- **Dr. Juliet Tembe** is the local representative in the Eastern region of Uganda. Dr Tembe is a faculty member in English Language studies and Linguistics at the Mbale Islamic University. Juliet completed her PhD studies at UBC and enjoys the on-going connection with the institution and student learning.
• Daniel Ahimbisibwe is the local representative in the Western region of Uganda. Dan is the Head Librarian of the Kitengesa Community Library. Dan’s studies are in community development where he completed a degree at Uganda Martyrs University.

In addition to the staff at their placements, students have email and cell phone contacts for both Dan and Juliet and are encouraged to call to talk through any concerns or questions they may have. Students meet the local reps during the in-country orientation as they are the facilitators. This allows for a relationship and level of comfort to be built. In the event of a security or welfare issue with the students that requires action, Dan and Juliet are expected to contact UBC Go Global staff immediately.

Accommodation:
Students stay with host families during their placements and Go Global ISL facilitates payment for room and board. Host families are vetted in advance by local staff, contracts are signed and an orientation for host families is conducted. During site visits UBC Go Global staff meets with host families as well. A minimum of two students are placed with each family and they are expected to become part of the family helping with house and cooking responsibilities.

Local Travel:
Upon arrival students are met at the airport by the local reps and are shown how to use local transport options during the in-country orientation. Students are advised on reputable companies, safety and customs. During the placement, most students are within walking distance or a short transit ride from home to the work site. Private or escorted transport from the in-country orientation to the host family is arranged for the arrival.
2. Swaziland: Community development through HIV/AIDS programs and services

Partner:
The Swaziland National Network of People Living with HIV and AIDS (SWANNEPHA). Students will be specifically placed with the head office in Mbabane, Swaziland and will travel to the field with staff as appropriate throughout the country.

Placement Description:
Participants will explore the learning theme of community development through HIV/AIDS programs and services. SWANNEPHA is an umbrella organization that assists various community level HIV/AIDS programs around the country. The central office provides support and advocacy for the community partners it works with. The community organizations that are part of the network address HIV/AIDS by offering direct services such as outreach clinics, community development programs, and advocacy for HIV/AIDS research and policy.

UBC students will work with a SWANNEPHA community partner to address priority issues based on a local needs assessment. This may include working on a specific project such as training community program secretaries on how to write grant proposals, assisting with program development planning in the central office or assisting and observing community programs in meetings and outreach clinics.

Placement Learning Objectives:
* To understand the complexity of aspects related to the spread and treatment of HIV/AIDS;
* To understand the response to HIV/AIDS from a systems perspective by working with a national organization;
* To appreciate the complex issues surrounding poverty and community development;
* To enhance critical thinking, communication, teamwork, and leadership skills.

Go Global Local Staff:
Go Global International Service Learning employs one staff in Swaziland.
Jabulane Dlamini has worked for Go Global ISL for the past three years. Jabu has been born and raised in the Pigg's Peak region of the country and his wife and children still reside in the area. Like many families, one of the parents' lives in urban centre for work purposes to provide for the family. When not working for Go Global, Jabu works as a night security officer at a private medical clinic in Mbabane.

In addition to the staff at their placements, students have email and cell phone contacts for Jabu and are encouraged to call to talk through any concerns or questions they may have. Students meet the local rep during the in-country orientation as he is the facilitator. This orientation allows for a relationship and level of comfort to be built. In the event of a security or welfare issue with the students that requires action, Jabu is expected to contact UBC Go Global staff immediately.
Accommodation:
Students stay with host families during their placements and Go Global ISL facilitates payment for room and board. Host families are vetted in advance by local staff, contracts are signed and an orientation for host families is conducted. During site visits UBC Go Global staff meets with host families as well. A minimum of two students are placed with each family and they are expected to become part of the family helping with house and cooking responsibilities.

Local Travel:
Upon arrival students are met at the airport by the local reps and are shown how to use local transport options during the in-country orientation. Students are advised on reputable companies, safety and customs. During the placement, most students are within walking distance or a short transit ride from home to the work site. Private or escorted transport from the in-country orientation to the host family is arranged for the arrival.
3. Mexico: Understanding immigration through policy and story

Partner: Cuernavaca Centre for Intercultural Dialogue on Development (CCIDD) in Cuernavaca, Mexico. Students will be specifically placed with CCIDD and will work with communities such as La’Estation that CCIDD have a long standing relationship with.

Placement Description:
UBC students will engage with the CCIDD’s principle work to employ education as a means for social change. CCIDD’s goal is to equip program participants with tools for global citizenship “whereby they are encouraged through reflection and analysis to make connections between struggles for liberation in Mexico and similar struggles in communities back home. All CCIDD programs focus on individual and community empowerment to act for social justice.” CCIDD has a long-term goal to publish a written account that chronicles the impact of immigration policies on community members who have immigrated and returned to Mexico, or whose family members immigrated (legally and illegally) to Canada and the United States.

This will be the second stage of the long-term project. UBC students will have previously worked with CCIDD to implement this goal in the following ways:

* Set the overall storyboard and format for publishing
* Set-up the research and design framework
* Begin to research the history of immigration in the communities, and the government policies that shape immigration process and patterns
* Conduct interviews with community members and start to collect their stories

In this second stage of the project, UBC students will be working with CCIDD to continue the research and design process as well as begin compilation of the stories. The direction of this particular project will rely on what progress was possible in the previous term.

It is important to note that this piece of work will not be finished during this 3-month placement; rather, this project is to be a part of long-term process that will eventually result in the publication of the work (in Spanish and English).

Placement Learning Objectives:

* To gain an understanding of the effects of immigration on family and community
* To increase understanding of the complex and subtle issues surrounding poverty, illegal and legal immigration and community development
* To increase appreciation of the social, economic, political, and cultural factors relevant in implementing policy
* To enhance critical thinking, communication, teamwork, and leadership skills
Local Liaison:
Kathy Long is the Executive Director of CCIDD and is the primary contact. CCIDD is a fairly large organization and employs a number of staff to assist with logistics, learning and safety. As students live on site they have daily contact with the staff. Kathy is expected to contact UBC Go Global staff immediately in the event of a student safety or welfare concern.

Accommodation:
Students will live in a group setting at CCIDD. The rooms have 2-6 single beds per room with a bathroom included. All meals are provided by the kitchen staff but students are expected to help on a rotating basis with cooking and cleaning. The grounds are secured and have fulltime security staff on site. The executive director and many staff also live on site.

Local Travel:
Upon arrival students are met at the airport by the CCIDD staff and are shown how to use local transport options during the in-country orientation. Students are advised on reputable companies, safety and customs. During the placement, most students are within walking distance or a short transit ride from home to the work site. Private or escorted transport with trusted and known CCIDD staff are used when working in vulnerable communities such as a squatter settlement.
**Go Global ISL Program & Travel Itinerary:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2010:</td>
<td>Go Global Orientation for selected students</td>
</tr>
<tr>
<td>Jan-April, 2011:</td>
<td>Go Global Pre-departure learning sessions (runs concurrently with SOCI 435)</td>
</tr>
<tr>
<td>May 12, 2011:</td>
<td>Students arrive in-country at placement</td>
</tr>
<tr>
<td>May 12-15, 2011:</td>
<td>In-country orientation facilitated by Go Global local staff or liaisons</td>
</tr>
<tr>
<td>May 16-June 24, 2011:</td>
<td>1st half of ISL placement. Regular full-time work hours with occasional weekend commitments.</td>
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<tr>
<td>June 25-27, 2011:</td>
<td>In-session workshop facilitated by Go Global staff or contracted facilitator. SOCI 435 faculty member is present if possible.</td>
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<td>June 28-Aug 8, 2011:</td>
<td>2nd half of placement</td>
</tr>
<tr>
<td>September 2011:</td>
<td>Go Global ISL re-entry workshop and activities</td>
</tr>
<tr>
<td>September or October 2011:</td>
<td>Post engagement session open to UBC and Vancouver community</td>
</tr>
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</table>
Budget Details

Sociology 435
International Service Learning
Memo

To: ARCAAP Adjudication Committee  
From: Tamara Baldwin  
CC: Dawn Currie  
Date: 10/13/2010  
Re: Faculty travel costs for International Service Learning Course – SOCI 435

Please note that budget worksheet for Go Global Group Study programs and International Service Learning programs take different forms. The International Service Learning placements run across 3 cycles on an annual basis and as such the costs of the various aspects of the programs have been well reconciled to ensure accuracy.

A budget consideration for this course is the faculty travel cost. As the course is taught on the UBC campus before and after the service placement, travel to each site where students are is not necessary. However, there is value in the faculty member conducting a site visit to at least one location to be able to more fully relate to and integrate the students experience in the field into the return seminars. Additionally, the site visit provides an opportunity for collaborative work or professional development between the faculty member and the community partner receiving the students. At Go Global we have been working with our community partners to identify what they are gaining from the institutional relationship and what they would like to see implemented to strengthen the partnership. Often, the outcome is taking the form of professional development workshops on a particular topic area related to their work and the work of the students.

We have identified the cost of a ten day site visit to one location, and for planning purposes at this point used the most expensive destination to ensure all costs could be covered. Currently, the per student cost includes the faculty travel even for the students who would not receive a site visit, however, we are open to determining if this is the best model with the adjudication committee.

If you have any questions about this memo or about the budget, please feel free to contact me directly at ext. 73087 or by email at tamara.baldwin@ubc.ca.

Sincerely,

Tamara Baldwin  
Associate Director, Go Global  
International Learning Programs
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**Budget Notes:**
- $150.00 for Mexico 2011
- $390.00 for Switzerland 2011
- $450.00 for Uganda 2011

**Total Estimated Costs:**
- Mexico: $900.00
- Switzerland: $1,140.00
- Uganda: $1,440.00

**Additional Costs:**
- $200.00 for Mexico 2011
- $300.00 for Switzerland 2011
- $400.00 for Uganda 2011

**Total Additional Costs:**
- Mexico: $1,100.00
- Switzerland: $1,440.00
- Uganda: $1,840.00

**Total Estimated Costs Including Additional Costs:**
- Mexico: $1,000.00
- Switzerland: $1,740.00
- Uganda: $2,240.00

**Budget Notes:**
- $150.00 for Mexico 2011
- $390.00 for Switzerland 2011
- $450.00 for Uganda 2011

**Total Estimated Costs:**
- Mexico: $900.00
- Switzerland: $1,140.00
- Uganda: $1,440.00

**Additional Costs:**
- $200.00 for Mexico 2011
- $300.00 for Switzerland 2011
- $400.00 for Uganda 2011

**Total Additional Costs:**
- Mexico: $1,100.00
- Switzerland: $1,440.00
- Uganda: $1,840.00

**Total Estimated Costs Including Additional Costs:**
- Mexico: $1,000.00
- Switzerland: $1,740.00
- Uganda: $2,240.00

**Budget Notes:**
- $150.00 for Mexico 2011
- $390.00 for Switzerland 2011
- $450.00 for Uganda 2011
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<tr>
<th>Item</th>
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The Homecoming

Sociology 435
International Service Learning
Sociology 435
International Service Learning
Poster Session – Open to Public

While post-placement seminars will enable students to collectively reflect on their service learning, students will individually create posters describing their placement and their service learning – see instructions below. These posters will be displayed at a public reception held on the first Saturday after Labour Day.

Instructions: A Project Poster

In order to share experiences and also ‘advertise’ Sociology 435, students will prepare a poster presentation of the development project that was the basis for their placement. Posters will be displayed at a public forum in September. Themes for your poster include:

Service Learning
Ethics of Volunteerism
Volunteerism as Social Justice
Partnerships for Social Change
Empowerment for Social Change
Reciprocal Learning
Education for Healthy Communities
Transforming Theory into Practice
Inclusive Development Practices
Participatory Social Change
The Ethics of University-Community Partnerships

Other themes must be approved by Dawn and Tamara. The purpose of your poster is to summarize how your placement experiences relate to one of the above ‘pedagogical’ themes of Sociology 435. Describe your placements activities as they helped you learn about your theme. Use illustrations and/or photos, but these must not take up more than one third of your poster.

Materials for your poster will be available from the Go Global office when you return. All posters will be displayed at a reception in early September. Your poster is worth 10% of your final grade. Grading criteria include (not of equal weight): explanation of the ‘theme’ (for example, define terms); description of the service activities you were engaged in; a description of your learning; creativity; and the aesthetics of your poster.

This event will be publicized through Go Global and the Faculty of Arts.