TITLE: FASS CANADA 150 COMMUNITY SERVICE PRACTICUM

Class Number: FASS 250-3

Delivery Method: Seminar & Field work

ENROLMENT: 60

COURSE TIMES + LOCATION: TUESDAYS, BURNABY CAMPUS
Weeks 1, 2, 7, 12: Scheduled Lectures/Workshops for two hours.
Weeks 3-5; 8-11: Seminars online or on campus as needed.
Week 13: Final Canada 250 Presentations (4 hours).

INSTRUCTOR/SESSIONAL/TUTOR
Most of the readings, grading rubrics and assignments are available online.

PREREQUISITES:
Requirements: completed at least 12 credit hours of courses.

CALENDAR DESCRIPTION:
July 1, 2017 marks the 150th anniversary of Confederation in Canada. Celebrations taking place across the country throughout 2017 aim to bring people together and inspire them by emphasising the themes of diversity, inclusiveness, young people, the environment and reconciliation with Indigenous peoples.

This course focuses on experiential education, which emphasizes learning by doing. Students will complete 40 hours of structured volunteer work with selected community partners in the Lower Mainland contributing to Canada 150 celebratory or commemorative projects, events or exhibitions. Together with customized assigned readings and related research, students will gain a deeper understanding of civic responsibility, volunteering, event and project planning, and how to evaluate the contributions of such civic activity to daily life in Canada. The volunteer schedule and duties will be determined in collaboration with the community partner.

The course will be offered in Summer 2017 (1174) and possibly Fall 2017 (1177).

COURSE DETAILS:
As a nation, how will Canada mark its 150th birthday in a complex globalizing world? In what ways will organizations celebrate, challenge, and remember Canada’s past, present and future? How will these commemorative events incorporate diversity, inclusion and reconciliation with Indigenous peoples? Embedded in a complex, interdisciplinary meld of ‘national’ or ‘post national’ narratives, state promotionalism and everyday processes of the production of citizenship, this course will draw on interactive workshops, online tutorials, and discussions which help place different citizen-subject positions on ‘engagement’ and start to disclose your personal, social and overall (post-) national values as they evolve for the next 50 years.
All levels of government, not for profit organizations, and other groups across this country need volunteers to celebrate their version of “being/becoming Canadian” stories this year. This community-based service-learning course benefits you, the direct recipient organization of your service and the wider community. Students begin with a review of their selected Canada 150 theme from the Government-approved messages of diversity, inclusiveness, the environment and reconciliation with Indigenous peoples. They will self-form into groups based on local geographic areas where you reside and choose a community partner to sponsor from the list of approved FASS 250 partner events. Schedule and duties will be determined in collaboration with the partner. Roles may vary but should include meaningful structured volunteer experience such as, but not restricted to, group volunteer leader, production assistant, social media director, activity attendant, event ambassador, social marketer, and/or videographer.

While working in the field, you will immerse yourself in the academic literature on one of the themes the event is curated to advance. You will gain historical perspective and critical distance from macro and micro perspectives. Questions you may explore include, how are such national commemorative events produced? Who decides? What is the balance between appreciative and critical approaches to evaluating the outcomes of such events?

From the academic readings, you will produce a short 4-6 page paper which reviews about three academic articles, but draws more on your role as participant observer in the community event. You will answer the following questions, from the first person’s narrative voice:

- How did the event frame or define national celebration?
- Who decided? Who participated? Who was excluded?
- What kind of “work” did the volunteers and citizens perform for Canada?
- What is the likely product or outcome of the event? Should it be offered again? Why or why not and could it be improved?
- What did you learn as a resident or citizen of Canada from this event? What would you put in a time capsule to open in 150 years about it?
- In your view, is one of the goals articulated by the Community Foundations of Canada to foster a sense of civic belonging and leave a lasting legacy met by this event? Why or why not?

COURSE GOALS:
Through this course, students will:

- Understand the key concepts of identity, citizenship, and nationalism and draw historical contrasts between 1967 and 2017 discourses.
- Critically discuss various perspectives on the official Canada 150 celebration themes of diversity, inclusion and reconciliation.
- Identify the principal factors influencing the power to define national themes and narratives in centenary celebrations.
- Understand how the selected partner organization enacts these main values and designs the elements of civic event planning and the goal of the community partner’s event concept, design and basics of event implementation and management structure.
- Apply to the partner community institutions to volunteer for specific positions
- Complete 40 volunteer hours in one or an assortment of designated positions
• Develop personal and social awareness of ways to articulate and practice “active” citizenship, civic responsibility and inclusive civic practice.
• Understand the distinction between critical and appreciative event evaluation
• Write an expressive, forward-thinking reflection on the meaning of this event and implications of others like it for renewing Canadian democracy for 2067.

GRADING:
• Application to Community Partner, Interview and Memorandum of Understanding with Community Partner 10% (Individual Grade)
• Volunteer Project Volunteer Hours and Online weekly activity reports 40% (Individual Grade)
• Team Volunteer Multimedia Project Final Presentation (10 Minutes) 20% (Group Grade)
• Individual Expressive Written Assignment 30% (Individual Grade) – Canada 150 Reflection

BENEFITS:
• Develop concrete action oriented research skills and build confidence
• Understand civic responsibility and citizenship skills by working with others who practice them
• Learn how a local even is relevant to a broader context in theories about the cultivation of democratic citizenship practice
• Employ diverse styles of learning and communication

REQUIREMENTS:
Unless otherwise specified on the course outline, all other graded assignments in this course must be completed for a final grade other than N to be assigned.

Academic Dishonesty and Misconduct Policy
This course follows SFU policy in relation to grading practices, grade appeals (Policy T 20.01) and academic dishonesty and misconduct procedures (S10.01- S10.04). Unless otherwise informed by your instructor in writing, in graded written assignments you must cite the sources you rely on and include a bibliography/list of references, following an instructor-approved citation style. It is the responsibility of students to inform themselves of the content of SFU policies available on the SFU website: http://www.sfu.ca/policies/gazette/student.html.

GETTING STARTED:
For the first class, check your local city website for planned Canada 150 day events. Draft a resume, featuring your volunteer community experience and key skills. Go online on course FASS 250-3 Canvas and connect up with others in your local community to locate potential team options. Study the 250-Canada jobs board and rank the top three events that interest you. Read one of the required articles for orientation.
EXTENDED OUTLINE OF SEMINARS AND WORKSHOPS:

Draft weekly schedule of seminars and readings:

Note: Schedule may have to change around community partner events.

**Tuesday May 9**: Introduction.

Why Canada 150 matters. Survey results for Canadian attitudes and beliefs towards belonging, national pride and identity.

Workshop: Writing the targeted resume. Invited speaker Penny Freno, SFU Career Services

**Tuesday May 16**: Learning from Canada’s Sesquicentennial Year.


**Tuesday May 23**: Community Event Planning and Evaluation.

Typical Event Planning Methods. The Wow Factor. How the community partner will know if their event has succeeded. Techniques for evaluating participatory events.

Deconstructing a sample proposal for federal funding.

Case Study: the City of Vancouver. Invited speaker: Michael Wipf, Operations Manager Canada 150+ for the City of Vancouver.


**Tuesday May 30**: Diversity and inclusion as a Civic Value.


Invited speaker: Dr. Milan Singh, The Centre for Learning and Teaching

Workshop: Intercultural Competence.

**Tuesday June 6**: (No Class: Convocation)
Tuesday June 13: Aboriginal reconciliation: What does it mean for Canadians and what does it require?.

Invited speaker: Decolonizing history. TBC


Tuesday June 20: Skills exchange: Power dating on skill development

From Social Media 101 or other specialized job skills required by community partners.
Invited speakers: TBC

Tuesday June 27: Field volunteering: No class.

Tuesday July 4: Field volunteering: No class.

Tuesday July 11: Mid-field Canada 150 popular culture reports presented in Class.

Sketching the final team presentation roles. Team workshops and plan for final presentations.

Tuesday July 18: Field volunteering: No class.

Tuesday July 25: Field volunteering: No class.

Tuesday August 1: Last class and team presentations ( 4 hours).

Final paper due: Friday August 5, 2017 by 4pm

REQUIRED READINGS:
Readings available on Canvas.

REGISTRAR NOTES:

SFU’s Academic Integrity web site http://students.sfu.ca/academicintegrity.html is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English. Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. http://www.sfu.ca/policies/gazette/student/s10-01.html

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