

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
SOCI 4170A
FALL 2024
COMMUNITY ENGAGED SOCIOLOGY
Delivery Model: In-Person (Synchronous)



Instructor: Dr. Phillip Primeau (Phil)

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Office Hours: Individually by Appointment via Zoom

Schedule a meeting here: <https://calendly.com/phillipprimeau>

Teaching Assistants: This course is taught using a team-based approach.
Contact details via Brightspace.

Course Brightspace Page:

<https://brightspace.carleton.ca/d2l/home/292654>

HOW THIS CLASS WORKS: This course is designed to be delivered in person with an online Brightspace page. The course will unfold through a mix of synchronous (live) in-person sessions; material to watch, listen to, or read outside of class time; discussions and group work during class time; individual and group assignments to complete throughout the term; and, off-campus activities around Ottawa. Please be mindful of possible disruptions to the class if you arrive late to sessions. Each week students are expected to meaningfully engage with course content, learn about and practice academic skills, and think critically about course concepts during sessions, learning activities, and collaborative work. There is no final exam for this course. All required material for this course will be made available through Brightspace. This material will remain available on Brightspace for the duration of the course unless otherwise noted. Students are encouraged to take advantage of office hours by appointment with the course instructor and course teaching assistants. All times in EST.

COURSE DESCRIPTION: Students will apply their sociological education by working with community organizations in small teams to research issues and advocate for positive social change. Each team's project will include public education, sociological analysis and creating a tangible product for the partner organization. Prerequisite(s): third-year or fourth-year standing, or permission from the instructor.

LEARNING OBJECTIVES: By the end of this course, students will:

- Identify, summarize, and apply theories of community-based engagement through experiential learning.
- Apply sociological knowledge to differentiate between stereotypical understandings and lived realities.
- Participate in teamwork contributing to and maintaining positive team experiences.
- Design, plan, and conduct a community-based social action intervention in concert with peers.
- Assess the effectiveness of community engagement processes in creating engagement and social change.
- Experiment with different forms in which academic research and findings are disseminated.
- Distinguish between different types of textual, visual, and oral/aural communication and engagement formats.
- Develop and refine written and verbal communication skills.

FORMAT & PARTICIPATION: Welcome to Community Engaged Sociology! As you will discover, this course is different from most of the courses in an undergraduate degree. We will not confine ourselves to studying sociology in the classroom, we will engage in it directly in the community! This course is light on readings and lectures, offering instead opportunities to learn while working alongside communities in different ways.

The structure of this course requires continual participation. This is a team-based course. The class will be divided into teams. Each team will work in partnership with a community organization. Students will learn about social issues that community members are working to address, and then work alongside community organizations on social action projects directly related to those issues. Much of the teamwork will be done in class time with your team leader and with the support of the instructor, which adds an element of accountability often not present in course-based group work. Specific readings, activities, and assignments will vary depending on the team. Each team will perform about the same amount of work. Class discussions play an important part in successfully navigating this course. Active participation during sessions is encouraged and expected. This could mean asking questions, offering different perspectives on debates, or contributing personal experiences as valuable learning moments for others. To successfully navigate this course, students must contribute individually to collective team efforts throughout the term.

This course relies on students' continual and ongoing presence during sessions and at community events. Attendance and participation will be noted each week and will contribute to individual final grades. If you are unable to attend a session or a meeting, you must let your colleagues know. It will not be possible to 'catch up' or 'binge' content near the end of the term. Elements of the course inform and build on each other, which is why ongoing engagement in the course is required. If you feel like you have fallen behind, contact the instructor as soon as possible. During the first session, we will address how we can develop a supportive learning environment and the expectations around class behaviour, assignments, use of Brightspace, and checking emails/Brightspace regularly for updates.

REQUIRED MATERIAL:

TEXTS: All required material will be available on the course's Brightspace page. Some materials will require remote access to the university's online catalogue. Each student team will have a different set of required readings. Most required readings are to be completed early in the term. The material assigned to teams for each week should reflect and expand on students' research interests, areas of study, intellectual curiosity, and be tailored to the course's partner community organizations. During the first week of the course, students, along with the instructor and teaching assistants, will discuss and present a schedule of readings for each team. Weekly topics may be suggested to reflect what teams wish to cover during the term. Once the schedule is finalized, students will be expected to have read, listened, or watched all assigned material **PRIOR** to weekly sessions and **PRIOR** to class discussions. The quality of discussions will be greatly enhanced if everyone comes prepared.



PODCASTS & VIDEOS: We'll be watching a variety of videos and listening to different podcast episodes in and out of class. The links to these will be provided in Brightspace under each appropriate week.

INSTRUCTOR COMMUNICATION POLICY: Please email your concerns, questions and considerations. I will respond within 48 hours Monday-Friday. Unless in exceptional cases, I will refrain from emailing during the weekend. If after 48 hours you have not heard back, something, somewhere went wrong. If this happens, please resend your email. If you would like to set up a meeting via Zoom, or a phone call, please schedule a time using this [online platform](#).

RESPECT FOR DIVERSITY: Academic work in the social sciences is oftentimes about the choices we make from positions of privilege. While we must not shy away from the choices we make while engaging in academic work, it is our prerogative to engage in ethical practices that are respectful of the diversity of knowledges and perspectives that make up our social world. In this course, we will have many opportunities to explore some challenging issues and increase our understanding of different perspectives. Our conversations may not always be easy; we will sometimes make mistakes in our speaking and our listening. We will at times need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understanding of multiple perspectives—whatever our backgrounds, experiences, or positions. Additionally, as the instructor in this course, I intend that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I intend to present materials and lectures that are respectful of diversity. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Furthermore, I would like to create a learning environment for students that supports a diversity of thoughts, perspectives and experiences, and honours your identities. To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, Department Chair and Professor [Bernhard Leistle](#) is an excellent resource.
- I am still in the process of learning about diverse perspectives and identities. As a male white settler trained in classical social theory and methods, I have had to reconsider some of the things that I was taught (inside and outside formal education). This is a good thing. Going back and re-assessing the materials and knowledges that I use to teach allows me to learn and grow as a more informed researcher. In some instances, it has meant removing materials to make space for a more inclusive and diverse set of voices. In other instances, it has meant expanding conversations and paying attention to how I teach certain material. This remains a learning process for me and I may from time to time get it wrong. If something was said in class (by anyone, including me) that made you feel uncomfortable, please talk to me about it (again, anonymous feedback is always an option). Likewise, if you appreciated the way certain topics or experiences were discussed let me know.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols. If you are not located near Carleton, you may use the website <https://native-land.ca/> to identify traditional homelands.



<https://muralsforsocialjustice.wordpress.com>

LEARNING REQUIREMENTS AND CLASS CONDUCT:

Students must have access to the internet and the ability to access the course's Brightspace. Material posted to Brightspace will be available for download and consultation offline whenever possible. Brightspace will contain a variety of required and supplemental texts, videos, and podcast episodes that are relevant to the topics we will be covering. Website links to the material can be played on any internet-connected device. If you'd rather use your favourite podcatcher app to listen to podcast episodes, feel free to search and find the appropriate episodes.

Class Conduct: To ensure that sessions remain a space where everyone feels comfortable exchanging ideas:

*This course has a **ZERO TOLERANCE** policy concerning harassment, bullying, discrimination, and sexual assault. The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Please read Carleton University's [Student Rights and Responsibilities Policy](#)

In addition, during our first session together we will discuss and adopt a shared 'Code of Conduct' and 'Community Guidelines' adapted from [Northeastern University's Feminist Coding Collective](#)

Trust: I trust you. I don't need to see a doctor's note, whether for something Covid-related or something else. What's more, I don't need to know the details. *I trust you.* If something is up, it's enough to send me an email and say, 'Something's up; can we rejig things'. We will figure out a way for you to move forward and be successful, together.

ASSIGNMENT SUBMISSION & LATE POLICY: All assignments are to be submitted no later than the due date outlined below. Assignments are submitted electronically using the course's Brightspace page. Make sure to save your work frequently and have a backup copy of your finished work before submitting it. For Brightspace assignment submission support, see [here](#). Late penalties of 2% per day (including Sat & Sun) will apply if no agreed-upon extension was granted by the instructor or a teaching assistant before the due date of an assignment.



<https://tangledarts.org>

COURSE REQUIREMENTS & METHODS OF EVALUATION

ASSIGNMENTS	% OF GRADE	COMPONENTS & DUE DATES
Participation (Individual)	20%	Ongoing
Reading Summaries & Responses (Individual)	15%	#1: September 16 th #2: September 23 rd #3: September 30 th
Community Engagement & Me (Individual)	15%	December 6 th
Social Action Project (Group)	50%	Project Plan (10%): October 7 th Project Deliverables/Action (15%): November 18 th /25 th Public Project Report (15%): December 2 nd Project Presentation (10%): December 6 th

Full details of assignments will be made available on Brightspace

PARTICIPATION

Participation will be based on active engagement during sessions and meaningful contributions to class discussions. Active participation during sessions can take the form of raising questions, contributing thoughts and ideas to discussions, highlighting linkages and common themes, introducing alternative understandings, etc. Both quantity and quality of contributions will be considered.

READING SUMMARIES & RESPONSES:

Students will individually prepare summaries and responses to select course materials (2/3 pages, 5% each). These will serve to identify social issues that affect communities while informing team discussions and social action projects. Due **BEFORE** class and will be shared among team members after review. Work submitted after the start of class will be penalized 2%.

COMMUNITY ENGAGEMENT & ME

Students will prepare a podcast or zine that critically reflects on their participation in a community engagement project using themes and topics explored in the course. Students will discuss community engagement from two contexts—the digital and the material/physical. This assignment is both a personal reflection and a critical engagement with course material. Evaluated using a ‘complete/incomplete’ grading structure, accompanied with comments and feedback. Students can resubmit ‘incomplete’ assignments for re-evaluation before the last day of submission. Last day for submission: December 6th. Students are encouraged to submit before the end of the term to allow for re-submission.

SOCIAL ACTION PROJECT

Each team will undertake a public education, community engagement, and/or advocacy project for an organization. Students are responsible for contributing to their group’s efforts, while also documenting project processes. Class time will be available to complete aspects of the project. The project involves closely working with community partners and a team leader who will offer ongoing feedback and comments.

- **Project Plan (10%):** Due Week 5 October 7th
Each team will submit a project plan that will include a statement of the sociological issues being addressed (with links to course materials), an outline of the deliverables/activities you will undertake to address the issues, a project timeline, measurable goals, assigned roles, and budget. One submission per team.
- **Project Deliverables/Action (15%):** Due Week 11/12 November 18th/25th
The social action/advocacy projects will be unique to each team. Marking will be based on projected project activities and final deliverables. While week 11 is the target date for completion, the actual completion date will be subject to the needs of the project and will be negotiated with the organization. There is no separate “submission” required as team leaders will be present throughout the process.
- **Public Project Report (15%):** Due Week 13 December 2nd
Each team will produce a final project report. The report will communicate essential information about the project and tell the story of the issue, the organization, the project’s goals/impact, and the student experience. This should be a visually interesting and engaging product. Creative formats, such as an infographic or video, are welcomed. One submission per team.
- **Project Presentation (10%):** Due Week 13 December 6th
During the last class of the term, student groups will present their project and speak about the process and experience (20/30 mins max). A Q&A period will follow presentations. Each member of the team will actively participate in the presentation. Creativity is welcomed! Presentation materials are to be submitted no later than Dec.6th @ 1:00pm (EST).

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50 WDN = Withdrawn from the course DEF = Deferred			

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Academic Accommodations for Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for October/November examinations is **October 1, 2024** and **November 15, 2024** for December examinations.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence:

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's

Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities:

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism:

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Mental Health: As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

FALL TERM 2024 – Important Dates and Deadlines

Date	Activity
August 28, 2024	Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.
August 30, 2024	Last day for receipt of applications from potential fall (November) graduates.
September 2, 2024	Statutory holiday. University closed.
September 3, 2024	Academic orientation (undergraduate and graduate students).
	Orientation for new Teaching Assistants.
	All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.
September 4, 2024	Fall term begins. Full fall, early fall, and fall/winter classes begin.
September 10, 2024	Last day for registration and course changes (including auditing) in early fall courses.
September 17, 2024	Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.
	Last day to withdraw from early fall courses with a full fee adjustment.
	Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2024 and must register for the fall 2024 term.
September 20-22, 2024	Deferred Exam Period: Full Summer term final examinations; Late Summer term final examinations
September 30, 2024	Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.
October 1, 2024	Last day for academic withdrawal from early fall courses.

	Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
October 11, 2024	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
	December examination schedule (fall term final and fall/winter mid-terms) available online.
October 14, 2024	Statutory holiday. University closed.
October 15, 2024	Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.
October 18, 2024	Last day of early fall classes.
	Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by a course instructor as a due date for term work for early fall courses.
October 21, 2024	Deadline for course outlines to be made available to students registered in late fall courses.
October 21-25, 2024	<p>Fall Break: No classes will take place. Students cannot be required to attend class or submit coursework from Sunday, October 20 to Sunday, October 27. The following exceptions may apply:</p> <ul style="list-style-type: none"> • If it is necessary to hold a test after Friday, October 18 due to exceptional circumstances, it can only be scheduled on Saturday, October 19. This timing must be announced on the course outline that is distributed at the beginning of the term. • Final exams for Early Fall undergraduate courses may be held on October 26-27 and November 2-3.
October 26-27, November 2-3, 2024	Final examinations in early fall undergraduate courses will be held.
October 28, 2024	Late fall classes begin.
November 8, 2024	Last day to withdraw from late fall term courses with a full fee adjustment.

November 11, 2024	Remembrance Day is on Monday, November 11. As much as possible, course instructors are asked to allow for a moment of silence for personal reflection at 11 a.m. in accordance with Senate policy.
November 15, 2024	Last day for academic withdrawal from full fall and late fall courses.
	Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
	Last day for receipt of applications for admission to an undergraduate degree program for the winter term.
November 15-17, 2024	Deferred Exam Period: Early Fall term undergraduate final examinations
November 22, 2024	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 29, 2024	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
November 30, 2024	Last day for receipt of applications from potential winter (February) graduates.
December 6, 2024	Fall term ends.
	Last day of full fall and late fall classes.
	Classes follow a Monday schedule.
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
December 9-21, 2024	Final examinations in Full Fall and Late Fall courses and mid-term examinations in Fall/Winter courses will be held. Examinations are normally held all seven days of the week.
December 21, 2024	All final take-home examinations are due on this day