



## Interdisciplinary Studies 305 Winter 2021 Syllabus

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Community facilitator: Maricarmen Valdivieso (Nexos Comunitarios Representative)

Class schedule: Wednesday 2:15-5pm Atlantic Standard time (1:15-4 PET)  
Office hours: Virtual office hours (send email to book a time)  
Tuesday 11am-12pm (noon) Thursday 10am-12pm -(noon)  
Or by appointment

### Course Description.

Service learning is an innovative way to integrate experiential learning, academic study, and community service. It is an opportunity for students from all disciplines to further explore and apply classroom concepts in a community setting. This course can be used as part of DEVS requirements or as an elective in any program.

Students will develop their research, writing, and presentation skills through completion of an academic research paper connected with a virtual Immersion experience in Peru that will be incorporated as part of this course. Students will write and present on a topic of their choice related to their Peruvian virtual Immersion experience.

Over the semester the Immersion Service Learning students will participate in virtual interactions with partners in Peru. The goal of this experience is to support a community facing discrimination, racism, poverty, isolation, poor nutrition and food security issues. Through the reciprocal use of photography students will critically engage with realities in each community. Students will strengthen their engagement and leadership skills while enhancing their learning about development issues. Students will explore innovative adaptation strategies employed by the Peruvian nonprofit civil association in partnership with isolated communities to mitigate inequity and create sustainable solutions.

Photography is a fantastic tool used in the international development field and it is one of the most powerful tools for an Active Learning methodology, namely, Participatory Action Research. Nexos Comunitarios has successfully used this methodology and photography, most specifically, to strengthen the community leadership on the projects and facilitate open discussions about the community issues. Students and communities aim to keep learning from each other while appreciating their culture and reality. For this reason, this project will allow the students and the communities, simultaneously, to share on their culture, their communities and cities first, and then reflecting and comparing theirs and the others in from an inclusive perspective.

Through visual results, we aim to generate critical thinking about participants' own realities (community partners and the student's), support us continue learning about the problems of the communities, and help all participants (including the community actors) to strengthen their engagement and leadership. Finally, a presentation of both works (communities' and students' albums) will be presented, online to both groups expecting that a realization of problems with similar roots, could potentially bring sustainable solutions for a more equal world.

Due to the uncertainty of our times, the projects may be adjusted and updated according to the needs of the communities and the availability of the students. **Flexibility** will be a principle followed through the implementation of each of the projects.

### Overall course objectives:

1. Through Photo-Journals and discussions create a virtual reciprocal space to learn and teach one another, despite the physical distance.
2. Develop (or enhance) an interest in social & political issues, and current affairs
3. To recognize the importance of reciprocity in Learning-Service
4. To value the voice of community partners
5. To acknowledge the similarities between both communities
6. To learn about the history and culture of both communities and reflect on them
7. To develop and enhance critical thinking about Learning-Service programs, International Development, and the ongoing effects of colonialism
8. To increase awareness about the existing gaps in living conditions and opportunities between Canadian and Peruvian participants

### Required Reading:

#### Required Readings on Moodle

*Electronic copies of readings will be available on Moodle or through the St. FX library*

*\*some readings may change or be added if more suitable ones become available*

### Evaluation.

Photo Assignment	20%	(Due: Part 1 due Feb. 9 & Part 2 Feb. 16)
Class participation /reflections	20%	Reflection Due dates see schedule
Paper proposal	10%	Due: Draft due Feb. 10 (in class) Final Proposal due: February 17
Paper Presentation	10%	
Contribution to Photo-voice report	10%	Due: April 8, 2021
Final research Paper	40%	Draft due March 17 in class Final Essay due: April 7

See schedule below for additional due dates

Requirements for assignments will be added to Moodle in a separate document

- *Class Preparation:* You are expected to read all the required readings and submit assignments through the course. It is expected that you will reflect and contemplate the readings by asking your own questions and

examining your personal experiences. This class primarily follows a seminar style format. Class participation and attendance is required.

### **Class room etiquette/policies**

- Be respectful of your classmates and avoid class disruption (leaving class early, late, talking, whispering).
- This class should be free from discrimination and harassment in accord with the *StFX Discrimination and Harassment Policy* which can be found at <http://www.mystfx.ca/campus/stu-serv/equity/>.
- Regular attendance at class is required to do well (see calendar section 3.7) [http://sites.stfx.ca/registrar/office/academic\\_calendar](http://sites.stfx.ca/registrar/office/academic_calendar).
- Students are responsible for material discussed in class even when they are absent

**Class schedule and readings:** The readings are available on your Moodle site –We will follow the order of the readings listed below. \*I reserve the right to change readings (with early notification).

\*\*Additional readings will be added to this syllabus

\*\*\*Revised with Due dates for assignments/participation reflections – some adjustments may be required

### **January 13**

Introduction to course

- Review syllabus, evaluation, class expectations, student expectations

### **January 20**

- What is service learning?
- Reciprocity in service learning,
- Reflective learning.
- Assignment discussions

*Learning With and Learning From: Reciprocity in Service Learning in Teacher Education* by David M. Donahue, Jane Bowyer & Dana Rosenberg

Pages 15-27 | Published online: 29 Oct 2010. <https://doi.org/10.1080/10665680303498>

*The ethics of international service learning as a pedagogical development practice: a Canadian study* by Debra D. Chapman Pages 1899-1922 | Received 29 Jan 2016, Accepted 05 Apr 2016, Published online: 02 Jun 2016. <https://doi.org/10.1080/01436597.2016.1175935>

### **January 27**

- Developing Habits of Reflection for Meaningful Learning by Morris Fiddler, Catherine Marienau
- From Charity to Justice. Source: American Behavioral Scientist, Feb2000, Vol. 43 Issue 5, p895, Author(s): Marullo, Sam; Edwards, Bob
- *Participatory-action research with immigrant women in two small Canadian cities: Using photovoice in Kingston and Peterborough Ontario.* By C Sutherland & Y. Cheng. Journal of Immigrant & Refugee Studies, 2009.

### **February 3**

PERU SESSION 1: First Session with community partner Nexos Comunitarios led by Maricarmen Valdivieso

Topic:

- Introduction to our community partner Nexos Comunitarios and the community of Cancuni.
- What is Photo Voice and how will be applied to this project?  
Participatory Action Research Methodology and Nexos Comunitarios projects.
- Required readings: *Photovoice Research: Food and eating habits in the Cuncani Community* by Kenji Misawa of Nexos Comunitarios

### **February 10**

PERU SESSION 2 : Being part of a community

In this session, students will learn about projects that use Photo Voice to learn about their history, reality and more.

Discussion of Assignment 1 due next class: Submit a video (or slide show) of the history (and current reality) of Antigonish, NS. (approximately 10 minutes) & **1 page reflection**

- *Photo voice readings*

Draft Proposal due

Submit first reflection ½- 1pg re: your expectations/hope/concerns etc. (See handouts for reflections tips – since this is only the beginning of the course all tips will not apply)

### **February 17**

PERU SESSION 3: The encounter of the communities.

In this session, the students and the members of the community will meet online. The students will present their video/slide show to the members of the community and together, we will decide the topic(s) of the stories they want to tell.

Suggest topics: Daily lives, Our environment and its protection, Our family, Our participation in our community, issues in our community.

Photo voice Assignment 1 – part 1 due Feb 16 by midnight – submit to Moodle

Proposal due – Oral presentation of proposal Feb 17

### **February 24**

PERU SESSION 4: The history of Peru.

Peru's history, emphasizing the history of the Andean people.

Part 2 assignment 1: Students create a photographic story of the history of Canada, emphasizing in its multicultural characteristics. To tell the story they could do interviews with people outside the university (research collect images)

Due: Feb 23 by midnight submit to Moodle.

### **March 3**

PERU SESSION 5: Development in Peru from a Canadian International Development professional

In this session, we will invite an International Development professional from Canada to teach us about how Canada has been involved in International Development and the impact of Learning-Service programs in different part of the world.

Participation Assignment: Through the use of images, students will tell us about a volunteer opportunity they had. (If no volunteer experience: could interview someone who has had some experience and present images).

### **March 10**

PERU SESSION 6: What is our role in our society?

In this session, we will be talking about the different roles we can have to improve our world. From volunteering to Corporate Social Responsibility as part of our local community and our global community.

Participation Assignment: Students search through photographic archive about the importance of participation in the destiny of our society.

### **March 17**

PERU SESSION 7:

How is the process going?

In this session, the students and members of the community, will share with us about their process.

DUE: Reflections on the virtual immersion experience. (Discuss and submit a one page reflection).

DRAFT of paper due in class

### **March 24**

PERU SESSION 8:

Presentation of the project

On a virtual session, students and members of the community will present their work and share their stories

Photovoice presentation

\*oral paper presentation (tentative date – or Mar 31 to be decided as a group)

### **March 31**

Group work on photovoice **Final report** – together, we will discuss and work on revisions to a group final report based on each of the sessions and the final exhibition with the intention to share it with the participants and future participants of Learning-Service Programs.

\*oral paper presentation (tentative date)

### **April 7**

Wrap up - Final reflection

Final individual papers/reports due

Summary of Due dates/assignments – note there is more than one assignment on the due dates

1. Feb 10 Draft proposal (peer review) and Initial reflection
2. Feb 16 photovoice assignment 1(individual and group)
3. Feb 17 Final proposal and photovoice Part 1 (Antigonish)
4. Feb 23 Part 2 due on Moodle
5. Feb 24 Photovoice part 2 (Canada/multiculturalism)
6. March 3 Photovoice Volunteer experience
7. March 10 Photovoice (group) importance of participating in changing society
8. Mar 17 Draft paper due in class (peer review)
9. March 23 Photovoice final project
10. March 24– oral presentation of photovoice project (\*final paper presentation tentative date)
11. Mar 31 -complete final photovoice report
12. Paper presentation (tentative Mar 24 or 31)
13. April 7 Final paper due

“No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline. “

*Kofi Annan*

*“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not.”*

Dr. Seuss - *The Lorax*