

**ARTSSCI 3CU3: Alumni Experience Inquiry
(Term 2) 2015-2016
Course Outline**

Instructor: Laura Fenwick-Sehl
fenwicl@mcmaster.ca

Office Hours: Monday 11:30am-12:30pm
C105F

Class Time: Wednesdays, 7 – 10 PM
BSB 122

Course Description:

This course will explore the world of work through the lens of the Arts & Science experience, as well as more broadly through examining the social causes and effects of current employment trends in North America. Arts & Science alumni will be involved as mentors throughout the course, providing students with the opportunity to explore different applications of an interdisciplinary degree. The course topics, including social inequality and oppression, work and gender, intersectionality, leadership, and social change, will provide a context in which to understand broader trends in employment. Through coursework as well as experiential learning, students will develop a deeper understanding of their own unique positions within our society, as well as how they can contribute to creating positive social change. Using an inquiry methodology, the course will integrate more traditional lecture-style presentations with interactive sessions, led by the instructor, students, and alumni.

Students will have multiple opportunities to interact with Arts & Science alumni throughout the course. For many of the scheduled classes, alumni will help to facilitate a portion of the class discussion. Students will also have the opportunity to learn from individual Arts & Science graduates through completing an informational interview and a job shadow placement. Students will consolidate their learning from the class in their 'Five Year Vision' project, in which they will consider three potential future pathways while reflecting on lessons learned in class and during the experiential opportunities provided by the course.

Course Objectives:

Upon successful completion of the course, students should be able to:

1. Describe and discuss a variety of issues relating to social aspects of employment in North America
2. Identify and distil key ideas from one week's readings through an engaging and interactive class presentation
3. Critically explore a current employment trend and comment on its social causes and impact
4. Understand and critically examine our individual and collective privilege, and explore ways to create positive social change by harnessing this privilege
5. Develop and defend a vision for life after graduation, incorporating critical reflections on experiential components of the course

Required Course Texts:

Alumni Experience Inquiry 3CU3 Custom Courseware, available at the Campus Store.

Additional course readings are available through McMaster's online holdings, or online.

Assessment:

Grades for the course will be calculated as follows:

Assessment	Weight	Due Date
Critical Memos (2)	5% each	February 6 and March 23, 2016
Class Facilitation	20%	TBD (Sign up in class)
Research Paper Proposal	5%	February 3, 2016
Research Paper	25%	March 16, 2016
Five Year Vision Presentation	10%	TBD (Sign up in class)
Five Year Vision Project	20%	March 30, 2016
Participation	10%	Ongoing
Screenshots of initial conversation with alumni mentors (1 per mentor)	0*	January 20, 2016 (on Avenue)
Screenshot of confirmation of interview time with informational interview participant	0*	January 27, 2016 (on Avenue)
Screenshot of confirmation of job shadow placement date	0*	February 10, 2016 (on Avenue)

*If these screenshots are not completed by their due dates, 1% will be deducted from your final mark for each late submission.

Assignment Descriptions:

The following is a brief description of each assignment. More detail will be discussed in class and made available on Avenue to Learn.

Critical Memos: Critical memos give students the opportunity to think deeply about one of the course readings. Critical memos can respond to any of the following questions: What ideas or comments stood out for you in this reading, and why? What gaps exist in this reading? How does this reading connect to other work that you are doing in the course? How can you apply this reading to your work or life outside of the course? How does this reading allow you to think differently about the issues discussed? Critical memos should not summarize the reading. Critical memos should be 2 pages long and can be handed in at any time during the term before or on the deadlines listed above. You may not write about a reading from the week that you are responsible for class facilitation.

Class Facilitation: Working in groups, you will be required to facilitate a class discussion about one of the week's themes and readings. Facilitators should not summarize the readings, but rather provide opportunities their classmates to engage with the course themes and texts. You are encouraged to include active learning strategies including hands-on activities, demonstrations, discussion questions, and games throughout your class facilitation. On the week that your group facilitates, you will be required to submit a short summary (1-2 paragraphs per article or chapter) of each of the class readings to the alumni class facilitators. Class facilitations should take 45 minutes.

Research Proposal and Paper: In the *research proposal*, students will develop a research question that critically examines the social causes and/or impacts of a current employment trend. The research proposal should be 2-3 pages long. It should clearly state the research question and outline the approach to its response. The research proposal should show evidence of engagement with 3-5 academic texts related to the topic.

In the *research paper*, students will endeavour to answer their proposed research question using a variety of academic sources as well as their own critical analysis. The paper should be 2500 words and should use consistent referencing throughout.

Five Year Vision Project and Presentation: In the *Five Year Vision Project*, students are asked to research and present three different potential 'prototypes' for their lives after graduation. Each prototype can include one or more of the following elements: postgraduate education, career opportunities, travel, community involvement, and entrepreneurial pursuits. You are encouraged to think both creatively and realistically about this assignment; prototypes can be ambitious, but they should also be attainable. Each prototype should include a short vision statement (why are you interested in pursuing this path?), a description (what are the different elements of the prototype?), and an action plan (what steps can you take now to make this vision a reality?) The three prototypes presented should demonstrate each student's commitment to their own interests and values. Along with the three prototypes, students should submit a reflection outlining how their experiences in the course have helped them to develop their prototypes. Specifically, students should comment on how the job shadow and informational interview encouraged them to think differently about their future lives. This assignment should be no more than 8 written pages. Projects can be formatted creatively; speak with the instructor about your idea if you intend to submit a non-traditional paper.

In the *Five Year Vision Presentation*, students will present their three prototypes to the class. Following the presentation, students will be able to respond to questions from their classmates about their Five Year Vision. Each student will be asked to provide written feedback on two Five Year Vision presentations as a component of the class participation mark.

Participation: Your on-going attendance and participation is critical for the success of the course. Students are expected to attend class regularly, complete all scheduled readings, participate meaningfully in class discussions, listen respectfully, and ask relevant questions. Additionally, your engagement with alumni will be evaluated. You are expected to act and communicate professionally and respectfully with your assigned mentors, and pose thoughtful questions to class presenters. You are required to submit evidence of timely communication with your alumni mentors on Avenue to Learn as a component of your participation mark, in the form of a screenshot of your email conversations.

Submitting Assignments:

All written assignments must be submitted in hard copy, at the beginning of class, on the date they are due. The penalty for late assignment submission is 3% per day, to a maximum of 7 days, including weekend days.

The written work submission guidelines have been chosen to support the more sustainable use of paper, energy, and toner, and meet the Platinum standard of the Office of Sustainability www.mcmaster.ca/sustainability. All written work should be submitted in the following format: double-sided printing; no title page; 1.5 line spacing; sans-serif font.

Schedule of Topics and Readings:

Week 1 Introduction to the Course.

No assigned readings

Week 2 Mentorship and Networking

Zachary, L. J., & Fischler, L.A. (2009). The Power and Process of Mentoring. *The Mentee's Guide: Making Mentoring Work for You* (pp. 1-13). San Francisco: John Wiley & Sons. *Coursepack*

Jay, M. (2012). Weak Ties. *The Defining Decade: Why your twenties matter – and how to make the most of them now* (pp. 17-31). New York: Hachette Book Group. *Coursepack*

Pollak, L. (2012). Talk. Listen. Repeat. (I.E., Network). *Getting from College to Career* (revised ed.) (pp. 89-113). New York: Harper Business. *Coursepack*

Week 3 Inequality and Oppression

Buist, S. (2015, October 27). The Poverty Project: The new economy - precarious and insecure. *The Hamilton Spectator*. Online: <http://www.thespec.com/news-story/6046405-the-poverty-project-the-new-economy-precarious-and-insecure/>

Canadian Electronic Library (Firm), & Broadbent Institute. (2012). *Toward a more equal Canada: A report on Canada's economic & social inequality*. Ottawa, Ont.: Broadbent Institute. Online: http://ywccanada.ca/data/research_docs/00000292.pdf

Mullaly, B. (2010). Oppression: An Overview. *Challenging Oppression and Confronting Privilege* (2nd ed.) (pp. 34-36) Don Mills: Oxford University Press. *Coursepack*

Week 4 Case Study: Unpaid Internships

Perlin, R. (2012). What About Everybody Else? *Intern Nation*. London: Verso. *Coursepack*

Schwartz, M. (2013, Winter). Opportunity costs: The true price of internships. *Dissent*, 60, 41-45. *Library E-Resource*.

Shade, L. R., & Jacobson, J. (2015). Hungry for the job: Gender, unpaid internships, and the creative industries. *The Sociological Review*, 63(S1), 188-205. *Library E-Resource*

Week 5 Work and Gender

Alvesson, M. & Due Billing, Y. (2009). Masculinities, Femininities and Work. *Understanding Gender and Organizations* (2nd ed.) (pp. 70-95). London: SAGE. *Coursepack*

Kosny, A., & MacEachen, E. (2010). Gendered, invisible work in non-profit social service organizations: Implications for worker health and safety. *Gender, Work and Organization*, 17(4), 359-380. *Library E-Resource*.

Slaughter, A. (2015). Why Women Still Can't Have it All. *The Atlantic*. Online: <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-cant-have-it-all/309020/>

Week 6 Diversity and Intersectionality

Williams, C. L. (2013). The glass escalator, revisited: Gender inequality in neoliberal times, SWS feminist lecturer. *Gender & Society*, 27(5), 609-629. *Library E-resource*.

Mullaly, B. (2010). The 'Web': The Multiplicity, Intersectionality, and Heterogeneity of Oppression. *Challenging Oppression and Confronting Privilege* (2nd ed.) (pp. 188-219). Don Mills: Oxford University Press. *Coursepack*

Block, S., & Galabuzi, G. (2011). *Canada's colour coded labour market: The gap for racialized workers*. Canadian Centre for Policy Alternatives. Online: http://www.wellesleyinstitute.com/wp-content/uploads/2011/03/Colour_Coded_Labour_MarketFINAL.pdf

Week 7 Privilege and Social Capital

McIntosh, P. (1988). *White Privilege: Unpacking the Invisible Knapsack*. Online: http://www.cirtl.net/files/PartI_CreatingAwareness_WhitePrivilegeUnpackingtheInvisibleKnapsack.pdf

Ramirez, E. (2011). "No one taught me the steps": Latinos' experiences applying to graduate school. *Journal of Latinos and Education*, 10(3), 204-222. *Library E-Resource*

Exposito, S., & Bernheimer, S. (2012). Nontraditional students and institutions of higher education: A conceptual framework. *Journal of Early Childhood Teacher Education*, 33(2), 178-189. *Library E-Resource*

Week 8 Creating Social Change

Westley, F., Patton, M.Q. & Zimmerman, B. (2007). The First Light of the Evening. *Getting to Maybe: How the World is Changed* (pp. 2-26). Toronto: Vintage Canada. *Coursepack*

Wagner, W. (2009). What is Social Change. In S.R. Komives & W. Wagner (Eds.), *Leadership for a Better World* (7-41). San Francisco: John Wiley & Sons, Inc. *Coursepack*

Case, K. A., Kanenberg, H., Erich, S. ", & Tittsworth, J. (2012). Transgender inclusion in university nondiscrimination statements: Challenging gender-conforming privilege through student activism. *Journal of Social Issues*, 68(1), 145-161. *Library E-Resource*.

Week 9 Models of Leadership

Dugan, J.P. & Komives, S.R. (2011). Leadership Theories. In S.R. Komives et al (Eds.) *The Handbook for Student Leadership* (2nd Ed.) (pp. 35-57) San Francisco: John Wiley & Sons, Inc. *Coursepack*

Cilente, K. (2009). An Overview of the Social Change Model of Leadership Development. In S.R. Komives & W. Wagner (Eds.), *Leadership for a Better World* (43-77). San Francisco: John Wiley & Sons, Inc. *Coursepack*

Northhouse, P. G. (2013). Servant Leadership. *Leadership: Theory and Practice* (pp. 219-251). Los Angeles: SAGE. *Coursepack*

Week 10 Community Engagement

Bickford, D. M., & Reynolds, N. (2002). Activism and service-learning: Reframing volunteerism as acts of dissent. *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, 2(2), 229-252. *Library E-Resource*

Sandy, M., & Holland, B. A. (2006). Different worlds and common ground: Community partner perspectives on campus-community partnerships. *Michigan Journal of Community Service Learning*, 13(1), 30-43. *Library E-Resource*.

White, B. P. (2010). Power, privilege, and the public: The dynamics of community-university collaboration. *New Directions for Higher Education*, (152), 67-74. *Library E-Resource*.

Week 11 Occupational Stress and Resiliency

Beck, J. (2015). The Internet Wants to Help You Take Care of Yourself. *The Atlantic*. Online: <http://www.theatlantic.com/health/archive/2015/10/internet-self-care/408580/>

Carr, D. (2014). Why Some Crumble and Others Bounce Back. *Worried Sick: How Stress Hurts Us and How to Bounce Back* (pp. 72-98). New Brunswick: Rutgers University Press. *Coursepack*

Lewchuk, W, Clarke, M. & de Wolff, A. Unsustainable, Less Permanent Employment." *Working Without Commitments: The Health Effects of Precarious Employment* (pp. 231-262). Montreal: McGill – Queen's University Press. *Coursepack*

Week 12 Five Year Vision Presentations

No assigned readings

Week 13 Five Year Vision Presentations

No assigned readings

Please Note:

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check **their McMaster email** and course websites weekly during the term and to note any changes. Announcements will be made in class and by using the course email distribution list.

University Policies:

McMaster Policy on Academic Integrity:

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at: <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

McMaster Student Absence Form (MSAF):

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.” Please also see the MSAF statement on our website (<http://artsci.mcmaster.ca/>) and direct any questions or concerns to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office as appropriate.

Academic Accommodation of Students with Disabilities:

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.