University of Victoria

Faculty of Education

Department of Educational Psychology & Leadership Studies
University of Victoria, Faculty of Graduate Studies

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Times: Wednesday, 9:30 – 12:30
Location: MacLaurin D111
Consultation Hours: Wednesday after class and by arrangement

Calendar description

This course will focus on leadership and learning strategies in communities and schools that work towards educational, social, environmental and cultural change. Topics include inter-connections between school and community; relations of power and social inequity; just learning societies; concepts of democracy, citizenship and governance; critical pedagogy/theory; feminist theory and leadership; aboriginal perspectives on leadership; cross-cultural and anti-racisms dialogues; ethics and values in leadership; social learning, collectivity and collaboration.

Intent and Focus

This course is contextualized in discourses of citizenship, transformation, activism, social justice and change. It asks what types of leadership and adult education and learning are needed to develop in people a sense of power, agency, social responsibility, skills, consciousness and knowledge to take action for a more socially, ecologically and politically just and equitable workplace, community, society and world? This course explores cross-woven threads of theory and practice within the discourses of community leadership, social movement organizing and activism, adult education and learning, and community development in terms of how they articulate, trouble, and aim to make change happen. Particularly, in today's disruptive climate of economic rationalization, competition and individualization, globalization, cultural homogenization, education and health funding cutbacks and/or threats of privatization, un and underemployment, resource depletion and environmental degradation, and fear of 'the other', it is important to explore contemporary linkages between community leadership – how people in communities (however defined) are encouraged and guided to take responsibility, action and make change - and adult education – how people are educated and/or learn to take responsibility, action and make change – and their efforts (and challenges) to build, empower, emancipate, create, innovate, and/or rejuvenate a strong citizenry working towards a more healthy, just and sustainable world.

Community leadership is a *relational practice*, taking place within complex, multi-influenced,

shifting power relationships, places and times. It is fundamentally, as Marshall, Coleman and Reason (2011) argue "systemic, contextual, working with current situations to both align and challenge" (p.7). Community leadership takes place within social organizations and agencies but also, on the streets and through/within social movements. Having said this, *community leadership* has no one specific definition. This is both a problem and a potential. It is a problem because something that is unarticulated makes it difficult to defend and theorize. It has potential because it provides a space to develop our own theorizations and understandings.

Similarly, *adult education* is complex with no easy definition. It can mean anything from continuing education evening courses on Egyptology to adult literacy classes; from English as a Second Language classes to computer skills upgrading at a local college or library; from talks about paintings and objects in art galleries or museums to guided nature walks at a wildlife sanctuary. These are all important and valuable spaces and processes of adult learning, education and community engagement. However, for the purposes of this course, adult education is predominantly discussed as 'public pedagogy' - an intentional process of teaching and learning that works towards social and ecological justice, greater gender, economic, social, workplace, and political equity, the maintenance of cultural diversity, and the promotion of an active and engaged citizenry. It responds to Paulo Freire's (1970) challenge that "education either functions as an instrument to facilitate integration…into the logic of the present system and bring about conformity <u>or</u> it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world" (p.20).

In this course, community and leadership and adult education and learning involve decision-making, strategizing, collaboration and collectivity, critical thinking, social critique/analysis, using and responding to power, relations risk-taking, taking action activism, encouraging creativity, respecting and drawing on people's knowledge(s) and abilities whilst simultaneously encouraging new ways of seeing and understanding the world. They have at their very core, 'active' citizenship, as complex as that term is (and we will explore this). Community leadership and adult education are also fundamentally about transformation – of the individual but particularly, the workplace, the organization, the community, society and/or the world. Of particular importance to community leadership and adult education and learning are, therefore, concepts such as democracy, agency, empowerment, cultural integrity, voice/silence, emancipation, equality and equity, activism, social movement and change.

Through readings, small and large group discussions, case studies, videos, guest speakers, experiential and hands-on creative (arts-based) activities, we will explore theories and practices that emerge from and/or can be applied to contemporary community or organisational issues and needs and enhance individual, cultural, social and/or environmental justice and well-being.

Learning goals for ED-D 538A

1. To explore theoretical suppositions and debates within various discourses of community leadership, citizenship, activism and adult education and learning.
2. To explore the links between these discourses
3. To articulate ways to apply the knowledge and methods in this course to your own work
4. To engage in experiential learning processes in the community and learn from the experiences and ideas of actual community leaders and adult educators.
5. To learn to critically analyse texts, ideas in presentations or videos and to articulate these both orally and in written format
6. To have a deeper understanding the work of social movements and community organizing, activism and development.
7. To understand better concepts of power, citizenship, social justice and change, and transformation.

8. To learn how education and leadership can help people to re-shape the world

Teaching/learning process

In keeping with the principles of adult education, students are understood to have considerable knowledge and expertise that will help create a collaborative, professional community of learners. This means that the responsibility for learning and teaching are shared amongst the students and the instructor. Typical instructional strategies include seminar style discussions; small group work; and individual and group presentations and assignments. Contemplative silence is important, but so too is learning to articulate your ideas, build on others' and debate theories and concepts.

Texts/ Readings and Additional Costs

REQUIRED COURSE RESOURCES (AT UVIC BOOKSHOP)

1) Coare, P. & Johnston, R. (Eds) (2003). *Adult learning, citizenship and community voices: Exploring community-based practice.* Leicester: NIACE.

2) Nesbit, T., Brigham, S., Taber, N. & Gibb, S. (2013). *Building critical traditions: Adult education and learning in Canada.* Toronto: Thompson Educational Publishing.

3) Downloads (all indicated on the syllabus below so please download and print yourself to avoid copyright costs) and handouts (to be sent electronically).

Assignments and Criteria

Please use Canadian spelling (set your computer to Canadian or British spelling): <u>colour</u> (not color), <u>behaviour</u> (not behavior), <u>to practise (the verb)</u> (not to practice, which is a noun), <u>dialogue</u> (not dialog), <u>centre</u> (not center), and so forth.

1) <u>Contribution to Seminar Activity</u> – (10%) - This is a very participatory learning process. Students are expected to do all the readings, work together in small groups, and work together on a group project.

2) <u>Academic Paper</u> – (30% - 5-7 pages double-spaced <u>(please no headers or footers, and no covering page)</u>. This paper will focus on and around the course readings, videos and/or guest speakers. I will be looking for evidence of your comprehension of the area/articles chosen, the depth of ideas explored, clarity of writing, analysis, and critical thought. You will develop three or four 'themes' from the readings. The paper will begin in the introduction with your interest in or relationship to the area chosen and will outline what you will do in the paper.

    You will choose one of the following:
  1) One course reading and do a 'critical analysis' (this would identify three or four themes and discuss these in relation to your own experience as well as other themes/ideas from other courses)
  2) A comparative of two course readings (you identify cross cutting themes – sometimes easier)
  3) One or two course reading(s) and a video or issues raised by a guest speaker (again, you are looking for cross-themes)   **Due February 28 (electronically)**

3) <u>Essay Book Review</u> – (30% - 5-7 pages double-spaced (no headers or footers, no covering page).

During the course, each student will read a book and do an essay book review and a brief presentation on the book. An essay book review is similar to all book reviews in that it discusses the structure of the book and its contents. However, an essay book review identifies a maximum of four key areas or ideas in the book and discusses these. The more connections you make to the course, the better. Examples of good papers will be provided. While students can propose a book this needs to be done quickly and it needs to reflect the themes of the course. **It is strongly suggested you choose from the list at the end of this syllabus but I am open to other books that focus on Leadership, Nonformal education, and/or Adult Education and Learning**   **Due April 5 (electronically)**

Please note: You are responsible for keeping a copy of all your assignments. Please include the title and your name and email in the top left-hand corner of the first page. Again, **please do not include a cover page and do not use headers or footers but do number the pages in the bottom left-hand corner or the centre.** Please make sure you have read and understood the university policy on plagiarism. If you are unclear please speak with me. It can be nebulous in these days of the Internet but basically, do not take anyone's ideas and present them as your own, or copy and past paragraphs from other texts that you do not credit to the original author.

4) Group Project (30%). There are two options for the group project (A 'group' is two or more)

Option One: This course offers an exciting opportunity to re-imagine a space in the Royal British Columbia Museum (RBCM). There is a Viking Exhibition in a current space at the RBCM. Jack Lohman, Director of the RBCM, would like to transform this space in to an exhibition that creativity and critically captures the essence of the diverse histories of British Columbia. On **January 28** we will all meet at the Museum at 10:00. Jack will speak with us for about one hour on: a) leadership in the cultural sector; b) the museum as a site of lifelong learning and education. He will also talk with us about what he imagines for the space and how he would help you work on this. Following Jack's talk we will visit the new Living Languages exhibition to see how tangible culture is being taken up (beyond artefacts). You may also wish to stay after class and visit other sections of the museum on your own to get a feel for the overall place (highly recommended for those who choose this option).

        Those who decide to take up this option may need to visit the museum from time to time, and I will organize that you do not pay to enter but to obtain a Visitor's Pass. **The group** will make a presentation (depending on the size of the group) to the class at the end of the course. Jack will be invited to attend.

Option Two: While the first project is the most highly recommended, there is a second option. This group(s) will identify a community organization. The group will observe activities, do a discourse analysis of materials and websites of the institution (understand vision, mission, place and role of education et cetera), and have a conversation with one or two leaders and/or educators in an organization or institution. As these are not ethically approved interviews by the university, you cannot use this data anywhere but for the class presentation (people you interview will know this). As with Option One, this group will make a presentation to the class at the end of the course (length and time to be determined by size of groups). Possible sites could include (*but this list is not exhaustive so bring your own idea*s):
      1) Peers http://www.peers.bc.ca/
      2) Pandora Arts Collective
      3) Inter-cultural Association http://www.icavictoria.org/
      4) Victoria Native Friendship Centre http://www.vnfc.ca/
      5) Burnside Gorge Community Centre http://www.burnsidegorge.ca/
      6) Lifecycles http://lifecyclesproject.ca/
      7) Central Library

8) Rock Solid Foundation – http://www.rocksolid.bc.ca/programs/index.html
9) Swan Lake Nature Sanctuary
10) Action Committee Of People With Disabilities
11) Open Door
12) Maritime Museum

The length of the presentations will depend on the size of the groups. We will deal with this together.

Presentation Grading Criteria: (a form will be handed out)
1) Keeping to time. It is important that we share the presentation time and time our projects accordingly. How much time was left for people to ask questions? Did the group go over time?
2) Working together. Was the 'group' project simply a series of individual presentations or was it a collective inter-mingling of ideas and dialogue?
3) Equal time. Did all the students in the group have equal time to share or did one or two monopolize the discussions? Was someone speaking in a second language given less speaking roles?
4) Creativity, passion and critical debate. How deeply did the group grapple with ideas? Did they convey a deep sense of understanding? Were they excited by the topic?
5) New understandings. Was the information solely known from the past and presented or did it reflect learning as a result of the collective engagement with the community leaders or educators, sites, and each other?
6) Links to the class. Linked to the above, how well did the presentation reflect or incorporate a variety of ideas and understandings from the class?
7) Audience/class member engagement. How were the audience/class members encouraged to 'engage' with the ideas? Were they 'told'; were they 'shown'; was it a combination of these?

Course Content and Schedule Overview

JANUARY 07 - INTRODUCTORY CLASS
* Overview of the course and the approach

* Discussion of course assignments:
   * Participation
   * Papers
   * Selecting the book
   * Group Projects/Presentation

*Introductions:
   * Adult Education and Community Leadership Calisthenics
   * Student Introductions (Community leadership and adult learning Bingo)

* Discussion Activity:
   * What is adult education in the context of this class? What is community leadership in the context of this class? How do they inter-connect?

JANUARY 14 – THEORIES AND CONCEPTS OF COMMUNITY LEADRSHIP AND ADULT EDUCATION – AN INTRODUCTION

Readings:

Cranton, P. (2013). Adult learning theory. In Nesbit, T., Brigham, S., Taber, N. & Gibb, S. *Building critical traditions: Adult education and learning in Canada* (pp.95-106). Toronto: Thompson Educational Publishing.

Foley, G. (2004). Introduction: The state of adult education and learning. In G. Foley (Ed), *Dimensions of adult learning: Adult education and training in the global era* (pp. 3-19). Berkshire, England: McGraw-Hill Open University Press. **(Handout)**

Plumb, D. Adult education as a realist, emancipatory practice. In Nesbit, T., Brigham, S., Taber, N. & Gibb, S. (2013). *Building critical traditions: Adult education and learning in Canada* (pp.149-159). Toronto: Thompson Educational Publishing.

Furman, G. (2012). Social justice leadership as praxis: Developing capacities through preparation programs. *Educational Administration Quarterly* 48/191 **DOWNLOAD FROM:** http://eaq.sagepub.com.ezproxy.library.uvic.ca/content/48/2/191.full.pdf

Butterwick, S. (2013). Class and poverty matters: The role of adult education in reproduction and resistance. In Nesbit, T., Brigham, S., Taber, N. & Gibb, S. (Eds), *Building critical traditions: Adult education and learning in Canada* (pp. 129-138). Toronto: Thompson Educational Publishing.

JANUARY 21 – LEADERSHIP, CITIZENSHIP AND ACTIVISM
Readings:
Johnston, R. Adult learning and citizenship: Clearing the ground (In *Adult Learning, Citizenship and Community Voices* – pp. 3-21)

Johnston, R. Adult learning and citizenship: A framework for understanding practice (In *Adult Learning, Citizenship and Community Voices* – pp. 53-68)

Dorney, S. & Hodgson, A. No limits: Perspectives on citizenship and learning from excluded young people (In *Adult Learning, Citizenship and Community Voices* – pp. 139-151)

Cairns, T. Citizenship or regeneration: Participation or incorporation (In *Adult Learning, Citizenship and Community Voices* – pp. 108-123)

Schweigert, F. (2007). Learning to lead: Strengthening the practice of community leadership. *Leadership*, 3(3), 325-342 **(DOWNLOAD FROM THE UVIC LIBRARY)**

JANUARY 28 – ROYAL BRITISH COLUMBIA MUSEUM
Guest Speaker: Jack Lohman, Director
Visit: Living Languages Exhibition
When: We will meet in foyer at 10:00

FEBRUARY 04 – TRANSFORMATIVE AND DEMOCRATIC LEARNING AND LEADERSHIP
Activities:
1) Debriefing the Museum visit

2) Group Project Identification

Readings:
Weiner, E. (2003). *Secretary Paulo Freire and the democratization of power: Toward a theory of transformative leadership*. **DOWNLOAD FROM**
http://onlinelibrary.wiley.com/doi/10.1111/1469-5812.00007/pdf

Lange, E. (2012). Interrogating transformative learning: Canadian Contributions. In Nesbit, T., Brigham, S., Taber, N. & Gibb, S. (2013). *Building critical traditions: Adult education and learning in Canada* (pp.107-118). Toronto: Thompson Educational Publishing.

Annette, J. (2009). 'Active learning for active citizenship': Democratic citizenship and lifelong learning. *Education, Citizenship and Social Justice*. **DOWNLOAD FROM**
http://esj.sagepub.com.ezproxy.library.uvic.ca/content/4/2/149.full.pdf

Gastil, John (1997). A definition and illustration of democratic leadership. In K. Grint (Ed), *Leadership: Classical, Contemporary and Critical Approaches* (pp.155-178). Oxford University Press: Oxford. **DOWNLOAD FROM**
http://hum.sagepub.com/cgi/reprint/47/8/953

FEBRUARY 9- 13 - READING BREAK

FEBRUARY 18 - ECOLOGIAL LEADERSHIP AND EDUCATION
Film: *Warriors of Quigong*
Activity: Identifying the Group Projects

Moore, N. (2003). Ecological citizens or ecoterrorists? Learning through environmental activism in Clauquot Sound (In *Adult Learning, Citizenship and Community Voices* – pp. 92-107)

Walter, P. (2012). Adult education and the environment. In Nesbit, T., Brigham, S., Taber, N. & Gibb, S. (2013). *Building critical traditions: Adult education and learning in Canada* (pp.184-193). Toronto: Thompson Educational Publishing.

Clover, D.E. & Shaw, K. (2009). Re-Imagining consumption: Political and creative practices of arts-based environmental adult education. In J. Sandlin & P. McLaren (Eds.), *Critical pedagogies of consumption: Living and learning in the shadow of the "Shopocalypse"* (pp.203-213). New York: Routledge **(Handout – sent electronically).**

FEBRUARY 25 – SOCIAL MOVEMENT LEARNING AND KNOWLEDGE DEMOCRACY
Guest Speakers: Budd Hall 1.5 Hours
GROUP WORKING TIME: 1.5 Hours

Readings:
Misra, G. (2009). The power of movements.
    http://www.palgrave-journals.com/development/journal/v52/n2/pdf/dev20094a.pdf

Hall, B. (2012). *A Giant Human Hashtag: Learning and the #Occupy Movement*. In B. Hall, D.E. Clover, J. Crowther and E. Sandretti (Eds). *Learning and education for a better world: The role of social movements.* Rotterdam: Sense Publishers. **(Handout – sent electronically)**

Carter, S. & Martin, D. (2013). Equip, engage, expand and energize: Labour movement education. In Nesbit, T., Brigham, S., Taber, N. & Gibb, S. (Eds), *Building critical traditions: Adult education and learning in Canada* (pp. 270-282). Toronto: Thompson Educational Publishing.

Atleo, M. (2013). The zone of Canadian Aboriginal adult education: A social movement approach. In Nesbit, T., Brigham, S., Taber, N. & Gibb, S. (Eds.), *Building critical traditions: Adult education and learning in Canada* (pp. 39-50). Toronto: Thompson Educational Publishing.

Gusfield, J. (1966). Functional areas of leadership in social movements. *The Sociological Quarterly*, 7(2), 137-156 **(DOWNLOAD FROM UVIC LIBRARY)**

MARCH 04 – ART AND MEDIA IN LEADERSHIP AND LEARNING
Guest Speaker: Kimberly Creswell, Artist-Educator and Social Movement Activist and Mandy Leith, Video/Film Activist

Rogers, E., Bradley, C and Ward, S. (n/d). *Poetic forms of leadership pedagogy Rediscovering creative leadership through the arts.* **DOWNLOAD FROM** http://onlinelibrary.wiley.com.ezproxy.library.uvic.ca/store/10.1002/jls.20144/asset/20144_ftp.pdf?v=1&t=h2fso8vm&s=bd62348128e33f59d5304d132f7b83d070379468

Woodward, J. & Funk, C. (2010). Developing the artist-leader. **DOWNLOAD FROM** http://lea.sagepub.com.ezproxy.library.uvic.ca/content/6/3/295.full.pdf+html

Clover, D.E. (2013). The art of adult learning and community cultural development in Canada. In Nesbit, T., Brigham, S., Taber, N. & Gibb, S. (Eds), *Building critical traditions: Adult education and learning in Canada* (pp. 204-215). Toronto: Thompson Educational Publishing.

Escobar Varela, M. (2011). Ruangrupa: Experimental video workshops and activism in Indonesia. In P. De Bruyne & P. Gielen (Eds), *Community Art: The politics of Trespassing* (pp.287-298). Amsterdam: Antennae **(Handout – sent electronically)**

MARCH 11 - INDIGENOUS LEADERSHIP AND EDUCATION
Guest Speaker: Robina Thomas, Indigenous Academic Matters and Engagement

Kenny, C. (2012). Liberating leadership theory. In C. Kenny & T. Ngaroimata Fraser (Eds), *Living indigenous leadership* (pp.1-17). Vancouver: UBC **(Handout – sent electronically)**

Lorenz, D. (2013). Dream weaving as praxis: Turning culturally inclusive education and anti-racist

education into a de-colonial pedagogy. *E in Education Journal,* 19(2), 30-56.
(DOWNLOAD FROM http://ineducation.ca/ineducation/issue/view/16)

Archuleta, M. (2012). Approaching leadership through culture, story and relationships. In C. Kenny & T. Ngaroimata Fraser (Eds), *Living indigenous leadership* (pp.162-178)). Vancouver: UBC **(Handout – sent electronically)**

Carr, R. & Thésé G (n/d). Discursive epistemologies by, for and about the de-colonizing project **(DOWNLOAD FROM: http://link.springer.com/book/10.1007%2F978-94-6091-687-8**

MARCH 18 – LEADERSHIP, LEARNING AND DIVERSITY
Guest Speaker: Jean McRae, Inter-Cultural Association (ICA)

Readings:
Bellis, A. & Morrice, L. A sense of belonging: Asylum Seekers, cultural difference and citizenship (In *Adult Learning, Citizenship and Community Voices* – pp. 73-92)

Bringham, S. (2013). Theorizing race in adult education: Critical race theory. In Nesbit, T., Brigham, S., Taber, N. & Gibb, S. (Eds), *Building critical traditions: Adult education and learning in Canada* (pp. 119-128). Toronto: Thompson Educational Publishing.

Guo, S. (2013). Citizenship, immigration and lifelong learning: Toward recognitive justice. In Nesbit, T., Brigham, S., Taber, N. & Gibb, S. (Eds), *Building critical traditions: Adult education and learning in Canada* (pp. 119-128). Toronto: Thompson Educational Publishing.

Barnett, R. Choong, D. Hudspith, M. The Lesbian innovation project: Identity politics and a new discourse on leadership. In A. MacNevin, E. O'Reilly, E. Silverman and A. Taylor (Eds), *Women and Leadership* (pp.3-24). Ottawa: CRIAW **(Handout – sent electronically)**

MARCH 25 – GROUP PROJECT PRESENTATIONS (AND/OR WORKING TIME)

APRIL 01 – GROUP PROJECT PRESENTATIONS

Grading
The University grading scale at the graduate level follows:

Graduate Grading Scale

Grades	Grade Point Value	Percentage*	Description	Achievement of Assignment Objectives
A+	9	90-100	**Exceptional Work**	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.
A	8	85-89	**Outstanding Work**	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.
A-	7	80-84	**Excellent Work**	Represents a high level of integration, comprehensiveness and complexity; As well as mastery of relevant techniques/concepts
B+	6	77-79	**Very good Work**	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	5	73-76	**Acceptable Work** that fulfills the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.
B-	4	70-72	**Unacceptable Work** revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.
C+	3	65-69		
C	2	60-64		
D	1	50-59		
F	0	0-49	**Failing Grade**	Unsatisfactory performance. Wrote final examination and completed course requirements.
CTN	Excluded Grade	N/A	**Continuing**	Denotes the first half of a full-year course.
FNC	Excluded Grade	N/A	**For No Credit**	Denotes a 100-299 level undergraduate course for no credit in the Faculty of Graduate Studies.

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating student's work.

Other Failing or Temporary Grades

N	0	0-49	Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.
COM	N/A	N/A	Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings.
INC	N/A	N/A	Incomplete (requires "Request for Extension of Grade" form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.
INP	N/A	N/A	In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for sources designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	**Unsatisfactory** performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
CIC	N/A	N/A	Co-op Interrupted Course. Temporary grade. See "General Regulations: Graduate Co-op", page 33.
WE	N/A	N/A	**Withdrawal under extenuating circumstances.** The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

***The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for**

Plagiarism policy

Students must abide by academic regulations as set out in the university calendar. They must observe standards of 'scholarly integrity,' especially regarding plagiarism and cheating (see 2014-2015 University of Victoria calendar).

Academic accommodation

Students should read UVic Policy 2340 Academic Accommodation, which refers to reasonable efforts to modify requirements so that people with disabilities are able to participate in a process or perform an essential function. When university environments, facilities, procedures, teaching and learning materials and methods of assessment are not designed in a manner that is accessible to all students, academic accommodations may be needed. If this applies to you, please advise me as early as possible.

Fair Dealing/Access Copyright Statement

Please refer to: http://www.uvic.ca/copyright/resources/faculty/guides/index.php

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey you will receive an email inviting you to do so. You will need to use your UVic netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

ESSAY BOOK REVIEW TITLES

Battiste, M. (2000). *Reclaiming Indigenous voice and vision*. Vancouver: UBC Press.

Barrett, J. (2012) *Museums and the public sphere*. Oxford: Wiley-Blackwell.

Brookfield, S. (2006). *The skillful teacher*: *On technique, trust and responsiveness in the classroom*. San Francisco: Jossey-Bass.

Brookfield, S. (2005). *The power of critical theory*. San Francisco: Jossey-Bass.

Burnham, R. & Kai-Kee, E. (2011). *Teaching in the art museum: Interpretation and experience*. Los Angeles: The J. Paul Getty Museum.

Clover, D.E. and Stalker, J. (2007). *The Arts and Social Justice: Recrafting Adult Education and*

Community Cultural Leadership. Leicester: NIACE.

Clover, D.E. (Ed.) (with S. Tan) (2003). *Global perspectives in environmental adult education.* New York: Peter Lang Publishers.

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