

# CMTYENGA 2AO3

## Foundations of Community Engagement

### Course Outline – Fall 2022

#### Instructors:

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Office Hours: By appointment

**Class time:** Mondays 8:30am-11:20am

**Room:** T13 105

Course information is available on Avenue to Learn.

#### COURSE DESCRIPTION

This course explores the politics, processes and functioning of communities and provides foundational knowledge and skills for effective and principled community engagement. Regardless of your degree, you will be a member of many communities- your workplace, your professional group, your neighbourhood, your city, your country, the world. In the future, whether as a scientist, engineer, business professional, humanist, social scientist or health /social services provider, you will be called upon to participate in community activities and community change.

CMTYENGA 2AO3 is a required course for [McMaster's Interdisciplinary Minor in Community Engagement](#)<sup>1</sup>.

#### COURSE OBJECTIVES

1. To understand the principles, ethics and core attitudes related to community participation. McMaster Principles of Community Engagement:

- Relationships Build Community
- Respect
- Reciprocity
- Equity
- Continuity / Sustainability
- Openness to Learning
- Commitment to Act

2. To develop an understanding of the complexity of community and to see the interconnectedness of local and global communities.

3. To learn about theoretical approaches to community engagement and compare those approaches to

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<sup>1</sup> Designed to provide a foundation of knowledge and skills for participation in communities regardless of one's primary field of study, the Interdisciplinary Minor in Community Engagement allows students to deepen and expand their understanding of communities and develop skills for principled and effective engagement. The interdisciplinary nature of the minor allows for a broad knowledge base from which to establish relationships with a range of communities both locally and globally. Students are required to take [CMTYENGA 2AO3](#) and 21 additional units from the three course lists below, selected from two or more Faculties.

how community engagement is practiced.

4. To develop and improve skills for effective community engagement including but not limited to

- Effective and purposeful communication
- Observation and Research
- Reflection
- Team work
- Collaborative planning
- Conflict resolution
- Organizational skills

**REQUIRED TEXT:**

There is no required textbook for this course. All required readings and course materials are available on Avenue to Learn and the websites are indicated in the weekly outline.

Assignment	Format	Due Date	Weight	Group or Individual?
<b>Personal Reflections on Community Engagement</b>				
<b>Reflection 1</b> – What does community engagement mean to me?	Written	Monday September 19	5%	Individual
<b>Reflection 2</b> – How has my idea of community engagement changed since the start of the course? How am I relating the learning from the course (especially the principles) to my academic life and/or career path? How will the learning in this course impact me in terms of my involvement in community?	Written	Wednesday December 16  <i>Checkpoints throughout term.</i>	20%	Individual
<b>Exploring Community Issues</b> <i>(This set of assignments will relate to the issue group you sign up for)</i>				
<b>Understanding the Context</b> – Explore the historical and current context of the issue	Presentation & Written Report	Monday October 3	15%	Group
<b>Practitioner Questions</b> - Identify up to 5 questions for the incoming guest speakers.	Written	Monday October 31	5%	Group
<b>Planning a Community Dialogue</b> – Plan a dialogue on your community issues. Share your plan for consultation with peers in the class.	Context setting, Planning, and Principles of CE documents and Oral consultation	Plan and consultation: Monday November 28 or Monday December 5	25%	Group

	with another group & Written report on consultation (reflection and synthesis)	Written report: submit after consultation, By December 15		
<b>Participation</b>				
<b>Class participation and course engagement self-assessment</b> - How did you participate in this class? How did your participation benefit you and the class? This will incorporate both reflection on your individual participation in class discussions, your attendance, and your reflection on your participation as a group member.	Class participation and engagement (5%) & Written Self-Assessment (10%)	Class participation in various formats (weekly) & Self-assessment Monday December 19	15%	Individual
<b>Online Discussions</b> Students will complete weekly discussions on Avenue to Learn where they will reflect and write that concern the topics and themes discussed each week.	Best 10 discussions out of 12 (each discussion is 1.5%)		15%	Individual

Details on course assignments and rubrics are available in the Assignments folder on Avenue to Learn.

### Course assignment due dates

We recognize that the use and reliance on the MSAF by students is closely tied with both stress and time management. With that in mind, we have developed a more flexible grading scheme to help you plan and manage both stress and time. This reflects our commitment to Universal Instructional Design Principles as well as McMaster's Forward with FLEXibility program, which aims to enhance accessibility and to equitably meet the learning needs of a diverse student body.

Individual written assignments are due on Mondays and should be submitted by 11:59pm to a dropbox on Avenue to Learn.

A grace period applies to all individual written assignments and the dropbox will remain open for 3 days after the due date. You do not need to use an MSAF. If you are struggling to hand in your assignment within this grace period, please contact us.

The **Exploring Community Issues** is a group project that you will be working on throughout the term. We strongly encourage you to start working on this assignment early and to communicate with your group regularly to meet the deadlines.

The presentation (**Understanding the Context**) will be shared with the class on Monday October 3<sup>rd</sup>, 2022. Please aim to submit this by Friday September 30<sup>th</sup>, 2022 so that we can ensure that the recorded presentation works. The written report is due on Monday October 3<sup>rd</sup>, 2022, but the 3 day grace period will apply. Please be aware that your group partners have different schedules and do not assume that it

is convenient for everyone to delay the submission. Please communicate well and use the grace period to deal with unexpected circumstances.

The written **Practitioner Questions** can be completed after your presentation and written report, but we need to receive them by Monday October 31<sup>st</sup>, 2022 in order to communicate with community partners and practitioners.

You will be facilitating a small group consultation on your **Community Dialogue** in order to receive peer feedback. This will happen in class on Monday November 28<sup>th</sup>, 2022 or Monday December 5<sup>th</sup>, 2022. The written report on the consultation (reflection and synthesis) should be completed shortly after the consultation, but can be submitted up until December 15<sup>th</sup>, 2022.

### Participation in class

Participation is an important part of this course and attendance in class discussions is expected, but we will be providing many different formats for participating in discussions throughout the term.

During the Fall 2022 term, there will be several field trips within downtown Hamilton. It is expected that students will be in attendance and in-person.

Please note that this grade will assess both your participation and engagement in class, this is **not** an attendance grade.

### Weekly Schedule for Fall 2022 (SUBJECT TO REVISION):

Course readings should be completed before the associated Monday class. We will post readings on Avenue to Learn and in some instances provide time to complete the readings or videos in class time. Please look to Avenue to Learn for weekly details.

Week/Date	Topic	Course Materials
Week 1 – September 5	No class	No class
Week 2 – January 12	Introduction to Community Engagement	<p>elect Hamilton Priorities:  <a href="https://www.ielecthamilton.ca/priorities/">https://www.ielecthamilton.ca/priorities/</a></p> <p>A Just Recovery For Hamilton, Municipal, Investment and Opportunities for a more equitable COVID-19 recovery in 2021.  <a href="https://justrecoveryhamilton.ca/the-policy-paper">https://justrecoveryhamilton.ca/the-policy-paper</a></p>
Week 3 – September 19	Exploring the Principles of Community Engagement	<p>Block, P. (2009). Introduction: The Fragmented Community and Its Transformation. In <i>Community: The Structure of Belonging</i>. Oakland, CA: Berrett-Kohler Publishers Inc.</p> <p>McMaster University Office of Community Engagement (2018). Community Engaged Education Toolkit. Section 3: McMaster’s Principles of Community Engagement. 26 – 38.</p>

		<p>Lazarovic, S. (2019). This Is How Borrowing Things From Our Neighbors Strengthens Society. Comic. <a href="https://www.yesmagazine.org/issue/dirt/2019/03/18/community-relationships-borrowing-from-neighbors-strengthens-democracy/">https://www.yesmagazine.org/issue/dirt/2019/03/18/community-relationships-borrowing-from-neighbors-strengthens-democracy/</a></p> <p>Chavis, D and Lee, K. (2015). What is Community Anyway? Blog Post. <a href="https://ssir.org/articles/entry/what_is_community_anyway">https://ssir.org/articles/entry/what_is_community_anyway</a></p>
Week 4 – September 26	<p>Equity and Community Engagement</p> <p>(Guest Lecture with Renata Hall, Equity and Inclusion Office)</p>	<p>Kuttner, P. (2016). The problem with that equity vs equality graphic you're using. Blog Post. <a href="http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/">http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/</a></p> <p>Ramirez, M.M., 2020. City as borderlands: Gentrification and the policing of Black and Latinx geographies in Oakland. <i>D Society and Space</i>, 38 (1), 147-166. <a href="https://journals.sagepub.com/doi/full/10.1177/0263775819843924">https://journals.sagepub.com/doi/full/10.1177/0263775819843924</a></p>
Week 5 – October 3	Reflection and Reflexivity	<p>Cornwall, Andrea. (2008). Unpacking 'Participation' Models, meanings and practices. <i>Community Development Journal</i>, 43(3) pp 269 – 283.</p> <p>McMaster University Office of Community Engagement (2018). Community Engaged Education Toolkit. Section 4.5: Reflection in Community Engaged Education. 50 – 54.</p> <p>Mingus, M. (2012). On Collaboration: Starting With Each Other. Blog Post. <a href="https://leavingevidence.wordpress.com/2012/08/03/on-collaboration-starting-with-each-other/">https://leavingevidence.wordpress.com/2012/08/03/on-collaboration-starting-with-each-other/</a></p>
Week 6 – October 10	No Class	Fall Reading Week
Week 7 – October 17	<b>Community-Campus Engagement: Research, Education, &amp; Service</b>	<p>McMaster University Office of Community Engagement (2018). Community Engaged Education Toolkit. Sections 1 &amp; 2.</p> <p>Bringle, R. and Hatcher, J. (1996). Implementing Service Learning in Higher Education. <i>Higher Education</i>, 67(2). 221 – 239.</p> <p>Minkler, M. (2005) Community-Based Research Partnerships: Challenges and Opportunities. <i>Journal of Urban Health</i>. 82 Supplement 02 ii3-ii12.</p>
Week 8 – October 24	Group Presentations: Community Issues Context Setting	<p>Hamilton Community Foundation. (2021) Vital Signs: A Reflection of Hamilton. <a href="https://hamiltoncommunityfoundation.ca/vital-signs/">https://hamiltoncommunityfoundation.ca/vital-signs/</a> [Report PDF - <a href="https://hamiltoncommunityfoundation.ca/wp-content/uploads/2021/05/HCF-Vital-Signs-2021-FINAL-2.pdf">https://hamiltoncommunityfoundation.ca/wp-content/uploads/2021/05/HCF-Vital-Signs-2021-FINAL-2.pdf</a>]</p>

Week 9 – October 31	Community Partnerships & Stakeholders	<p>Meslin, D. (2010). Antidote to Apathy. TED Talk. <a href="http://www.ted.com/talks/dave_meslin_the_antidote_to_apathy">http://www.ted.com/talks/dave_meslin_the_antidote_to_apathy</a></p> <p>Hammersley, L. (2013) Community-based service-learning: Partnerships of reciprocal exchange? <a href="http://www.apjce.org/files/APJCE_14_3_171_184.pdf">http://www.apjce.org/files/APJCE_14_3_171_184.pdf</a></p> <p>MaRS Solutions Lab (2017). Innoweave Explore and Experiment Workshop Series. Workshop 4: Convening – Engaging Key People workbook.</p>
Week 10 – November 7	Community Practitioners – Roundtable Discussions	<p>Headlee, C. (2015). How to Have a Good Conversation. TED Talk. <a href="https://www.youtube.com/watch?v=H6n3iNh4XLI">https://www.youtube.com/watch?v=H6n3iNh4XLI</a></p> <p>Cahuas, M.C., Wakefield, S. &amp; Peng, Y. (2015) Social change or business as usual at city hall? Examining an urban municipal government's response to neighbourhood-level health inequities. <i>Social Science and Medicine</i>. 133. 366-373.</p>
Week 11 – November 14	Focus on Skills – Communications and Facilitation	<p>Wood, J. (2016) Interpersonal Communication. Chapter 1.</p> <p>Brown, J., Isaacs, D., et al. (2005). Chapter 9: Set the Context. <i>The World Café: Shaping our conversation through conversations that matter</i>.</p>
Week 12 – November 21	Student Led Dialogue on Community Issues	
Week 13 – November 28	Student Led Dialogue on Community Issues (cont'd)	No course materials this week
Week 14 – December 5	Course Learning & Wrap up	No course materials this week

The instructors 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 the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## LEARNING SUPPORTS

Please let us (your instructors) know if there are any specific supports that may be useful to your learning in this class. Where possible, we will try to provide support. The **Student Accessibility Service** offers consultation about effective learning strategies, essay writing, and study habits; accommodations, assistive technology, advocacy and general support for students with disabilities. Contact: [sas.mcmaster.ca](https://sas.mcmaster.ca) MUSC B107.

If you have a disability and are registered with SAS, they will help you sort out what accommodations would be helpful to you so that you may successfully complete this course. Additionally, they will provide you with a letter for us requesting accommodation. Please feel free to contact us about this so that we can work out a plan that will support your learning.

The **Student Wellness Centre** provides health services including personal and psychological counseling and academic success counseling. Contact: [wellness.mcmaster.ca](https://wellness.mcmaster.ca) PGCLL 210/201.

### **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.”

**MSAF is now available in the MOSAIC Student Center (in the drop down menu under “Academics”) Please direct any questions or concerns to one of your instructors.**

### **EMAIL COMMUNICATION POLICY**

All e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. In all communications, please use your McMaster email address.

### **COURSE ASSIGNMENT INFORMATION:**

- Submit assignments by 11:59pm on the due date via Avenue to Learn
- Students submitting papers after their due date without a medical or other reason will be penalized one mark for each day (following the 3-day grace period). Requests for extensions should be made before the day the paper is due. Students are not expected to provide disclosures of personal information when requesting an extension.
- APA style of referencing. This is a helpful guide: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- Assignments will be graded on clarity of communication, grammar, organization of material as well as on the content and critical analysis of the material. Rubrics will be available for some assignments.
- All assignments will have a detailed assignment outline posted on A2L – please review the assignment outline before you begin.

## UNIVERSITY-WIDE POLICIES

### 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. **It is your responsibility to understand what constitutes academic dishonesty.**

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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

### AUTHENTICITY / PLAGIARISM DETECTION

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

### COURSES WITH AN ON-LINE ELEMENT

**Some courses may** use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### ONLINE PROCTORING



**Some courses may** use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

## CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, Teams, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

## REQUESTS FOR RELIEF FOR MISSED ACADEMIC TERM WORK

[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”.

## ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## **EXTREME CIRCUMSTANCES**

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.