CMTYENGA 3A03
THE ART OF CHANGE
Winter 2023

Teaching Team: Instructor – Dave Heidebrecht, dheide@mcmaster.ca;
Instructional Assistant - Randy Kay, kayrl@mcmaster.ca**;** Pressbook Coordinator, Kenneth Chen, chenk151@mcmaster.ca;
Project Coordinator, Julia Menezes.
Class: Mondays, 8:30am–11:20am

Class Zoom Link:
https://mcmaster.zoom.us/j/91796836119?pwd=OFQvQkZONVZtL254WmFCZnNGR2NLdz09
Meeting ID: 917 9683 6119
Passcode: 985077
Virtual Office Hours: 11:30am-12:00pm
Mondays or by appointment (same as class link)

Course Description

This interdisciplinary course will equip students with the skills and tools they need to support and lead change-based initiatives for a better world. Building on foundational principles of community engagement, students will learn about theories of change, systems thinking, organizational theory and structures, and facilitation techniques and tools used to support community change. Case studies of real-life change initiatives will ground these theories in real-life contexts that help students to understand both how change happens and how individuals can make change when tackling real-world issues. Students will also be provided with an opportunity to work with the Office of Community Engagement on a collaborative project that applies learning towards a real-life community issue.

Intended Learning Outcomes (ILOs)

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

1. <u>Identify and discuss</u> foundational changemaking theories and their connections to current social issues locally, nationally, and globally.
2. <u>Demonstrate</u> the tools and skills required to plan and host a successful community change project.
3. <u>Facilitate</u> a community change dialogue project in a group setting by applying relevant tools and skills that reflect an understanding of foundational changemaking theories.
4. <u>Identify and create</u> recommendations for a community change project opportunity that applies learning from all 3 course phases: theory, tools and skills, and practice.

Course Structure

This course will be offered virtually, with mixed synchronous and asynchronous components. Students will be required to attend weekly, synchronous classes on Zoom each Monday between 8:30am–11:20am. During some weeks, class time will be allocated to asynchronous work such as listening to episodes of the Art of Change podcast or completing group dialogue project work. **The structure of the semester will span three interconnected and integrated phases, as outlined below.**

- **Phase 1: Theory (weeks 1-6)** – Spanning weeks 1 through 6, the first phase will involve building our understanding of changemaking theories and our capacity to map out systems within which change processes occur (aligned with ILO 1). An emphasis will be placed on listening to the Art of Change podcast and engaging actively in class discussions as we explore change from different perspectives such as activism, organizational change, the role of government, and beyond. In alignment with phase 2, the first phase will also be used to begin honing our skills for virtual dialogue and collaboration.
- **Phase 2: Tools & Skills (weeks 7-9)** – Spanning weeks 7 through 9, the second phase will add a community-engaged dialogue element to the course with a focus on developing collaboration, project management, virtual dialogue, and facilitation skills to plan and deliver a community change dialogue project (aligned with ILO 2). Aligned with phase 1, the community change dialogue project will be grounded in foundational changemaking theories and will be planned in a group setting with local partner organizations.

- **Phase 3: Practice (weeks 10-13)** – Spanning weeks 10 through 13, the third phase will focus on applying the knowledge and skills gained in phases 1 and 2 to conduct and reflect upon the outcomes of a community change dialogue project (aligned with ILO 3).
- **Exam Period:** There is no Registrar-scheduled exam for this course. Students are expected to use time during the April exam period to demonstrate learning from all three phases of the course by completing the Culminating Assignment (aligned with ILO 4). For additional details about the Culminating Assignment, see Course Evaluation: Details.

Semester Snapshot

	JANUARY 2023				FEBRUARY 2023		MID-TERM BREAK	MARCH 2023				APRIL 2023			EXAM PERIOD
	W1	W2	W3	W4	W5	W6		W7	W8	W9	W10	W11	W12	W13	
PHASE	PHASE 1: Theory							PHASE 2: Tools & Skills				PHASE 3: Practice			No exam. Students will demonstrate learning from all 3 course phases in the **Final Assignment.**
TOOLS & SKILLS	PRACTICE USING VIRTUAL TOOLS							DEVELOP SKILLS FOR DIALOGUE DELIVERY				APPLY SKILLS & TOOLS TO CONDUCT DIALOGUE			
LOCAL & GLOBAL CONTEXT	WEEKLY PODCAST														
COMMUNITY ENGAGEMENT	LEARNING PRINCIPLES OF COMMUNITY ENGAGEMENT							PRACTICING PRINCIPLES OF COMMUNITY ENGAGEMENT							

Key Course Themes

Students will engage with several key themes throughout the semester which will be introduced in the Art of Change Podcast, the Art of Change Pressbook, and in class discussions and lectures. Major themes integrated into the semester include:

- **Changemaking Theories:** Theories of change, systems thinking, organizational change, and community change will be introduced to students in Phase 1 of the course as foundational perspectives to inform student learning. These core theories will inform group project work and individual reflection assignments throughout Phases 2 and 3 the semester.
- **Local and Global Issues**: Early on in Phase 1 we will review a range of local and global issues and contextualize them within larger change processes. Local and global issues will integrated through required class readings, podcast episodes, and through in-class discussions. Select current issues will be revisited throughout Phases 2 and 3 of the semester.
- **Community Engagement:** Underpinning the entire class will be a focus on how change takes shape in and with communities. Principles of Community Engagement will be introduced early on, leading towards the development of tools and skills for working alongside community groups. Students will also have the opportunity to work with the Office of Community Engagement on a collaborative project that applies learning about the Principles of Community Engagement towards a real-life community issue.
- **Community Change Topic(s):** As the semester unfolds, students will work in interdisciplinary teams on a topic of interest to a local partner organization. Project topics will comprise a significant focus of our work together during the second half of the term.

Required Course Materials
Students are not required to purchase any texts for this course. All required readings, podcasts, and other course materials will be made available through Avenue to Learn and the Art of Change Podcast. The teaching team will also be piloting an Art of Change Pressbook later in the semester—more details on this will be shared as this work comes together.

Art of Change Podcast
Thanks to funding support from eCampus Ontario's Virtual Learning Strategy, students have access to weekly Art of Change podcast episodes that are approximately 30-40 minutes long. Each episode features one or more guest speaker(s), whose knowledge, experience, and/or expertise relates to one or more of the weekly course themes, which include, theories of change; systems thinking; activism, advocacy, and change; government and policy change; organizational change; and change timelines and contexts. Students will be required to listen to podcast episodes and connect the practical, on-the-ground experiences of the podcast guests to the theoretical knowledge they will learn in class.

The podcast is hosted on Anchor and the link to the podcast episodes will be provided to students on a weekly basis. Links will also be included within the course pressbook. Some weeks, class time will be allocated to allow students to listen to the podcast, while other weeks will require podcast listening before class. Whether listening to the podcast before class or during class time, students are highly encouraged to engage in some physical activity (e.g., going for a walk) while listening to the podcast— our goal here being to encouragement movement that supports your health and well-being while also stimulating brain function away from sitting in front of a screen. When in class, students will be asked to make connections to theoretical concepts and map out the various stakeholders, timelines, leverage points, barriers, etc. mentioned in the episode.

The Art of Change podcast can be accessed here: https://anchor.fm/mac-oce

Required Virtual Tools
Throughout the course we will be utilizing the following free, virtual tools to support in-class learning:
- Zoom
- Miro
- Jamboard
- Mentimeter/Kahoot
- Microsoft/Google Forms

Course Evaluation: Overview

Assignment outlines with grading rubrics will be provided as assignments are introduced during the term.

	Phase 1 (Theory) – 27.5% (aligned with ILO 1)	1. Individual Participation during Phase 1 (10%) 2. In-Class Facilitation Activity (5%) 3. Reflection #1 (12.5%)
	Phase 2 (Tools & Skills) & Phase 3 (Practice) – 57.5% (aligned with ILOs 2 & 3)	1. Individual Participation during Phases 2 & 3 (10%) 2. Reflection #2 (12.5%) 3. Group Dialogue Planning & Delivery (35%)
	End-of-Term Evaluations – 15% (aligned with ILO 4)	1. Individual Culminating Assignment (15%)

Course Evaluation: Details

PHASE 1 (Theory) EVALUATIONS

Evaluations during phase 1 of the course (weeks 1-6) will make up 27.5% of students' final grade. All phase 1 assignment support the successful achievement of ILO 1.

Individual Attendance & Participation during Phase 1 (10%)

During phase 1 of the course (weeks 1-6) students will be evaluated based on both their attendance in class and their participation in class discussions. Participation will be evaluated as follows:

1) **Attendance (6%):** Being present in class, for the duration of class, each week will earn 1% of 6% total for the first 6 weeks of class.
2) **Class Participation and Engagement (4%):** An additional 4% for the first 6 weeks of the class will be weighted based on student engagement and participation in class that includes a combination of:
   a. **Input to class discussions:** This may be via speaking in response to a question posed to the group or adding your feedback to the discussion via the chat function on Zoom.
   b. **Input to breakout conversations:** We will be spending a good deal of time in smaller group conversations of 4-8 students. Actively engaging with your peers in these spaces is another element of participation that will be considered.
   c. **Responding to Weekly Reflection Questions:** Each week we will wrap up our discussion with a question (or questions) to consider before next class. Space will be provided here for students to take a few minutes in the week to respond to the question via a short form that will help to prompt conversation the following week

A 10% grade capturing student attendance and participation during Phase 1 will be posted on Avenue to Learn one week after the end of Phase 1.

Assignment 1: Reflection #1 (12.5%) – due January 13 at 9:00pm[1]

Students will prepare two reflections throughout the term, each worth 12.5% of their final grade. Students may choose to submit a written reflection, video reflection, or audio reflection. They are encouraged, but not required, to keep detailed notes from class discussions to help inform their individual reflection assignments.

Students must follow these guidelines when submitting their reflections:
- Written reflections must be approximately 3-4 pages in length. Students must use Arial 12pt. font, double spaced. Ensure that your full name, student number, and date are included on the title page.
- Video or audio reflections must be 4-5 minutes in length.
- All reflections must be submitted under the Assignments tab on Avenue to Learn by the specified deadline.
- Please submit all written documents in Microsoft Word format to allow for suggested changes and comments to be made more easily

Reflection #1 Parameters: This course is focused on helping you to define what goes into making change – at individual, organizational, and systems levels. As such, this first reflection is an opportunity for you to reflect on why you're interested in making change, your current understanding of change, and your aspirations for the course overall. ***Answer the following questions in your reflection:***

- What is your current understanding of change in the context of community engagement?
  - Based on this understanding, what ingredients do you think are the most crucial to fostering change?
- What are you hoping to gain as a result of your learning within this course?
  - What skills do you hope to gain from this course and how do you anticipate using these skills in your own life?
  - What is an issue of interest to you? How do you hope to bring about change related to this issue?

Assignment 2: In-Class Facilitation Activity (5%)

Each week during phase 1 of the course (weeks 1-6), in-class discussions will adopt a World Café Dialogue model to prepare students for the Group Dialogue project in phases 2 and 3. As part of the in-class World Café discussions, students will join small breakout room conversations hosted by 3 of their peers who will assume the roles of Facilitator and Mind-mapper respectively (see role descriptions below). During the first class, students will be expected to sign up for one date between weeks 3-6 within the term on which they will be asked to assume one of the following two facilitation roles.

1. **Facilitator** – responsible for facilitating group conversation by introducing the topic of discussion and asking guiding questions.
2. **Mind-mapper** – responsible for adding notes, ideas, or other breakout room comments to the weekly class Miro board. The mind-mapper may be asked to share their screen in the breakout room so that students can see the Miro board as they engage in discussion.

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[1] Students who join the course after January 13 will be accommodated with an alternate deadline.

Please note that students are only required to assume <u>one role</u> (Facilitator <u>or</u> Mind-mapper) on <u>one date</u> throughout the term.

PHASE 2 (Tools & Skills) & PHASE 3 (Practice) EVALUATIONS
Evaluations during phases 2 and 3 of the course (weeks 7-13) will make up 57.5% of students' final grade. All phase 2 and 3 assignments support the successful achievement of ILOs 2 and 3.

Individual Attendance & Participation during Phases 2 & 3 (10%)
During phases 2 and 3 of the course (weeks 7-13) students will continue to be evaluated based on both their attendance in class and their participation in class discussions. Individual participation will be evaluated as follows:

1) **Attendance (7%):** Being present in class, for the duration of class, each week will earn 1% of 7% total for the final 7 weeks of class.
2) **Class Participation and Engagement (3%):** An additional 3% for the final 7 weeks of the class will be weighted based on student engagement and participation in class that includes a combination of:
    a. **Input to class discussions:** This may be via speaking in response to a question posed to the group or adding your feedback to the discussion via the chat function on Zoom.
    b. **Input to breakout conversations:** We will be spending a good deal of time in smaller group conversations of 4-8 students. Actively engaging with your peers in these spaces is another element of participation that will be considered.
    c. **Responding to Weekly Reflection Questions:** Each week we will wrap up our discussion with a question (or questions) to consider before next class. Space will be provided here for students to take a few minutes in the week to respond to the question via a short form that will help to prompt conversation the following week

A 10% grade capturing student attendance and participation during Phases 2 and 3 will be posted on Avenue to Learn one week after the final class.

A Note About Groupwork & Participation in Phases 2 and 3: Please also note that there is an additional 5% participation grade built into your group project (see details below) that will also directly relate to both your attendance and engagement in project work. **Given the importance of group work to this course, and out of respect for the time committed by both peers and community partners, it is essential for students to be present during class time to collaborate with their peers and their community partner. With this in mind, students who are consistently absent during the second half of the term will receive zeros for any groupwork assignments.[2]**

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[2] In this context, consistently absent would be seen as students missing more than 2 classes during Phase 2 and 3 of the semester without contacting the course instructor or your teammates to determine alternative plans for your participation in the group work.

Assignment 3: Reflection #2 (12.5%) – due Monday March 6 at 9pm
Students will prepare two reflections throughout the term, each worth 12.5% of their final grade. For Reflection #2, students may choose to submit a written reflection, video reflection, or audio reflection. They are encouraged, but not required, to keep detailed notes from class discussions to help inform their individual reflection assignments.

Students must follow these guidelines when submitting their reflections:
- Written reflections must be approximately 3-4 pages in length. Students must use Arial 12pt. font, double spaced. Ensure that your full name, student number, and date are included on the title page.
- Video or audio reflections must be 4-5 minutes in length.
- All reflections must be submitted under the Assignments tab on Avenue to Learn by the specified deadline.
- Please submit all written documents in Microsoft Word format to allow for suggested changes and comments to be made more easily

Reflection #2 Parameters: Throughout weeks 1-6, we have been adopting a World Café style dialogue in class to identify the stakeholders, leverage points, strategies, and tools used to make change in various social change contexts. Reflection 2 asks you to pursue <u>one of the following two options.</u>

Option 1) **Podcast Reflection -** <u>Listen to</u> and <u>reflect upon</u> one of Art of Change podcast episodes that stood out to you during the term. Selecting one episode between episodes 2-13, please (1) identify the changemaking strategies and tools mentioned in the episode, and (2) discuss how you might apply some of the strategies, tools, or other relevant learnings towards your upcoming Group Dialogue project. ***Consider the following in your reflection:***

- What strategies and tools were mentioned in this episode?
    - What were the implications of the strategies that were used?
    - What was the role of networks, alliances, and movements?
    - What tactics worked? What tactics didn't work?
    - What was the methodology?
- How do the themes discussed in this episode tie back to course material (readings, lectures, discussions, other podcast episodes, etc.)
    - Connect the strategies used in the change initiative with 2-3 theories or other change examples explored in class.
- How might you adopt some of the strategies or tools discussed in the episode towards your Group Dialogue project?

Option 2) **City of Hamilton Budget Delegations -** <u>Listen to</u> and <u>reflect upon</u> three individual budget delegations that took place on November 21 2022 or February 6 2023. After outlining the individual delegations you observed, reflect on the following (1) identify the changemaking strategies proposed by the delegates, and (2) discuss how the delegates were responded to by members of the budget

committee. ***Consider the following in your reflection:***

- What changemaking strategies did the delegates propose?
    - What were the implications of the strategies proposed?
    - What was the role of networks, alliances, and movements in shaping ideas brought forward by the delegates?
    - What was the response of committee members to the proposals?
- How do the themes raised in the delegations tie back to course material (readings, lectures, discussions, other podcast episodes, etc.)
    - Connect the strategies or proposals of delegates with 2-3 theories or other change examples explored in class.
- How were the delegates received by committee members? How were they treated as citizens raising concerns? What principles of community engagement did you observe in this interaction or what principles might you have hoped to see more of?

Assignment 4: Group Project (35%) – due various dates (see below)

Group project work will begin during week 6 and continue for the remainder of the term. Comprised of 4-6 people per group (this may change slightly depending on class size), this work will focus on planning for, delivering, and following up on a community-engaged dialogue in partnership with local organizations. Assignments will be due at 9:00pm on the day of the deadline. Details and expectations will be shared in class in alignment with the following deadlines:

- **4.1 Project Agreement** (Wednesday February 15) - 2.5%
- **4.2 Briefing Note –** 7.5%
    - **Draft** (Wednesday March 1) – 2.5%
    - **Final** (Wednesday March 8) – 5%
- **4.3 Dialogue Planning, Delivery, & Debrief –** 10%
    - **Facilitation Guide Draft** (Wednesday March 8) - 1.5%
    - **Facilitation Guide Final** (Wednesday March 15) – 1%
    - **Dialogue Delivery** (Monday March 20) - 5%
    - **Dialogue Debrief Summary** (Wednesday March 22) – 2.5%
- **4.4 Project Report –** 10%
    - **Draft** (Friday March 31) - 2.5%
    - **Final** (Wednesday April 7) – 7.5%
- **4.5 Overall Group Participation** – 5%

END-OF-TERM EVALUATION (15%)

The end-of-term evaluation (completed during April exam period) will make up 15% of students' final grade. This evaluation supports the successful achievement of ILO 4. The end-of-term evaluation asks you to pursue <u>one of the following two options.</u>

Option 1) Art of Change Proposal (15%) – due April 17 at 9:00pm

The culminating assignment in this course will ask you to apply the skills you developed over the course of the semester for <u>one</u> of the following situations:

- **Local Changemaking Issue Arising from Course:** An opportunity identified from within any aspect of the course.
- **Any Changemaking Issue Arising from Personal Interests:** An opportunity related to your own personal interests that may help to inform future pursuits—academic or otherwise—and serve as a roadmap

Once you have identified an issue that has an opportunity for future change, you will be tasked with submitting an "Art of Change Proposal" that includes the following components (all of which will be modelled through class activities during the semester):

- **Introduction & Context (1 page maximum):** Frame what the document is focused on, assuming reader has no knowledge of the issue, while also providing some initial context that sets the tone for the remainder of the proposal.
- **Opportunity for Change (3 pages or less):** An analysis of the problem, the opportunity(s) and the system at large. What is the current situation? What is the problem? What is/are the opportunity(s) at hand? A visual map showing the issue, the stakeholders, timelines, etc. with an analysis of the levers available (as per Meadows 4 quadrants)
- **Conditions for Success (1 page)**: Using the conditions for success chart used in the group project, what is your understanding of the feasibility of this opportunity.
- **Stakeholder Analysis (2 pages or less):** Who might need to be engaged to make this change? Which stakeholders might be possible partners? Which voices might be elevated in this process?
- **2023 Actions (1 page):** What steps would you take to move this change forward over the next year. Where might those leading this initiative need to focus their efforts based on your analysis? This should include short (1-2 month), medium (3-6 month), and long-term (6-12 month) actions.

Option 2) Art of Change Reflection (15%) – due April 17 at 9:00pm
How has the material you have been exposed to in the course contributed to your learning, impacted you as an individual and impacted on your understanding of how to foster change initiatives and carry out community engagement work? Make connections to 6-7 pieces of content from the course and cite sources appropriately.[3] **Consider the following in your reflection:**

- Has your understanding of change in the context of community engagement changed from what you described in Reflection 1? If so, how?
- In reflection 1, you identified skills that you hoped to gain from this course and how you anticipated using them in your own life. Was this course helpful in supporting you to build those skills?
- Has this course equipped you with the skills and tools required to bring about change related to the issue you identified in Reflection 1?
- Over the duration of this course, what have you learned about the importance of understanding a system and the conditions for success of a change concept?

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[3] *You do not have to comment on all the lectures, activities and/or readings.*

- Are there other issues you have learned about in class that have inspired you to get involved in change processes beyond the course? If so, what might your involvement look like?
- How do you hope to build upon what you have learned in this course to foster future learning? Why is this important?

You are expected to write about your own thoughts and perspectives in the first person. For this paper, you should be integrating in-course learning (through lectures, reading, other course material and class discussions) that also includes learning gained from your collaborative group project (partner meetings, the dialogue planning and delivery process, and the teamwork itself).

FORMAT: Students may choose one of the following approaches to this assignment:

A) **Written reflections** must be approximately 7-8 pages in length. Students must use Arial 12pt. font, double spaced. Ensure that your full name, student number, and date are included on the title page.
B) **Video or audio reflections** must be 7-8 minutes in length.

Course Schedule

Unless otherwise indicated, please complete all required readings and podcast episodes <u>before</u> class each Monday at 8:30am.

COURSE PHASE	WEEK	THEME	REQUIRED READING & LISTENING
Phase 1: Theory	**Week 1** Jan. 9	Introduction to the Art of Change	**Required Reading:** Block, Peter. 2009. "Introduction: The Fragmented Community and Its Transformation" in Community: The Structure of Belonging. [Book chapter, 10-15 min read] **Required Listening:** Art of Change Podcast: Episode 1 - Welcome to the Art of Change **Suggested Resources:** Iyer, Deepa. My Role in a Social Change Ecosystem: A Mid-Year. Gottlieb, Hildy. 2020. Creating a Better World Means Asking Better Questions. [Article,10-15 min read] *Listen in-class
	Week 2 Jan. 16	Introduction to Key Concepts: Systems Thinking & the World Café	**Required Reading/Watching:** Meadows, Donella. 2008. "Introduction: The System Lens" in Thinking in Systems: A Primer. [Book chapter, 5-10 min. read] Born, Paul. Conversation Cafés. **https://www.tamarackcommunity.ca/hubfs/Resources/Tools/Tool%20-%20Conversation%20Cafe%20how-to.pdf** **Required Listening:** Art of Change Podcast: Episode 2 - Hamilton's LRT Project **Suggested Resources:** Born, Paul. 2012. "Community Conversations: Mobilizing the Ideas, Skills, and Passion of Community Organizations, Governments, Businesses, and People" Brown, Juanita. 2005. "The World Café: Shaping Our Futures Through Conversations that Matter". The World Cafe - Cafe to Go Manual - https://theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf

			Core Principles for Conversation Cafes https://www.conversationcafe.org/principles-for-conversation-cafes/ *Listen in-class
Week 3 Jan. 23	Introducing Change Agents		**Required Reading/Watching:** The Role of a Change Agent https://whatfix.com/blog/cha4nge-agent/ Ottaway, Richard. 1983. The Change Agent: A Taxonomy in Relation to the Change Process. Human Relations 36 (4). Little, William. 2014. "Social Movements and Social Change" in Introduction to Sociology – 1st Canadian Edition. Wright, Lawrence. 2020. The Plague Year. The New Yorker. [Article, 3.5 hour read] (Students will be assigned excerpts from the article)** **Required Listening:** Art of Change Podcast: Episode 3 and Episode 5 **Suggested Podcast Resources:** Just Recovery Hamilton Report [Document, 60-80 min. read] Colla, Naomi T. 2020. Changed, changing and will change: adapting to our new and ever-evolving world of work. The Globe and Mail. [Article, 5 min. read] CityCAST Podcast: Episode 20 - Citizen Delegations with Gabriella Christopher and Ned Nolan *Listen in-class **Read in-class**
Week 4 Jan. 30	Principled Community Engagement? Power Differentials, Political Activism, and Change		**Required Reading/Watching:** Fundamentals of Community Engagement - A Sourcebook for Students- Module 3: Principles of Community Engagement: https://ecampusontario.pressbooks.pub/communityengagedlearningatmcmaster/front-matter/welcome-to-community-engaged-learning-at-mcmaster/ **Required Listening:** Art of Change Podcast: Episode 4 and Episode 6 **Suggested Resources:**

			Office of Community Engagement. Principles of Community Engagement. [Video, 28 min. watch time)
			Fundamentals of Community Engagement - A Sourcebook for Students: https://ecampusontario.pressbooks.pub/communityengagedlearningatmcmaster/front-matter/welcome-to-community-engaged-learning-at-mcmaster/
			McMaster University. Community Engagement and Research LibGuide.
			Suggested Podcast Resources:
			The Agenda with Steve Paikin: Rethinking Public Spaces After Covid-19. July 30, 2020. (32:42 watch time)
			Radiolab Podcast: The Ashes on the Lawn
Week 5 Feb. 6	Leverage Points: Fostering Change Locally & Globally Through Networked Coordination		**Required Reading/Watching:**
			Ehrlichman, David. 2018. Identifying Leverage Points in a System. [Article, 10-15 min. read]
			Ehrlichman - Network Mindset: https://medium.com/converge-perspectives/the-network-mindset-scaling-out-not-up-f83163de610d
			Required Listening:
			Art of Change Podcast: Episodes 8/9 and Episode 7
			Suggested Resources:
			Meadows, Donella. 2008. "Leverage Points: Places to Intervene in a System" in Thinking in Systems: A Primer. Also online: https://donellameadows.org/archives/leverage-points-places-to-intervene-in-a-system/
Week 6 Feb. 13	Indigenous Changemakers		**Required Reading/Watching:**
			Barker, Adam J. 2015. A Direct Act of Resurgence, a Direct Act of Sovereignty': Reflections on Idle No More, Indigenous Activism, and Canadian Settler Colonialism. Globalizations. [Article, 45 min. read]
			Truth and Reconciliation Commission of Canada: Calls to Action [policy report]
			Group Project Assignment: Assignment 4.1 Outline
			Required Listening (Podcast):

			Indigenous Changemakers Part 1 & Indigenous Changemakers Part 2
			Suggested Resources: Qaqqaq, Mumilaaq. (2021). Mumilaaq delivers a Farewell Speech in the House of Commons. [Video, 10 min. watch]
			One Dish Many Stories podcast - https://onedishmanystories.podbean.com
**READING WEEK: NO CLASS FEB. 20**
Phase 2: Tools & Skills	**Week 7** Feb. 27	Introduction to Phase 2: Project Context & Briefing Notes	**Required Reading/Watching:** Barber, Douglas. Briefing Notes. Office of Community Engagement. Dialogue Planning Tool. (Tool, 4 min. read) Group Project Assignment: Assignment 4.2 Outline *Additional Group Project Resources will be made available in Avenue* **Required Watching:** Dialogue Planning Toolkit Introduction Video (1 of 4) Dialogue Planning Toolkit Planning Video (2 of 4) **Additional Resources:**
	Week 8 Mar. 6	Dialogue Planning & Facilitation	**Required Reading/Watching:** Office of Community Engagement. Dialogue Planning Tool. (Tool, 4 min. read) Group Project Assignment: Assignment 4.3 Outline *Additional Group Project Resources will be made available in Avenue* Block, Peter. 2009. "Questions are More Transforming Than Answers" in Community: The Structure of Belonging. [Book chapter, 10-15 min read] **Required Watching:** Dialogue Planning Toolkit Dialogue Delivery Video (3 of 4) **Additional Resources:** Born, Paul. 2012. "Part 1: The Building Blocks of Community Conversations: Engaging" in Community Conversations: Mobilizing the Ideas, Skills, and Passion of Community

			Organizations, Governments, Businesses, and People. [Book chapter, 10-15 min. read] Office of Community Engagement. 2021 Virtual Engagement Toolkit.
	Week 9 Mar. 13	Dialogue Dry Run & Look Ahead	**Required Reading (Pressbook):** Include chapters Group Project Assignment: Assignment 4.4 Outline *Additional Group Project Resources will be made available in Avenue* **Required Watching:** Dialogue Planning Toolkit Following Up & Sustaining Momentum Video (4 of 4)
	Week 10 Mar. 20	Community Dialogue	**No required reading or listening this week**
Phase 3: Practice	**Week 11** Mar. 27	Dialogue Debrief & Draft Reports	**No required reading or listening this week**
	Week 12 Apr. 3	Draft Report Feedback & Final Reports	**No required reading or listening this week**
	Week 13 Apr. 10	Course Wrap Up & Reflections	**No required reading this week** **Required Listening (Podcast):** Episode 14: Changemaking Toolkit

Course Policies

Submission of Assignments
Assignments are to be submitted to the appropriate assignments folder in MS Teams or Avenue to Learn by the assigned due date.

Late Assignment Extension Form & Late Assignments Beyond Extension

Individual Assignment Extension Form: Rather than reaching out to the course instructor or submitting an MSAF, this term we are piloting an extension form for individual assignments. Here is how it will work:

1) If you are unable to meet a specific deadline for an individual assignment <u>you can complete a very simple and straightforward extension form by clicking here</u>. There is no need to give a reason and you do not need to reach out to the instructor.
2) By completing an extension form you are agreeing to submit the assignment within 3 days of the original deadline. If submitted within this time there are no penalties.
   a. For example, if an assignment is originally due on a Monday it would now be due on a Thursday.
3) If submitted beyond the three day extension, late penalties (as noted below) will apply.
   a. For example, if an extension was granted to Thursday but the assignment is submitted on a Friday, a 5% penalty will apply.

Late Assignments: Late assignments will be penalized at the rate of 5% of the assignment weight per day. This includes weekend days, except in the most extenuating of circumstances. If the student foresees not being able to meet a deadline beyond the extension form process outlined above, it is the student's responsibility to communicate to the instructor prior to the assignment deadline. Students are not expected to provide disclosure of personal information when requesting an extension.

Grades
Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-

67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Course Assignment Information
- Submit assignments on the due date via Avenue to Learn
- Unless otherwise requested, please submit all assignments in Microsoft Word format to allow for comments and edits
- Students should use the 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
- 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 Avenue to Learn – please review the assignment outline before you begin.

Absences, Missed Work, Illness
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'.

Courses with an On-Line Element
This course uses some on-line elements (e.g. e-mail, MS Team, Avenue to Learn, 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, usernames 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.

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.

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*, 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.

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, 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 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.

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](#) 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.   [wellness.mcmaster.ca](#) MUSC B101 and B106

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](#) to make arrangements with a Program Coordinator. For further information, consult McMaster University's *Academic Accommodation of Students with Disabilities* policy.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all email 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. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

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 the

student to check their McMaster email and course websites weekly during the term and to note any changes.

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 communications channels.