Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabeg, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2021

Course Code: SDS 322R
Course Title: Community Engagement and Social Development

Class Times/Location: Wednesday, 2:30 – 3:50pm, online (class Zoom links can be found on LEARN)

Instructor: Katie Cook, PhD(c)
Office Hours: Wednesday, 1:00 – 2:00pm (Zoom links provided on LEARN), or by appointment
Email: k7cook@uwaterloo.ca

Course Description

How do we define community engagement? What does meaningful community engagement look like? In this course, we will address these questions by exploring the importance of community engagement for individual, community and societal wellbeing. This course will introduce new ways to think about social inclusion and participation in community, including key connections between theories and methods for engagement. Through case examples and hands-on experience, students will explore approaches to research and professional practice designed to stimulate social development through community engagement.

Drawing on case examples from Canada and around the world and through direct, hands-on experience, this course will introduce students to ways in which research, services, and other elements of professional practice can be designed to stimulate community engagement and strengthen individual and community capacity. Theoretical

links to social development will be covered, including theories of social connectedness and social capital, participatory development and social change.

Course Culture and Approach

This course will engage principles of equity, diversity, and inclusion (EDI) in all aspects, including the topics we discuss, the readings we review, and the discussions we have in class. This includes:

1. *Active learning*—"a cooperative learning strategy where students are tasked with working together toward a specific goal and engage in discussion with one another" (Fuentes, Zelaya & Madsen, 2020, p.72). As such, this course will have a lecture component, course discussions (during remote classes and online), and student reflection.
2. *Intersectionality:* Intersectionality asks us to think about the complex ways that our various identities intersect to shape our worldview, both in terms of experiences of privilege and marginalization. As your instructor, I aim to minimize systemic forces of oppression within our class environment, including racism, ableism, classism, heterosexism, (cis)sexism, and weightism. This is an ongoing and collaborative process.
3. *Mutual respect*: I ask that you join me in this commitment to creating a safe and inclusive course environment that is rooted in mutual respect, equity, and inclusion.

Course Objectives and Learning Outcomes

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

A. Understand the definitions, meanings, and values associated with the concept of community engagement
   - Analyze community engagement from a holistic, ecological perspective
   - Reflect critically on issues of positionality, power, and justice in community engagement
B. Identify characteristics and different forms of community engagement across various settings
   - Engage with direct case examples of different forms of community engagement
C. Critically reflect upon the importance of and factors involved in community engagement through direct experience.
   - Integrate direct experience with key theories and concepts
   - Understand the relationship between intersectionality, community engagement, and social movements

Required Readings
All course readings will be available through the university library and will be posted on LEARN in PDF format. Please see the course schedule below for a complete list of required course readings.

Course Requirements and Assessment

Assessment Activity	Due Date	Weighting
Attendance and participation	Ongoing	15%
Online discussion posts	Weekly	15%
Integrating reflection essay	October 20th	20%
Culminating presentation	December 8th	15%
Culminating essay	December 12th	35%
Total		100%

Attendance and Participation [15%]
Students are expected to prepare for each class by reading and thinking about the required materials in relation to their own experiences and observations in the community. Your participation mark is based on a combination of class attendance, participation during synchronous classes, participation in office hours, small group class discussions, and experiential learning activities. At the end of the term, you will complete a self-evaluation of your participation in the course, and your final participation grade will be a combination of my evalution and your self-evaluation grade.

Your participation can include responding to questions/discussions during our weekly class session, either by speaking or in the chat, attending office hours, engaging via email in a meaningful way, participating in break out room discussions, and completing online course surveys.

Experiential Learning Component
In this course, each student will engage in direct community experience so that they may relate the theory and practice themes we will be exploring in the course readings and dsicussions directly to lived experience. Every student is required to spend a **minimum of 15 hours** participating in some kind of community group, organization, project, or activity over the course of the semester (see LEARN for a list of ideas for virtual engagement opportunities; we will also discuss opportunities during our first class). The majority of this experiential course component must take place early enough in the semester to provide sufficient opportunity for discussion and reflection during lecture and on assignments. You will be required to keep and submit a log of your hours (including activities you engaged in), and to provide contact information for a person who is capable of verifying your involvement. **You are required to upload confirmation of your experiential hours [hours log and contact information] by December 1, 2021.**

There are many types of activities that are acceptable for this course, as long as you take part in something that involves intentional, collective action towards a shared goal or purpose. For example, you could volunteer for a local service organization or charity, organize a virtual event related to a cause that you care about, engage in social action in your neighbourhood, organize a fundraiser for a local organization, join a campus group, participate in a community theatre company, connect with programming and activities at your local library. Activities may take place within Renison or the University of Waterloo, however students are **strongly encouraged** to step outside of your comfort zone.

Students who are already involved in community activities *may* be able to use that involvement toward this experiential learning component of the course. Please discuss this with your professor early in the semester.

Online Discussion Posts [15%]
In order to facilitate asynchronous course engagement, each student will be required to post at least **one** discussion post on LEARN each week related to that week's reading, lecture material, and/or your direct engagement experiences. In addition, each student must **also** respond to at least **one** other student's discussion post each week. To receive full marks, your posts must address a key theme or themes in the course readings and must be designed to stimulate conversation. Your discussion posts and responses should highlight your engagement with the course material and may be used to stimulate further conversation during course lectures. If you are citing direct quotations from the readings, include author(s) and page number.

These posts (one post and one response) must be made by Tuesday at 11:59pm each week (so, for class on Wednesday September 15, your discussion post is due by Tuesday at 11:59pm). There will be a discussion board created for each week's topic. Please be sure to make your weekly post in the correct board so that your participation may be tracked and so that other students may engage with the content and discussions.

Integrating Reflection Essay 1 [10%]
The objective of this assignment is to have students think critically about one course theme or topic, integrating lecture material, theory, and readings with observations from your direct experience. While your online discussion posts will provide opportunities for the integration of ideas and key concepts, the integrating essay is expected to be focused on a key theme and should be your own work (i.e., online discussion posts may inform your thinking, but your essay should be your own work). Your integrating reflection essay should be 1,000 – 1,250 words (excluding title page and references) and will be graded based on your understanding of the course readings and lecture materials, as well as your ability to integrate your own community experience. Your integrating essay should cover at least one key topic from the course, and should include 3 - 4 references (these can be course readings and/or outside

sources). All references should be scholarly, peer reviewed articles. All written assignments should be double spaced with 1-inch margins and a standard font. Your citations and references should be in APA format (APA guidelines: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

Your integrating reflection essay should be submitted to the appropriate dropbox on LEARN as a Word document or PDF. The integrating reflection essay is due on **October 20th by 11:59pm.**

Culminating Presentation [15%]

The final culminating presentation is an opportunity to explore some of the key course themes that you will later discuss in your culminating paper. Your presentation should discuss and integrate at least **two** key course concepts alongside your observations from your experiential course component. Your presentations will be recorded and uploaded to the appropriate dropbox on LEARN by **11:59pm on Wednesday, December 8th.** Please note, we will not be holding class that week in order to give students the opportunity to film and upload final presentations. Each presentation should be 5 – 7 minutes long. Your presentation should provide an overview of the key themes you plan to discuss as well as a clear and concise integration of your experiential observations and reflections. You may use PowerPoint for this presentation, or you may choose to get creative and use another format for conveying your ideas through video.

Culminating Essay [35%]

The goal of this assignment is to bring together key course themes with your direct community experience in a conherent, well-organized essay about community engagement. For this assignment, you should use your experiences and observations of community engagement to critically engage with course readings and other materials and to use key theoretical frameworks and ideas from class to reflect on your community engagement experience. For this assignment, you will need to integrate at least **three** themes from across the course material. In addition, you will need to search for and integrate additional literature and resources where necessary to support your key arguments. All references, including course materials, should be cited using APA formatting.

Your culminating essay should include the following:

- Title page
- Overview/description of your 15-hour experiential community engagement activity
- Exploration of at least 2 distinct course topics related to community engagement, from course readings, lectures, and discussions
- Connection of each topic to your experiential community engagement

- Integration of topics and their relationship to one another
- Conclusion, including a summary of key points
- References

Your culminating essay should be submitted to the appropriate LEARN dropbox by **December 12th at 11:59pm**. Your essay should be a Word document or PDF, and should be double spaced with one-inch margins using a standard font. Please include page numbers. Your essay should be 2,000 – 2,500 words, not including title page or references.

Course Outline and Schedule

Week	Date	Topic	Required Readings
	Sept 7	Labour Day (Holiday)	
Part I: Overview and Grounding			
1	Sept 8	**Course overview:** Review course objectives and assignments - Introduction to key concepts - Overview of community engagement opportunities	
2	Sept 15	**Grounding Framework: Ecological Model** - Using an ecological model to think about community engagement - Thinking about levels of analysis/impact (individual, interpersonal, organizational, community)	Hawe, P. (2017). The contribution of social ecological thinking to community psychology: Origins, practice, and research. In .A. Bond, I. Serrano-Garcia, C.B. Keys & M. Shinn (Eds.) *APA handbook of community psychology: Theoretical foundations, core concepts, and emerging challenges* (pp. 87 – 105). American Psychologyical Association.
Part II: Individual engagement and well-being			
3	Sept 22	**Reflexivity and postionality** - Review how our intersectional identities influence our engagement - Discuss a framework for reflexivity when working in community	Jacobson, D., Mustafa, N. (2019). Social identity map: A reflexivity tool for practicing explicit positionality in crticial qualitative research. *International Journal of Qualitative Methods, 18*, 1 – 2.
4	Sept 29	**Effects on individual well-being** - Assess the effects of community engagement on individuals - Analyze the potential of community engagement for youth	McInroy, L.B., McClosky, R.J., Craig, S.L., Eaton, A.D. (2019). LGBTQ+ youths' community engagement and resource seeking online versus offline. *Journal of Technology in Human Services, 37*(4). 315 – 333.
Part III: Neighbourhood and Organizational Engagement			
5	Oct 6	**Community capacity-building** - Review the role of capacity-building in marginalized communities	Brimblecombe, J., van den Boogaard, C., Ritcie, J., Bailie, R., Coveney, J., Liberato, S. (2014). From targets to ripples: Tracing the process of developing a community capacity building appraisal tool with remote Australian Indigenous communities to tackle food security. *BMC Public Health, 14*, 914 – 924.
	Oct 12-15	**Reading Week**	
6	Oct 20	**Working within organizations**	Begun, A.L., Berger, L.K., Otto-Salaj, L.L., Rose, S.J. Developing effective

Week	Date	Topic	Required Readings
		"Developing University-Community Collaborations: Insights from a Community Advocate" **Guest lecturer**: Charlie Davis (Chair – Rainbow Community Council; PhD candidate in Community Psychology) **Integrating Reflection Essay DUE**	social work university-community research collaborations. *Social Work, 55(1).* 54 – 62.
Part IV: Community Engagement for Macro-Level Change & Social Justice			
7	Oct 27	**Intersectional Community Engagement** - How to engage ethically, including working across difference and understanding intersectional, relational approaches	Mitchell, T.D. (2017). Teaching community on and off campus: An intersectional approach to community engagement. In: C.L. Wijeyesinghe (Ed). *Enacting intersectionality in student affairs: New directions for student services.* Jossey-Bass. (pp. 35 – 44).
8	Nov 3	**Plugging into Social Movements: Community Engagement and Activism** - Understanding the history of social movements - The role of activism in community engagement and social change	Nardini, G., Rank-Christman, T., Bublitz, M.G., Cross, S.N., Peracchio, L.A. (2020). Together we rise: How social movements succeed. *Journal of Consumer Psychology, 31*(1), 112 – 145.
9	Nov 10	**Community-Engaged Research and Evaluation** - Review of Community-Based and Participator Action Research & Evaluation - Case study: Arts-based research for social change – body mapping	Wallerstein, N., Duran, B. (2008). The theoretical, historical, and practice roots of CBPR. In: M. Minkler & N Wallerstein (Eds.) *Community-based participatory research for health: From process to outcomes.* John Wiley & Sons Inc. (pp. 25 – 46).
10	Nov 17	**Open Topics – Students' choice**	TBD
11	Nov 24	**Open Topics – Students' choice**	TBD
12	Dec 1	**Course wrap up** - Tying together course themes; looking to the future - Student Q&A re: final paper and presentation **Confirmation of engagement hours DUE**	
13	Dec 8	**Presentations DUE** (asynchronous)	

The topics of weeks 10 and 11 will be decided by students through an anonymous survey to be completd online over reading week. Students will be asked to choose which topics are most relevant and interesting to them, from a list of topics including: ethical community engagement; decolonizing through engagement; relationality and community; community health equity; community engagement and democracy

Course Policies

Late Work

For major assignments (integrating reflection essage, culminating essay, presentation), you will receive a 3% deduction per day. Weekly online discussion posts will not be accepted after each week's due date (Tuesday at 11:59pm) because the topics will be discussed in detail during class.

Information on Plagiarism Detection

Turnitin.com: Text matching software may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students will be given an alternative option if they are concerned about their privacy and/or security.

Attendance Policy

While there is no attendance policy for this course, please see the attendance and participation section of the course assessment descriptions above. All course lectures will be recored and posted on LEARN after class each week.

Accommodation for Illness or Unforeseen Circumstances:

This course follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

In addition to this, if you need extra time for an assignment, please reach out to me **before** the due date in order to make arrangements for an extension. We are all living and working throught an ongoing pandemic, and so I recognize that students may experience illness or additional stress/strain during this time. Within reason, I will work with you to facilitate your success in this course, however each student needs to be an active participant in this process.

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity webpage (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred,

disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo's policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory   Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities:
AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Intellectual Property
Students should be aware that this course contains the intellectual property of the instructor, which can include:
- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)

- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor's intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information

A respectful living and learning environment for all

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.