**CMTYENGA 3A03**

**THE ART OF CHANGE**

**Winter 2022**

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**Instructional Assistant:** Randy Kay, kayrl@mcmaster.ca

**Class:** Mondays 11:30am - 2:20pm

**Class Link:** Microsoft Teams

**Virtual Office Hours** -2:30-3:30pm Mondays, or by appointment

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##

# 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.

# Learning Objectives

1. To explore various definitions of change;
2. To demonstrate how foundational principles of community engagement connect to theories of change, systems thinking, organizational theory and structures;
3. To demonstrate understanding of the course themes applied to current social issues, including but not limited to :
	1. COVID-19 pandemic,
	2. climate change,
	3. truth and reconciliation,
	4. equity, diversity and inclusion,
	5. infrastructure and housing;
4. To identify and make connections between local, national and global change initiatives;
5. To identify different forms of activism and advocacy, while learning how networks, alliances and movements are formed;
6. To identify factors influencing policy change at different levels of government;
7. To distinguish between gradual and spontaneous changes, and how this relates to the social context;
8. To demonstrate the skills required to plan and facilitate a community-engaged dialogue;
9. To demonstrate facilitation techniques and tools that effectively support a change initiative through dialogue.

# Course Structure

Reflecting the course objectives, the structure will layer in theory, practice, and both local and global examples over the course of the semester. Major themes integrated into this structure include:

* **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.
* **Theory:** Theories of change, systems thinking, organizational change, and community change will be layered into the course early on as foundational perspectives to inform student learning. These will then be weaved into group project work and individual reflection assignments throughout the semester.
* **Practice:** Beginning early on with individual reflections on changes we want to see in the world, this aspect of the course will quickly focus on five separate change initiatives that involve local community partners. These initiatives will form the focus of student project work over the course of the semester, culminating in a dialogue focused on moving a change process forward.
* **Local and Global Issues**: Early on we will review a range of both local and global issues and related change processes, while a focus on a few current processes will be revisited throughout the semester.

# Art of Change Podcast

Throughout this course, thanks to support from eCampus Ontario’s Virtual Learning Strategy funding, students will be required to listen to weekly podcast episodes that are approximately 30-40 minutes long. Each episode will feature 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 called to connect the practical, on-the-ground experiences of the podcast guests to the theoretical knowledge they will learn in class.

The podcast will be hosted on Anchor and the link to the podcast episodes will be provided to students on a weekly basis. Some weeks class time will be allocated to allow students to listen to the podcast, while other weeks will require podcast listening beforehand. 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. 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.

# Semester Snapshot

Centring our weekly class experience on our primary course material in the Art of Change podcast, the semester will span two interconnected and integrated phases. The first phase -- Weeks 1 through 6 -- will focus on building our understanding of change, theories of change, and how to map out the systems that change processes take place within. This phase will also be used to begin honing our skills for virtual dialogue and collaboration. The second phase -- Weeks 7 through 13 -- will add a community-engaged dialogue element to the course with a focus on planning, delivering, and following up on a community dialogue planned with local partner organizations. During the second phase, weekly podcasts will continue to explore change from different perspectives--activism, organizational change, the role of government, and beyond. Collectively this learning will support the overall learning objectives noted earlier in this outline.

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# Required Text

There is no required text for this course. All required readings and course materials are available on MS Teams and the websites are indicated in the weekly outline.

# Required Virtual Tools

Throughout the course we will be utilizing the following virtual tools to support in-class learning:

* Miro
* Jamboard
* Mentimeter/Kahoot
* MS Teams (whiteboard)
* Microsoft/Google Forms

# Course Evaluation - Overview

Participation - 15%

Individual Reflections - 40%

Group Dialogue Planning - 30%

Final Assignment - 15%

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

# Course Evaluation - Details

**Participation - 15%**

Students will be evaluated based on both their attendance in class and their individual participation in class discussions, as well as on their participation with group members as they collaborate on their project work. A participation rubric will be co-developed by students and the teaching team within the first three weeks of the term–this will include participation details determined by the teaching team and additional ideas developed by students. A group participation rubric will be developed mid-semester as group work takes shape. **The participation grade will be divided in the following manner:**

* Individual participation\* - 10%
* Group participation in community dialogue project - 5%

***\*Personal Learning Journal***

Throughout the course students will use a personal learning journal–the *completion* of which will be part of the student’s individual participation grade (details of this will be explained in class). The journal can be a helpful reflection tool students and can be a space to write down questions, thoughts, and ideas that arise in class or while listening to the podcast. A journal can allow students to make connections between the theoretical concepts learned in class and the practical case studies presented through the podcast. It is suggested that students spend approximately 10 minutes each week to reflect on the materials they are engaging with in the course. Students may find it a helpful exercise to keep a learning journal, as they can go back to their notes while drafting their Individual Reflection assignments.

Students will be using the Microsoft OneNote Class Notebook on MS Teams to make note of their personal reflections.

**Individual Reflections - 40%**

Students will prepare three reflections. The first two reflections are worth 13% each, while the final reflection is worth 14%. Students may choose to submit either a written reflection or a video or audio reflection. Students will be keeping a personal learning journal to 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 MS Teams by the specified deadline.

Below you will find further details on each of the three reflections.

***Reflection 1 - due January 14, 2022 (13%)***

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. ***Answer the following 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?

***Reflection 2 - due March 18, 2022 (13%)***

Using the [Beautiful Trouble Toolkit](https://www.beautifultrouble.org/) that was introduced during class in Week 6, examine and reflect on one of the case studies listed below.

* [Honk at Parliament](https://www.beautifultrouble.org/toolbox/#/tool/honk-at-parliament)
* [Conflict Kitchen](https://www.beautifultrouble.org/toolbox/#/tool/conflict-kitchen)
* [Reclaim the Streets](https://www.beautifultrouble.org/toolbox/#/tool/reclaim-the-streets)

Consider the following in your reflection:

**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 does the case study tie back to course material (readings, lectures, discussions, podcasts, etc.)**
	+ Connect the strategies used in the change initiative, with 2-3 theories and other change examples that were explored in class.
* **How do tactics used for change initiatives at a local level differ, or not, from tactics used at a national or global level?**

***Reflection 3 - due April 22, 2022 (14%)***

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 3-5 pieces of content from the course and cite sources appropriately.[[1]](#footnote-0) **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?
* How do you hope to build upon what you have learned in this course to foster future learning? Why is this important?
* Over the duration of this course, what have you learned about the connections between global, national and local change initiatives?

**Group Dialogue Planning - 30%**

Group dialogue work will begin during week 6 and will 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. Details and expectations will be shared in class in alignment with the following deadlines:

* **1 Page Workplan** (Wednesday February 16) - 2.5%
* **Draft Dialogue Package** (Wednesday March 2) - 2.5%
* **Final Dialogue Package** (Wednesday March 9) - 5%
* **Dialogue Delivery** (Monday March 21) - 5%
* **Dialogue Debrief Summary** (Wednesday March 23) - 2.5%
* **Draft Dialogue Repor**t (Wednesday March 30) - 2.5%
* **Final Dialogue Report** (Wednesday April 6) - 10%

**Culminating Assignment - 15% - *due April 15, 2022***

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

* **Dialogue Outcome Issue:** An opportunity identified as a result of the community dialogue component of the course.
* **Local Changemaking Issue:** An opportunity identified from within any aspect of the course or based on personal interest.

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

* **Context (1 Page):** What is the issue at hand? What is the current situation?
* **Systems Analysis Map (1 page):** A visual map showing the issue, the stakeholders, timelines, etc.
* **Opportunities for Change - Area of Focus (1 page)**: Including both anticipated outcomes and possible unanticipated outcomes. This would inform the proposed area of focus within the broader issue at hand.
* **Community-Engaged Dialogue Approach (1 page):** How would you propose to use community-engaged dialogue approaches to bring people together around what is needed to make this change? What principles of community engagement would you emphasize?
* **Next Steps (1 page):** What steps would you take to move this change forward over the next year. This should include short, medium, and long-term actions.

# Weekly Course Schedule and Required Reading/Watching/Listening

| **Week 1 (Jan.10-14)***Introduction to the Art of Change* | **Required Reading/Watching:** Gottlieb, Hildy. 2020. [Creating a Better World Means Asking Better](https://ssir.org/articles/entry/creating_a_better_world_means_asking_better_questions) Questions. [Article,10-15 min read] Office of Community Engagement. 2021. [Virtual Engagement Toolkit](https://docs.google.com/document/d/193HzsrBBnIe8VJGiDQshcyTrUMzkIGijM3hdeZnyWiU/edit?usp=sharing).**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.](https://dviyer.medium.com/my-role-in-a-social-change-ecosystem-a-mid-year-check-in-1d852589cdb1)  |
| --- | --- |
| **Week 2 (Jan. 17-21)***Theories of Change* | **Required Reading/Watching:**Office of Community Engagement. [Principles of Community Engagement](https://www.macvideo.ca/media/The%2BPrinciples%2Bof%2BCommunity%2BEngagement%2BModule/1_5fikpha3). [Video, 28 min. watch time)Meadows, Donella. 2008. “[Introduction: The System Lens](http://radicalteacher.com/uploads/MeadowsIntroOne.pdf)” in *Thinking in Systems: A Primer*. [Book chapter, 5-10 min. read]Block, Peter. 2009. “[Introduction: The Fragmented Community and Its Transformation](https://www.bkconnection.com/static/Community_EXCERPT.pdf)” in *Community: The Structure of Belonging*. [Book chapter, 10-15 min read]**Required Listening:**Art of Change Podcast: Episode 2 - *Hamilton’s LRT Project***Suggested Resources:**Suzuki, David. 2020. [Rebellion](https://youtu.be/y1_BuAQ8GFU). The Nature of Things. [Video, 44:18 min. watch]McMaster University. [Community Engagement and Research LibGuide](https://libguides.mcmaster.ca/communityengagement).  |
| **Week 3 (Jan. 24-28)***Systems Thinking & Organizational Change* | **Required Reading/Watching:**Wright, Lawrence. 2020. [The Plague Year](https://www.newyorker.com/magazine/2021/01/04/the-plague-year). The New Yorker. [Article, 3.5 hour read] (Students will be assigned excerpts from the article)[Just Recovery Hamilton Report](https://justrecoveryhamilton.ca/what-is-a-just-recovery%3F) [Document, 60-80 min. read]**Required Listening:**Art of Change Podcast: Episode 3 - *Just Recovery Hamilton***Suggested Resources:**Colla, Naomi T. 2020. [Changed, changing and will change: adapting to our new and ever-evolving world of work](https://www.theglobeandmail.com/business/careers/management/article-changed-changing-and-will-change-adapting-to-our-new-and-ever/). The Globe and Mail. [Article, 5 min. read]CityCAST Podcast: Episode 20 - [*Citizen Delegations with Gabriella Christopher and Ned Nolan*](https://anchor.fm/citycast/episodes/20--Citizen-Delegations-with-Gabriella-Christopher-and-Ned-Nolan-e185thh) |
| **Week 4 (Jan. 31-Feb.4)***Influencing Change: Introducing Community Change Projects* | **Required Reading/Watching:**MDRC. [Chicago’s New Communities Program](https://www.mdrc.org/project/chicago-s-new-communities-program#overview). [Website, explore] **Required Listening:**Art of Change Podcast: Episode 4 - *Public Space and the COVID-19 Pandemic*CityCAST Podcast: Episode 15 - [*Public Washrooms with Chelsea Barranger, Fairuz Karim, and Marzan Hamid*](https://anchor.fm/citycast/episodes/15--Public-Washrooms-with-Chelsea-Barranger--Fairuz-Karim--and-Marzan-Hamid-e14t53t)**Suggested Resources:**The Agenda with Steve Paikin: [Rethinking Public Spaces After Covid-19](https://www.youtube.com/watch?v=LmlsYY2gqxE). July 30, 2020. (32:42 watch time)Radiolab Podcast: [*The Ashes on the Lawn*](https://www.wnycstudios.org/podcasts/radiolab/articles/ashes-lawn) |
| **Week 5 (Feb.7-11)***Community Dialogues* | **Required Reading/Watching:**Ehrlichman, David. 2018. [Identifying Leverage Points in a System](https://medium.com/converge-perspectives/identifying-leverage-points-in-a-system-3b917f70ab13). [Article, 10-15 min. read]McMaster University Office of Community Engagement. 2018. [Community Engaged Education Toolkit. Section 3: McMaster’s Principles of Community Engagement](https://drive.google.com/file/d/1Wx7L8Jy5YhudePOg3dKv6L90bk9UZy5q/view?usp=sharing). Pages 26 – 38.**Required Listening:**Art of Change Podcast: Episode 5 - *Housing Affordability in Hamilton***Suggested Resources:**Meadows, Donella. 2008. “[Leverage Points: Places to Intervene in a System](http://www.donellameadows.org/wp-content/userfiles/Leverage_Points.pdf)” in *Thinking in Systems: A Primer.*  |
| **Week 6 (Feb.14-18)***Activism, Advocacy, & Change* | **Required Reading/Watching:**[Beautiful Trouble Toolkit](https://www.beautifultrouble.org/)Shaw, Kendra. 2020. [Social Change: What Makes a Strong Social Movement?](https://www.missionbox.com/article/416/social-change-what-makes-a-strong-social-movement) MissionBox Global Network. [Article, 3 min. reading time]Fayoyin, Adebayo. 2013. [Advocacy as a Strategy for Social Change: A Qualitative Analysis of the Perceptions of UN and Non-UN Development Workers](http://www.krepublishers.com/02-Journals/JSS/JSS-35-0-000-13-Web/JSS-35-2-000-13-Abst-PDF/JSS-35-2-181-13-1325-Fayoyin-A/JSS-35-2-181-13-1325-Fayoyin-A-Tx%5B11%5D.pmd.pdf). Journal of Social Sciences. [Article, 30 min. read]**Required Listening:**Art of Change Podcast: Episode 6 - *Activism: from Red Hill Valley to #StopSprawlHamOnt***Suggested Resources:**[Grass through concrete film about Red Hill Valley](https://vimeo.com/174387026) (1:12:02 watch time)Salter, Colin. 2012. Chapter Six: “Together in Difference” in the Red Creek Valley. In *Whiteness and Social Change: Remnant Colonialisms and White Civility in Australia and Canada,* pages 151-188. [*https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=1165736&ppg=171*](https://ebookcentral.proquest.com/lib/mcmu/reader.action?docID=1165736&ppg=171)Little, William. 2014. “[Social Movements and Social Change](https://opentextbc.ca/introductiontosociology/chapter/chapter21-social-movements-and-social-change/)” in *Introduction to Sociology – 1st Canadian Edition.*  |
| **(Feb.21-25)*****READING WEEK: NO CLASS*** |
| **Week 7 (Feb.28-Mar.4)***Government & Policy Change* | **Required Reading/Watching:**Hachard, Tomas. 2020. [What we expect from regional and city governments is increasingly out of step with their powers.](https://www.cbc.ca/news/opinion/opinion-federal-provincial-municipal-powers-1.5813461) CBC News. [Article, 6 min. read]Dangerfield, Katie. 2021. [Keystone XL pipeline is officially dead. What does this mean for Canada?](https://globalnews.ca/news/7937529/keystone-xl-pipeline-cancelled-alberta-canada/) [Article, 7 min. read]Born, Paul. 2012. [“Part 1: The Building Blocks of Community Conversations: Engaging”](https://drive.google.com/file/d/1aEcPzu_Vqp-YHAquHFZG-S7CzE7-rZcO/view?usp=sharing) 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. [Dialogue Planning Tool.](https://docs.google.com/document/d/1-omwQDe-QVdQL6HNcHrGwy8qFedLzbKu/edit?usp=sharing&ouid=101126672925454661818&rtpof=true&sd=true) (Tool, 4 min. read)Office of Community Engagement. 2021 [Virtual Engagement Toolkit](https://docs.google.com/document/d/193HzsrBBnIe8VJGiDQshcyTrUMzkIGijM3hdeZnyWiU/edit?usp=sharing). Tamarack Institute. 2017. [Conversation Café (tool)](https://drive.google.com/file/d/1GghAlclUnH7h8n3H532-wZliH4NLj-m2/view?usp=sharing). [Tool, 7 min. Read]**Required Listening:**Art of Change Podcast: Episode 7 - *Climate Change***Suggested Resources:**[Canadian Centre for Policy Alternatives](https://www.policyalternatives.ca/) [Website, browse]Mulley, Michael. [OpenParliment.ca](https://openparliament.ca/). Keeping tabs on Canada’s parliament. [Website, 15 min. read/browse]  |
| **Week 8 (Mar.7-11)***Organizational Change* | **Required Reading/Watching:**Lewis, Laurie. 2019. [“Defining Organizational Change”](https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781444340372.ch1) in[*Organizational Change: Creating Change Through Strategic Communication, Second Edition*](https://onlinelibrary-wiley-com.libaccess.lib.mcmaster.ca/doi/book/10.1002/9781119431503)*.* [Book chapter, 51 min. read]Kaner, Sam et al. 2019. [Participatory decision-making: The core of multi-stakeholder collaboration](https://drive.google.com/file/d/1oyMlPUeuKuvFc-6t5T4_gkQmKwAwTuPZ/view?usp=sharing). Institutional Learning and Change Brief. [Article, 15 min. read] Block, Peter. 2009. [“Questions Are More Transforming than Answers”](https://drive.google.com/file/d/1LFIhZjoBXlUicoJ0qLiTLKCz6AFMYdb-/view?usp=sharing) in *Community: The Structure of Belonging.* [Book chapter, 10-15 min. read] Tamarack Institute. 2017. [Practices for Effective Dialogue (tool)](https://drive.google.com/file/d/18md9-eZpVTzGyt1qMF9UoZHR3i4M0e33/view?usp=sharing). [Tool, 2 min. read]**Required Listening:**Art of Change Podcast: Episode 8 - *Championing EDI at McMaster University* **Suggested Resources**Office of Community Engagement. 2021 [Virtual Engagement Toolkit](https://docs.google.com/document/d/193HzsrBBnIe8VJGiDQshcyTrUMzkIGijM3hdeZnyWiU/edit?usp=sharing). Al Waer, Hussam & Cooper, Ian. 2019. [A Review of the Role of Facilitators in Community-Based, Design-Led Planning and Placemaking Events](https://discovery.dundee.ac.uk/ws/files/34179303/Alwaer_Cooper_Paper.pdf). Built Environment. (Article, 40 min. reading time)Strum, Susan, et al. 2011. [Full Participation: Building the Architecture for Diversity and Community Engagement in Higher Education.](https://drive.google.com/file/d/1SnBAV7e4yxJSeV138iaHLcxD_TBlZocq/view?usp=sharing)Imagining America. Syracuse University (SURFACE). [Article, 28 min. read] |
| **Week 9 (Mar.14-18)***Change Timelines & Context* | **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](https://www.tandfonline.com/doi/full/10.1080/14747731.2014.971531?casa_token=3smhdvUuq8IAAAAA%3AyAmLiIfYk5Zxk6-5y7JhyLZDzHQ3kNBJqsqkPxQNpywlukr4fcRw2Pj9mjJVUasGA5lBJIuzgdnAwQ). Globalizations. [Article, 45 min. read][*Truth and Reconciliation Commission of Canada: Calls to Action*](https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf) [policy reports] **Required Listening:**Art of Change Podcast: Episode 9 - *Indigenous Changemakers***Suggested Resources:**Qaqqaq, Mumilaaq. (2021). [Mumilaaq delivers a Farewell Speech in the House of Commons](https://youtu.be/7mqJGG7yUGw). [Video, 10 min. watch] |
| **Week 10 (Mar.21-25)***Community Dialogues* | **NO REQUIRED READING/LISTENING THIS WEEK - COMMUNITY DIALOGUES**  |
| **Week 11 (Mar.28-Apr.1)***The Future of Change (Part 1)* | **Required Reading/Watching:**Walker, Jeff, and Sall, English. 2021. [Orchestrating Systems-Level Change in the Battle Against COVID-19](https://ssir.org/articles/entry/orchestrating_systems_level_change_in_the_battle_against_covid_19). Stanford Social Innovation Review. [Article, 10 min. read]Powell, Alvin. 2020. [What will the new post-pandemic normal look like?](https://news.harvard.edu/gazette/story/2020/11/our-post-pandemic-world-and-whats-likely-to-hang-round/) [Article, 18 min. reading time]**Required Listening:**Art of Change Podcast: Episode 10 - *TBD***Suggested Resources:** |
| **Week 12 (Apr.4-8)***The Future of Change (Part 2)* | **Required Reading/Watching:**Woodcraft, Clare, Munir, Kamal A. 2021. [How COVID-19 Is Shifting the North-South Philanthropic Power Dynamic](https://ssir.org/articles/entry/how_covid_19_is_shifting_the_north_south_philanthropic_power_dynamic). Stanford Social Innovation Review. [Article, 12 min. read]**Required Listening:**Art of Change Podcast: Episode 11 - *Changemaking Toolkit (Pt. 1)***Suggested Resources:** |
| **Week 13 (Apr.11-15)***Reflections* | **Required Reading/Watching:****Required Listening:**Art of Change Podcast: Episode 12 - *Changemaking Toolkit (Pt. 2)***Suggested Resources:** |

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# 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 Assignments**

Late assignments will be penalised 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, it is the student’s responsibility to make requests for extensions 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 MS Teams
* 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 Teams – 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 courseuses 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.  |
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**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.  |
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**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/app/uploads/Academic-Integrity-Policy-1-1.pdf), 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](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (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](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) 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.  |
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**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](http://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](http://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*](https://secretariat.mcmaster.ca/app/uploads/Academic-Accommodations-Policy.pdf)policy.  |
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**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

**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  |
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1. *You do not have to comment on all the lectures, activities and/or readings* [↑](#footnote-ref-0)