

CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

SOCI 2180A/ANTH 2180A: Foundations in Community Engagement

Fall 2022 – Thursdays, 11:35pm to 2:25pm

Instructor:	Dr. Deborah E. Conners
Email:	Deborah.Conners@carleton.ca
Office hours:	Tuesdays 10:45am to 11:45am by appointment. My phone number is on Brightspace.
Teaching assistant:	TBD
Prerequisite(s):	Second-year status or permission of instructor
Learning Management System:	Brightspace
Method of delivery:	In-person
Access:	This is an interactive course where our learning about community engagement will involve hands-on experiences of in person engagement with each other and community organizations.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin Nation. For more information see: <https://carleton.ca/indigenous/resources/territory-acknowledgement/>

COURSE DESCRIPTION

Engagement changes us because it constructs a different world within which we live.

– Leanne Simpson, 2017

Have you ever been part of a community which needed a voice in creating change? Community engagement is the process by which communities can achieve common goals, organizations can ensure they are meeting their constituency needs, businesses can work to align with community values, and governments can engage citizens on proposed policies and laws. As a student at Carleton for example, you experience this engagement when you get involved in student-led activities and initiatives.

In this course, we will explore notions of “community,” “engagement,” and “community engagement” – terms which are popularly thought of as positive, but which are also replete with contradictions and contestations as they are applied in diverse settings. We will learn to work theoretically and contextually with these terms through readings and discussions. You will also do an experiential learning project by joining a community engagement process to (i) contribute, (ii) enjoy the satisfactions of community engagement work and, (iii) analyse the processes involved. Our project this year will be with CAFES (Community Associations For Environmental Sustainability). Students will be working in small groups each with a community association (CA) to create community engagement tools for the CA. This might include a short video or an infographic. My goal in this course is to introduce you to the power of community engagement while giving you an understanding of the limitations. Community engagement can support marginalized communities in identifying and meeting their needs; it can also, if not done carefully, reinforce existing hierarchies of power.

This course is the foundational course in the new Minor in Community Engagement. The minor will support you to achieve better outcomes for communities.

LEARNING OUTCOMES

After successfully completing this course, you will be able to:

1. Articulate your own theoretical understanding of the complex and contested natures of the terms “community”, “engagement” and “community engagement,” based on your experiences and learning in the course.
2. Recognize the functioning of hierarchical social and power relations in and between diverse communities, public institutions, the non-profit sector, and the private sector.
3. Listen and speak to others about divisive social issues with directness and compassion.
4. Participate in a community engagement effort while drawing on the course concepts to inform your participation.
5. Assess the effectiveness of a small community engagement process in creating engagement and social change.
6. Generate your own community engagement philosophy statement.

HOW WE WORK TOGETHER

This course explores how we can engage people in making the world a better place. To that end, I ask that we model inclusive and non-oppressive behaviour in our work together in the course. While the course content focusses more on “how” we can engage with others rather than the content of issues of homophobia, colonization, racialization, ableism, and other exclusions, I trust that you will bring your knowledge in these areas acquired in other social science courses to bear on the topics we cover here. If you need support to think through how to engage with others on a particular issue, what words to use, how to intervene in a situation, how to respond to someone else’s questions or comments, how to set a boundary, or if you are hurt by someone else’s comments or behaviours, I invite you to talk to me for coaching, to provide feedback or to request that I address a situation. Our society does not often model equitable relations; we are all learning together. We can do so with compassion while being direct in our engagement with issues that may arise. It is my hope that we can use this time to learn more about how to create and sustain inclusive and safer environments.

READINGS

The readings will consist of a short textbook chapter and one or two other readings posted in ARES each week.

The textbook:

Tinglin, W., & Joyette, D. (2020). *Community Engagement in a Changing Social Landscape*. Friesen Press. The book is available for purchase, in hard copy or e-book, at:

<https://books.friesenpress.com/store/title/119734000118511232/Winston-Tinglin-and-Donna-Joyette-Community-Engagement-in-a-Changing-Social-Landscape>

ASSIGNMENTS (DRAFT – FINAL COURSE OUTLINE TO BE AVAILABLE IN AUGUST)

Submissions	Worth	Week
1. Weekly participation	20%	2-11
2. Research paper on CE (Individual)	25%	4
3. Project Plan (team, with individual components)	5%	5
4. CE Project Deliverables (with partner)	25%	10
5. Conduct an analysis 3 CE themes (individual)	20%	12
6. CE Project Presentations to CAs (Team)	5%	13

Assignments are to be submitted on Brightspace by 11:55pm on the due date. Late assignments will lose 2 percent per day unless an extension has been arranged at least 24 hours before the deadline.
