UNIVERSITY OF LETHBRIDGE
FACULTY OF HEALTH SCIENCES
HLSC 3850 – INDIGENOUS COMMUNITY DEVELOPMENT
Course Syllabus – Fall, 2016

INSTRUCTOR: Janice Victor, Ph.D.
OFFICE: M3100 Markin Hall
TELEPHONE: 403-317-2861
EMAIL: janice.victor@uleth.ca
OFFICE HOURS: By appointment
COURSE LOCATION: M3023 Markin Hall; downtown Lethbridge
TIME: Wednesday, 9:00 – 11:50 a.m.

COURSE DESCRIPTION:
This is a project-based course that uniquely combines community development classroom work with an applied group project that will be conducted in the community. Classroom work will introduce foundational concepts and models of community development, particularly ones that pertain to Indigenous communities. Other course topics will be chosen to complement the community-based project and may include: social and economic development, culturally competent community work, stakeholder engagement, and community planning & organizing. This year, the group project will involve work for the Lethbridge Public Library on the topic of Aboriginal family literacy.

Prerequisite(s): PUBH 1000 Introduction to Public Health or HLSC 2700/SOCI 2700 Health and Society or third-year standing

LEARNING OBJECTIVES:
- Identify and describe foundational community development concepts and perspectives
- Describe core values and principles of community development, particularly as they apply to working with Indigenous communities
- Develop understanding of the different dynamics (i.e. social, cultural, political) and organizational systems that affect development work with Indigenous communities
- Identify, describe, and/or apply different community developer assessment tools and methods of research
- Strengthen core professional skills such as oral and written communications, analysis of issues, competent community engagement, and project management

COURSE MATERIALS:
All readings for the course will be provided on Moodle as pdf files or links. Additional resource materials will be provided on Moodle as needed.

EVALUATION:
Group Project 50%
Midterm Quiz 15%
Final Exam 20%
Participation 15%
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Activity</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept. 7</td>
<td>Course Introduction</td>
<td>Introduction to community development</td>
</tr>
<tr>
<td>5</td>
<td>Oct. 5</td>
<td>Urban Aboriginal Interagency Meeting, Location: LPL downtown</td>
<td>Due Oct. 4: Literature search results</td>
</tr>
<tr>
<td>9</td>
<td>Nov. 2</td>
<td>Urban Aboriginal Interagency Meeting, Location: LPL downtown</td>
<td>Project tasks for week: Stakeholder interviews</td>
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<tr>
<td></td>
<td>Nov. 9</td>
<td>Fall Break: No class!</td>
<td>Project tasks for week: Stakeholder interviews</td>
</tr>
<tr>
<td>10</td>
<td>Nov. 16</td>
<td>Project activity: Group analysis; interview summary task assignment Social development</td>
<td>Due Nov. 15: Stakeholder interview notes &amp; summaries Parada et al. (2011). Chapter 12. Taking action: Strategies and tactics</td>
</tr>
<tr>
<td>12</td>
<td>Nov. 30</td>
<td>Case study: Great Bear Rainforest</td>
<td>Due Dec. 2: Final Report Tjornbo et al. (2010). GBR case study</td>
</tr>
<tr>
<td>13</td>
<td>Dec. 7</td>
<td>Follow up: GBR case study today Course conclusion Project activity: LPL Feedback</td>
<td></td>
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<tr>
<td></td>
<td>Dec. 10-19</td>
<td>Final Exam, Date/Time TBA</td>
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1 Much of this schedule is dependent upon community-based research activities and the availability of guest speakers. Consequently, dates and class activities may be modified throughout the course.
ASSIGNMENT & EXAM REQUIREMENTS:

Group Project (50%) DUE: Various dates

The majority of community development work is conducted within a team environment that demands exceptional communication skills, adaptiveness to changing circumstances, and acceptance for diversity. Students will be required to complete both independent and group work within a collaborative environment that will test their abilities to contribute to a team.

The purpose of this applied activity is to provide students with an opportunity to develop their skills while working in an actual community development capacity that will provide a service to the Lethbridge community. Students will work together to develop and conduct an environmental scan for the Lethbridge Public Library on family literacy, an area of social development. This project will be conducted in three parts that feature independent and group assignments. Active participation is required and will be evaluated by the instructor and your peers.

Requirements:

**Part 1 – Literature review (20%)**

- **Part 1A, Literature search results** DUE: Oct. 4, 4:30 pm
  - Students are to upload a list of their assigned search results that include citation and abstract in advance of class; students are expected to review all results uploaded by classmates prior to class on Oct. 5
  - This activity will be evaluated as Pass/Fail

- **Part 1B, Annotated bibliographies** DUE: Oct 18, 4:30 pm
  - Students will complete annotated bibliographies for two to four papers (depending on the number of sources found in literature search) and submit to the class for peer revision
  - Students are to submit their bibliographies to Moodle by the day & time indicated; all students are expected to have reviewed others’ submission prior to class
  - This activity will be evaluated individually based upon quality and accuracy

- **Part 1C, Literature review section** DUE: Oct. 26, beginning of class
  - Based upon the group analysis activity on Oct. 19, students will in groups complete their assigned section of the literature review
  - Students will be evaluated as a group based on the quality of the literature review

**Part 2 – Stakeholder interviews (20%)**

- **Part 2A, Stakeholder interviews notes & summary** DUE: Nov. 15, 4:30 pm
  - In groups or pairs, students will conduct stakeholder interviews. Each student will take notes, and together the group/pair will summarize their findings into a single written report (can be point or table form) for grading
  - Students are to submit their summary to Moodle by the day & time indicated; all students are expected to have reviewed others’ submission prior to class
  - This activity will be evaluated as a pair/group based upon quality

- **Part 2B, Stakeholder findings section** DUE: Nov. 23, beginning of class
  - Based upon the group analysis of findings on Nov. 16, students will in groups complete their assigned section of the stakeholder interview findings
  - Students will be evaluated as a group based on the quality of the findings report

**Part 3 – Final report (10%)** DUE: Dec. 2, 4:30 pm

- The final report to be submitted to the Lethbridge Public Library needs to be of professional quality
- Individually or in pairs, students will complete their assigned sections and insert them into a final master document. All students will be expected to review the entire master document, making edits as needed
  - Group editing will occur through either Google docs or track changes
- Students will be graded on their submitted assigned section
Midterm quiz (15%) DUE: Oct. 12, 9 am
The purpose of the midterm quiz is to test students’ knowledge and understanding of the theoretical concepts that are presented in lectures and reading materials. Quiz format will be discussed in class.

Final Exam (20%) Date & Time TBA
The final exam will be scheduled by the Registrar’s Office during the final exam period, December 10-19, 2016. Format and content will be discussed in class.

Participation (15%) Assessed throughout course
Participation will be assessed for class attendance and contributions to the group project.

Requirements:
- **Attendance** – Students will be given participation marks for each day they attend, and will receive deductions for each instance they are late to class
- **Group contributions** – Students will be assessed in three ways
  1. **Peer Evaluation Forms**: These are to be submitted by each student for the literature review, stakeholder interviews and final report, if relevant. Failure to submit a Peer Evaluation Form will result in deductions.
  2. **Activity log**: Students are expected to keep a log of each task they complete including group work contributions and meetings attended. They are to submit this log to the instructor at the end of the assignment.
  3. **Observed participation**: Students’ participation in group activities will be assessed by observing their class preparedness, activity contributions, and contributions to group editing. Bonus marks will be given to students who take on additional tasks during the group project from students who are absent or unable to complete assigned work.

**EVALUATION POLICIES:**
- Late assignments will be deducted 5% of the total mark per day late (including weekends) unless an extension has been granted.
- Extensions may be granted under certain circumstances and must be discussed with the instructor in person or by telephone prior to the due date for the assignment.
- Academic dishonesty (e.g., cheating, plagiarism, etc.) is a very serious offence and will be dealt with according to the University’s respective policies. All students should familiarize themselves with the Academic Regulations and Policies of the University of Lethbridge (see current University Calendar for Undergraduate programs 2012-2013 at [http://www.uleth.ca/ross/calendar/part04.pdf](http://www.uleth.ca/ross/calendar/part04.pdf)).

**ADDITIONAL COMMENTS:**
- **Subject to change**, I will strive to adhere to the course syllabus to the best of my efforts but unanticipated events might require me to make changes.
- **Check your ULeth email account**, I understand that people may prefer to not use their University account but at minimum you should check this account regularly as any announcements I have for the class will be sent through this email.

**PLAGIARISM STATEMENT:**
The University of Lethbridge subscribes to Turnitin.com, a plagiarism detection service. Please be advised that student work submitted for credit in this course may be submitted to this system to verify its originality. Students must be able to submit both electronic and hard copy versions of their work upon request.
GRADING BREAKDOWN:

The grading system for this course is consistent with that established in the Faculty of Health Sciences, effective May, 2002.

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<thead>
<tr>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
<th>Letter</th>
<th>GPA</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95 - 100%</td>
<td>C+</td>
<td>2.3</td>
<td>71 - 74.9%</td>
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<tr>
<td>A</td>
<td>4.0</td>
<td>91 - 94.9%</td>
<td>C</td>
<td>2.0</td>
<td>67 - 70.9%</td>
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<tr>
<td>A-</td>
<td>3.7</td>
<td>87 - 90.9%</td>
<td>C-</td>
<td>1.7</td>
<td>63 - 66.9%</td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td>83 - 86.9%</td>
<td>D+</td>
<td>1.3</td>
<td>59 - 62.9%</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>79 - 82.9%</td>
<td>D</td>
<td>1.0</td>
<td>55 - 58.9%</td>
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<td>B-</td>
<td>2.7</td>
<td>75 - 78.9%</td>
<td>F</td>
<td>0</td>
<td>0 - 54.9%</td>
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ACCOMMODATIONS FOR STUDENTS WITH A DISABILITY:

Reasonable accommodations are available for students who have a documented disability. If you have been diagnosed with a disability, there is no need to face the challenge of University without support. Please contact the Accommodated Learning Centre to set up an appointment at 403-329-2766 http://www.uleth.ca/ross/counselling/index.html. After registering with the Accommodated Learning Centre, your instructor will be notified by a formal letter of any accommodations you require. In addition, students are responsible for requesting accommodations from the instructor at least *two weeks* in advance of the evaluation date. The instructor and student are jointly responsible for arranging the resources needed for the evaluation process.

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All University of Lethbridge students, faculty and staff must comply with Canadian law and institutional license agreements pertaining to copyright. At the same time, keeping abreast of our copyright obligations and options is a complex task as copyright matters locally and globally are in flux and are likely to remain so for at least the near future.

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- answers to common copyright questions (see the FAQs),
- guidance on whether you need permission or a license to copy a particular work (see the Copyright Permissions Flow Chart),
- guidance on assessing whether fair dealing may apply to specific instances of copying you wish to undertake (see the Guidelines for Copying under Fair Dealing), and
- a permissions look-up tool to help you determine the kinds of copying and other uses permitted by the Library’s license agreements covering specific online journals and other online resources.

You are encouraged to contact the University Copyright Advisor (copyright@uleth.ca) for assistance with any copyright questions or issues.