

COURSE NAME: IWA204 Introduction to Community Development

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course introduces basic concepts and theories of Indigenous community development within a holistic approach. Students will be introduced to the processes of colonization, including the Indian Act, and to the impacts of historic and ongoing colonial forms on Indigenous communities. Students will be introduced to and will examine current Indigenous Self-Governance models, and to current Indigenous Community Development projects including the study of food Sovereignty.

LAND ACKNOWLEDGEMENT

Canadore College resides on the traditional territory of the Anishinaabeg and within lands protected by the Robinson Huron Treaty of 1850. This land is occupied by the people of Nipissing First Nation since time immemorial.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Discuss the historical and ongoing impacts of colonization on Indigenous communities.</p> <p>1.1 Examine and discuss the various colonial processes that were and currently are being imposed upon Indigenous Peoples and Indigenous communities.</p> <p>1.2 Examine and discuss the historical processes of colonization that were imposed.</p> <p>1.3 Examine and discuss current forms of colonialism that continue to be imposed, such as neo-colonial processes.</p> <p>1.4 Identify neo-colonialism in the contemporary context.</p> <p>1.5 Examine, discuss and identify the impacts of colonization holistically in the current context.</p> <p>2.0 Define Community Development.</p> <p>2.1 Discuss and define current community development within Indigenous communities.</p> <p>2.2 Discuss and define Indigenous Self-Governance & the integral role of decolonization in our current context.</p> <p>2.3 Discuss and define the processes of</p> | <p>attaining Self-Governance through community development processes, including community consultation, constitutional development, and understanding decolonization methods.</p> <p>3.0 Discuss social change.</p> <p>3.1 Define neo-colonial community and organizational structure.</p> <p>3.2 Define decolonization within Indigenous organizations and communities.</p> <p>3.3 Define and discuss the relationship between decolonization and community organizing.</p> <p>3.4 Describe the various roles of the helper within the paradigm of community development.</p> <p>3.5 Understand & describe the work of community development within Indigenous grass-roots and political contexts.</p> <p>3.6 Understand & describe the work of creating a "healing forest" within Indigenous communities.</p> <p>3.7 Review & assess various current community development projects employed within</p> |
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Indigenous communities.

4.0 Define community and community characteristics (urban, rural, First Nation & Metis).

- 4.1 Discuss the unique urban, rural, First Nation and Metis community characteristics from a strength based, resiliency perspective.
- 4.2 Research, discuss wholistic models for community development within Indigenous communities.
- 4.3 Define current Metis identity from an inclusion perspective.
- 4.4 Research, assess and present key elements of a current community development project.
- 4.5 Discuss and assess the impacts of the Indian Act on current community development work.
- 4.6 Discuss and examine the role that lateral violence can play in current community

development.

4.7 Discuss and demonstrate the role that lateral kindness plays in successful community development work.

4.8 Discuss and assess approaches to enabling people to act together cooperatively, fostering social inclusion and equality.

5.0 Demonstrate an ability to support Indigenous Self-Governance and decolonization in an inter-professional context.

- 5.1 Work on an inter-professional activity with other programs regarding community work, or community-based change, or community development from an Indigenous Self-Governance and decolonization standpoint.
- 5.2 Facilitate the Blanket Story Exercise with other programs regarding Inter-professional education and collaboration.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Indigenous Wellness and Addictions Prevention

6. apply basic principles, concepts and skills of group work and discusses considerations for group work within a First Nations context.
7. demonstrates the appropriate use of traditional Native helping practices and culturally appropriate service approaches.
8. analyze historical and post-colonial policies and their impacts on First Nations people in Canada.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
3. Execute mathematical operations accurately.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.

8. Show respect for the diverse opinions, values, belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

There are no external accreditations or conditions identified for this course.

COURSE EVALUATION

Evaluation Item	Weight
Traditional Helper	10%
Group Work Readings from the book 6x 5%	30%
Community Development Project	25%
Self Governance Model Presentation	35%

COURSE PASS GRADE

50

GRADING SYSTEM

A+: 90-100%	B+: 77-79%	C+: 65-69%	D: 50-54%	S - Satisfactory
A: 85-89%	B: 73-76%	C: 60-64%	F: 0-49%	I - Incomplete
A-: 80-84%	B-: 70-72%	D+: 55-59%		F- Repeat Course, included in GPA
				FS- Failure Supplemental
				FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

Course Textbooks:

Required:

Title: "For Indigenous Eyes Only: A Decolonizing Handbook."
 Author: Wilson, Wasiyatawin Angela & Yellow Bird, Michael
 Publisher:
 Edition: 2005
 Print ISBN: 978-1-930618-63-3

eBook ISBN:

Title: From Where I Stand
Author: Jody Wilson Raybold
Publisher:
Edition: 2009
Print ISBN: 978-0-7748-8053-4
eBook ISBN:

Additional Learning Resources:

National Native Addictions Partnership Foundation, (2012). "Community Development as a Cultural Practice and Culture-specific Strategies Training Module -- Honouring our Strengths -- Continuum of Care -- Workforce Development." On line -- <http://nnapf.com/nnapf-document-library/>

Please see the [Campus Bookstore](#) to verify the current textbook costs and your [program page](#) for additional program fees and/or learning material requirements (see the "Tuition Fees" and "What You Need" sections).

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

Technology requirements - <https://www.canadorecollege.ca/BYOD>

The Harris Learning Library's staff can help you find resources to support your learning - www.eclibrary.ca

LEARNING ACTIVITIES

Interactive Lectures, Learning Circles, Participatory Exercises, Hands-on Application of Learning, Small Group Activities, Group Presentations, Cultural Activities, and Inter-Professional Activity

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including In-Person, Remote (synchronous and/or asynchronous), hybrid, or Hyflex, as per accreditation and/or regulatory standards where appropriate. This information is identified on the course schedule (student and faculty).

RECORDING GUIDELINES

This class may be recorded by faculty of the College. Faculty will inform students when recording of the class commences and ceases. 'Recorded' means that the audio-visual and chat portions of the class will be recorded and then be stored on the College or vendor provider server. They will be made available to students, but only for the express and sole use of those registered in this course. If you have any questions or concerns about this recording, please contact your instructor or the College's privacy officer at privacy.officer@canadorecollege.ca. Full recording guidelines can be found at: [IWA204 2024-2025](https://cdn.agilitycms.com/canadore-college/academic-centre-of-</p></div><div data-bbox=)

excellence/Canadore%20Recording%20Guidelines.pdf

EXPERIENTIAL LEARNING & INTERPROFESSIONAL EDUCATION

All full-time programs of study at Canadore College strive to provide students with opportunities for experiential learning and interprofessional education. This course provides students with both experiential learning (EL) opportunities and interprofessional education (IPE) through:

Formal Course Projects (EL)

Core course content (IPE)

Introductory case discussions (IPE)

Projects (IPE)

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website:

<https://www.canadorecollege.ca/about/policies>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

Accessibility Learning Services for Students with Disabilities - Student Success Services

Student Success Services provides comprehensive support to students. We aim to ensure that all students have equal access to educational opportunities and can succeed in their academic journey. Our services focus on reducing and eliminating barriers related to education through individualized accommodations and support. If you are a student with a disability, we encourage you to register with Accessible Learning by completing the Student Success – Accessible Learning Services Form (https://canadorecollege-accommodate.symphlicity.com/public_accommodation/).

For more detailed information about the services offered, please visit our webpage: Student Success Services - (<https://www.canadorecollege.ca/support/student-success-services>). To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, W103 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

<https://www.canadorecollege.ca/experience/indigenous-student-experience>

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.