

**IBH 1AD3**  
**IBH in the Community**  
**Community Engagement, Social Justice and Business**  
**Winter 2025 Course Outline**

**Integrated Business and Humanities**  
**DeGroote School of Business**  
**McMaster University**

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***COURSE OBJECTIVE***

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The objective of this course is to explore the relationship between community engagement and business. Specifically, students will critically analyze the consequences of business decisions and learn about strategies that foster responsible engagement with community members and organizations. In doing so, students will learn about social inequality, foundations and principles of community engagement, social entrepreneurship and cooperate social responsibility. Taken together, students will gain knowledge and skills that they can use for community engaged coursework and projects as they progress through the IBH programme and beyond the university. Throughout the semester, students are expected to come to class prepared to participate in lectures, guest lectures, readings, and discussions. There is a strong emphasis on critical thinking skills as well as written and oral communication.

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***INSTRUCTOR AND CONTACT INFORMATION***

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**Dr. Becca Collins-Nelsen**

Instructor

[collir2@mcmaster.ca](mailto:collir2@mcmaster.ca)

Office: virtual (find link on  
Avenue Homepage)

Office Hours: Tuesdays  
1:30pm-2:30pm

**Emma Croll-Baehre**

TA

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TA

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Office Hours: TBD

**Course website:** Avenue to Learn

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### ***COURSE ELEMENTS***

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Credit Value: 3	Leadership: Yes	IT skills: No	Global view: Yes
A2L: Yes	Ethics: Yes	Numeracy: No	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): Yes

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### ***COURSE DESCRIPTION***

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This course explores the politics, processes and functioning of communities and provides foundational knowledge and skills for effective and principled community engagement. Regardless of where you go after McMaster, you will be a member of many communities - your workplace, your professional group, your neighbourhood, your city, your country, the world. As a responsible citizen and an ethical business person you will be called upon to participate in community activities and community change. This course is designed to give you tools for respectful and responsible community engagement.

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### ***LEARNING OUTCOMES***

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Upon successful completion of this course, students will be able to complete the following key tasks:

1. Understand and articulate the principles, ethics and core attitudes related to community participation as articulated in McMaster's principles for community engagement.
  - i. Respectful Relationships
  - ii. Reciprocity
  - iii. Equity
  - v. Continuity/Sustainability
  - v. Openness to Learning
  - vi. Commitment to Act
2. Understand and articulate the complexity of communities and the interconnections between local and global communities.
3. Use an intersectional framework to think critically about social inequality, social justice, community engagement, and business.

4. Analyze components necessary for effective community engagement including (but not limited to) the following:

- i. Effective and purposeful communication
- ii. Observation and Research
- iii. Reflection
- iv. Team Work
- v. Collaboration
- vi. Conflict Resolution
- vii. Organization and planning

5. Explain and deploy the following core concepts in social theory and social justice:

- i. Power and Hierarchy (gender, race, class, sexuality, ability, nationality, religion, citizenship status, and more)
- ii. Intersectionality
- iii. Equity vs. Equality
- iv. Difference and Privilege
- vi. Reflexivity and Reflexive Writing

### ***COURSE MATERIALS AND READINGS***

The course readings will be posted on Avenue under the “Content” tab and are listed below in the course schedule with corresponding numbers. There is no text to purchase.

### ***COURSE OVERVIEW AND ASSESSMENT***

<b>ACTIVITY</b>	<b>DELIVERY</b>	<b>DESCRIPTION</b>	<b>TOOL(S)</b>
<b>Lecture Core Content</b>	Synch	1 hr 50 min. in-person; present and discuss course content	None
<b>Readings</b>	Asynch	Tied to weekly topics and discussion prompts	Readings linked in Avenue
<b>Tutorials</b>	Synch	50 min. live session; discuss readings and participate in applied learning	None
<b>Group Discussions</b>	Synch	During lectures as a class and small groups	None

GRADE COMPONENT	WEIGHT	DESCRIPTION
<b>Participation/Applied Learning Activities</b>	<b>10%</b>	5% - Combination of attendance and submissions of applied learning activities done during our tutorial time 5% - towards attendance of Fireside Chat March 4 <sup>th</sup> (9am-1030am) and feedback for 4 <sup>th</sup> year capstones presentations
<b>Critical Reflection (x2)</b>	<b>30%</b>	15% x 2: Critical reflections that incorporate course content while grappling with questions concerning community, social inequality and business
<b>Group Assessment of Global Corporation</b>	<b>25%</b>	Group Presentation analyzing the business model of a global corporation as it relates to community engagement and social inequality
<b>Assessment and Recommendations Report on Hamilton Community Business, Organization or Group</b>	<b>35%</b>	A comprehensive assessment of a Hamilton community business, organization or group that includes a review of and recommendations for effective community engagement

### ***COURSE DELIVERABLES***

There are detailed assignment sheets available to you on Avenue to Learn. What follows is a brief introduction to the various assignments.

#### ***Participation and Applied Learning Activities***

Participation and applied learning activities are worth a total of 10% of your final grade. Participation will be graded based on student contributions to class discussions and group work. Respectful discussion with one another plays an important role in the learning process so we need to take advantage of this opportunity to engage with each other. There will be class discussion questions throughout lectures and tutorials, as well as activities that will require small group discussion. Five percent of your participation grade will be based on a combination of your attendance, the frequency and quality of your participation in class and small group discussion, and the completion of applied learning activities. The other five percent will be based on your attendance at the Fireside Chat on March 4<sup>th</sup> (9am-1030am) and feedback provided to the 4<sup>th</sup> year capstone presentations.

#### ***Critical Reflections (2)***

An important part of learning is reflecting on what you have done, how you have changed, and what you want to do next. In this course, reflection is ongoing, but you will be asked to submit two critical reflections throughout the semester each worth 15% of your total grade. You will be given a prompt question for each of the reflections. You will need to show that you are able to critically incorporate class material into your writing as you reflect on the given prompt.

### ***Group Assessment of a Global Corporation***

Students will be in groups of approximately 5 people. Together you will choose a global corporation and using material learned in the course, provide an assessment of how they engage with local and global communities. The information gathered will be presented in the form of a 15-minute presentation during class time. Groups must also be prepared to answer questions for a 5-minute (minimum) discussion period after their presentation.

### ***At Work in the Hamilton Community***

The purpose of this assignment is to explore an organization, group or business in Hamilton that is involved in community engagement, social justice (broadly defined) or environmental activism in Hamilton. Your job is to find out about the organization and the work they do, and communicate the core activities of the organization through a final report. The report should emphasize how the organization currently engages with the community and recommendations that you have for how they can more effectively engage with the community. This project also includes a research component where you will be asked to connect your organization and its work to academic literature in the relevant area. This assignment is due on **April 8<sup>th</sup>, 2025**.

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## ***COMMUNICATION AND FEEDBACK***

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Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student.

All students must receive feedback regarding their progress prior to the final date by which a student may cancel the course without failure by default.

- *For Level 1 and Level 2 courses, this feedback must equal a minimum of 20% of the final grade.*
- *For Level 3 courses and above, this feedback must equal a minimum of 10% of the final grade.*

Instructors may solicit feedback via an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the instructor, you may then reach out to the relevant Area Chair, Program Director, or Program Administrator for further consideration.

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## **REQUESTING RELIEF FOR MISSED ACADEMIC WORK**

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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”](#) and the link below\*;

<http://ug.degroot.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

\* Non-Commerce students must follow the Missed Course Work protocols outlined by their home faculty and Program Office.

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## **COURSE MODIFICATION**

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From time to time there may be a need to remove/add topics or to change the schedule or the delivery format. If these are necessary, you will be given as much advance notice as possible.

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## **GENERATIVE AI**

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### USE PROHIBITED

Students are not permitted to use generative AI in this course. In alignment with [McMaster academic integrity policy](#), it “shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source”. This includes work created by generative AI tools. Also state in the policy is the following, “Contract Cheating is the act of “outsourcing of student work to third parties” (Lancaster & Clarke, 2016, p. 639) with or without payment.” Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

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## **ACADEMIC INTEGRITY**

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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](#).

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.

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### ***AUTHENTICITY/PLAGIARISM DETECTION***

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**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. Avenue to Learn, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ON-LINE ELEMENT***

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**Some courses may** use on-line elements (e.g. e-mail, 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, user names 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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## **CONDUCT EXPECTATIONS**

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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](#) (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.

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## **ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

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Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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## **ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)**

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Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) 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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## ***COPYRIGHT AND RECORDING***

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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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## ***EXTREME CIRCUMSTANCES***

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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 communication channels, such as McMaster Daily News, A2L and/or McMaster email.

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## ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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Your enrolment in Commerce IBH 1AD3 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

**COURSE SCHEDULE**

**IBH 1AD3  
International Human Services Accounting  
Winter 2025 Course Schedule**

\*tutorials are in grey and are where we will further discuss and apply what we learned during the previous Friday's class. Readings are numbered and correspond with their posting on Avenue under 'Content' - 'Readings.' This schedule is subject to minor changes.

WEEK	DATE	TOPIC	READING
1	Fri. Jan 10 <sup>th</sup>	Introduction to Social Inequality	(1) McMullin and Curtis (2017)
1	Thurs. Jan 16 <sup>th</sup>	Introduction to Social Inequality	None
2	Fri. Jan 17 <sup>th</sup>	Communities and our Hamilton Community	(2) McNight and Block (2010) (3) HCF Vital Signs (4) Hamilton Spec – Coleman and Kroetsch (2021)
2	Thurs. Jan 23 <sup>rd</sup>	Communities and our Hamilton Community	None
3	Fri. Jan 24 <sup>th</sup>	Community Engagement – McMaster's Principles	(5) Dean (2007)
3	Thurs. Jan 30 <sup>th</sup>	Community Engagement – McMaster's Principles	(6) Community Engagement Press Book
4	Fri. Jan. 31 <sup>st</sup>	Local and Global Business	(7) Enloe (2014)
4	Thurs. Feb. 6 <sup>th</sup>	Local and Global Business	None <b>Critical Reflection #1 DUE</b>
5	Fri. Feb 8 <sup>th</sup>	Corporate Social Responsibility	(8) Frankental (2001)
5	Thurs. Feb 13 <sup>th</sup>	Corporate Social Responsibility	None
6	Fri. Feb 15 <sup>th</sup>	Not for Profit/Non Profit	(9) Perez (2007)
6	Thurs. Feb 20 <sup>th</sup>	<b>READING WEEK</b>	None
7	Fri. Feb 22 <sup>nd</sup>	<b>READING WEEK</b>	None
7	Thurs. Feb 27 <sup>th</sup>	Not for Profit/Non Profit	None
8	Fri. Mar 1 <sup>st</sup>	Group Presentations	None
8	Thurs. Mar. 6 <sup>th</sup>	SKIP	None
9	Fri. Mar 8 <sup>th</sup>	Group Presentations	None
9	Thurs. Mar 13 <sup>th</sup>	SKIP	None
10	Fri. Mar 15 <sup>th</sup>	Exploring Hamilton (Guest Speaker): Not for Profit	(10) Siqueira et al. (2020)
10	Thurs. Mar 20 <sup>th</sup>	Not for Profit	None <b>Critical Reflection #2 DUE</b>
11	Fri. Mar 22 <sup>nd</sup>	<b>No Class as we will attend March 25<sup>th</sup> 4<sup>th</sup> year course in lieu</b>	None

11	Thurs. Mar 27 <sup>th</sup>	Exploring Hamilton (Guest Speaker): Social Entrepreneurship	(11) Gamu and Dauvergne (2018)
12	Fri. Mar 28 <sup>th</sup>	Exploring Hamilton (Guest Speaker): Social Entrepreneurship	None
12	Thurs. Apr. 4 <sup>th</sup>	Social Entrepreneurship	None
13	Fri. Apr. 5 <sup>th</sup>	<b>Attending 4<sup>th</sup> Year Capstone Presentations in lieu of class</b>	None

**\*Final Paper due April 8th**