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**DEVELOPMENT STUDIES (DEST) 302 - LECTURE 01**  
**COMMUNITY DEVELOPMENT**  
**FALL 2019**  
**LECTURES: Tuesdays & Thursdays 11:00 - 12:15pm, TRB 101**

**Instructor:** Dr. Apentiik  
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**Office Hours:** Thursdays 2:00- 3:00 or by appointment

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**Prerequisite(s): Dest 201**

### **COURSE DESCRIPTION**

The course provides a critical overview of the theory and practice of community development (CD). Within the context of sustainability and equity, the course will explore the various models of community development, in relation to goals, processes, and outcomes, as well as challenges that face the community development industry, in the context of current local and international socio-economic and political realities. Students are strongly urged to use this opportunity to think "outside the box," to open their minds to the possibility that no single theoretical position has all the answers to community development challenges, and to consider new ways of conceptualizing and addressing community development problems and challenges around the world.

### **OBJECTIVES OF THE COURSE**

To provide students with:

- a holistic understanding of the ideological assumptions, traditions, theories, and models that inform CD practice;
- a broader understanding of CD, both as a change process and an interdisciplinary field;
- an understanding of the principles, strategies, and skills required to do CD work (e.g. social planning, community capacity building, advocacy, and social action).

### **OUTCOMES:**

At the end of the course, students should be able to:

- demonstrate a good understanding of relevant theoretical concepts, definitions, and practices related to sustainable community development;

- demonstrate a holistic understanding of the community development process, as well as the knowledge and skills required to develop and implement a community development project;
- apply the principles, strategies, and skills required to do CD work (e.g. social planning, community capacity building, advocacy, and social action) with diverse communities;
- relate theories and concepts to an analysis of how communities work for social change and social justice.

### **REQUIRED TEXTBOOKS AND READINGS**

Phillips, R. and Pittman, R. (2018) (Eds.). *An introduction to community development*. Routledge.

### **Additional recommended books will be available through D2L.**

Binswanger-Mkhize, H. P., de Regt, J. P., & Spector, S. (2010) (Eds.). *Local and community driven development: moving to scale in theory and practice*. World Bank Publications.

Curtis, A. (2010). *The Well-Connected Community: A Networking Approach to Community Development. Second Edition*.

**Note:** Classes are largely discursive in nature, and PowerPoints would be very rarely used, if at all. Please do all readings prior to class.

### **USEFUL RESOURCES (JOURNALS & WEB SOURCES)**

- Community Development Journal
- The Journal of Rural and Community Development (JRCD)
- Journal of the Community Development Society
- Canadian Journal of Development Studies
- Development and Change
- Journal of Development in Practice
- Journal of Development Studies
- Journal of International Development
- The Coady International Institute's Marie Michael Library:  
<http://www.stfx.ca/institutes/coady/coady-library/text/development.html>

### **ASSIGNMENTS AND EVALUATION**

|                      | <u>Weight</u> | <u>Due Date</u>                  |
|----------------------|---------------|----------------------------------|
| First in-class test  | 40%           | Oct. 3, 2019                     |
| Second in-clast Test | 40%           | November 7, 2019                 |
| Team/Group Projects  | 20%           | Nov. 26 & 28 to Dec. 3 & 5, 2019 |

**All assignments must be completed in order to pass the course**

### **Test 1 (40%): Oct. 3, 2019**

This is a closed-book exam, designed to test your grasp of conceptual issues relating to broad themes of the course. This means you must read the material covered in lectures, seminars, and textbook up to the date of the exam. The best way to prepare for this exercise is to read and reflect on the

lectures, tutorials, and course readings. Exams will also cover lectures by guest speakers and information from videos/films shown in the class.

*Structure of exam:* Multiple choice questions are precluded. Questions may be straight essays, short answer types, or a combination of both. These details will be communicated in advance of the test date.

### **Test 2 (40%): Nov. 7, 2019**

This test will take the same format as Test one.

**Please note: no alternate dates for both tests will be provided unless the student has been legitimately excused. All missed exams will be in long-essay format.**

**Team Project (20%): Nov. 26 & 28 to Dec. 3 & 5:** An important part of both academic training and practical community development work is co-operation and collegiality (i.e. respect and support for colleagues' work). As such the group project is a critical component of the course. Members of the group will identify a community development project, and either evaluate the project performance or design an entirely new community development project of their choice. It is important that you consult the instructor if you are in doubt about your team's choice of project.

The group presentation is an opportunity to share your ideas. The date and schedule of the presentations will be posted on D2L. It is imperative that you time your presentation in advance - to learn the skills of preparing timed presentations and as a courtesy to the other presenters. During presentations, there will be someone delegated with the task of keeping time and giving you a one-minute notification as your time allocation elapses. Your classmates are expected to ask questions and provide suggestions after your presentation.

**Note:** The presentation takes semi-informal format. The group will submit a collective executive summary of the presentation to the instructor immediately after they presented (details to be discussed in class). The executive summary is worth 10 point. This means the actual in-class verbal presentation is 10 points (Total of 20 points)

Presentations will be assessed based on the following broad criteria: quality of the content (reasoned arguments and examples), verbal presentation, and other artistic appeals. Additional details would be discussed in class prior to the presentation. ***It is important that the group members work together as team***, and as such the group presentation will be assessed partly on group dynamics, collegiality, and other factors that suggest that members actually worked collaboratively.

### **POLICY FOR LATE ASSIGNMENTS**

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g., A- to B+) for each day late.

### **NOTE:**

1. It is the student's responsibility to keep both a hard copy and an electronic copy of each assignment submitted. Students should be prepared to provide a second copy of their paper if requested, and students who cannot provide a second copy of their essays may risk receiving a zero grade for this portion of the course.

2. All written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly referenced
3. Extensions will only be granted under extraordinary circumstances, not including having too much other work to do. If late assignments are handed in at the Department of Anthropology and Archaeology Office (ES 620), please ensure that they are signed and dated.
4. *If you are unclear on any aspect of the course, please feel welcome to discuss it with the course instructor.*

### GRADING SYSTEM

The following grading system is used.

| Grading Scale |                |
|---------------|----------------|
| A+            | 94.9 – 100     |
| A             | 89.9 – 94.8    |
| A -           | 84.9 – 89.8    |
| B+            | 79.9 – 84.8    |
| B             | 74.9 – 79.8    |
| B-            | 70.9 – 74.8    |
| C+            | 66.9 – 70.8    |
| C             | 62.9 – 66.8    |
| C-            | 58.9 – 62.8    |
| D+            | 54.9 – 58.8    |
| D             | 49.9 – 54.8    |
| F             | 49.8 and below |

### SCHEDULE OF LECTURES AND READINGS (To be made available on D2L.)

#### COURSE POLICIES AND PROCEDURES:

##### 1. Information on academic misconduct and the consequences thereof

The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically. “Academic Misconduct” includes such things as Cheating, Falsification; Plagiarism, Unauthorized Assistance and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Academic Misconduct is a serious form of intellectual dishonesty with significant consequences. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For more information see the Student Academic Misconduct Policy:

<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>

## 2. Information on instructor intellectual property

Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the individual student. Students may not distribute, email or otherwise communicate these materials to any other person.
- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
  - Any use other than that described above (e.g. distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
  - Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.
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## 3. Information on the Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. The Department of Anthropology and Archaeology keeps exams and any term work not picked up for a minimum of one year after which it is destroyed. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

## 4. Information about Academic Accommodations

**Note:** It is the student's responsibility to request academic accommodations according to the University policies ([ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy)) Students requesting an Accommodation on the basis of Disability are required to register with Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will issue a Letter of Accommodation which must be presented to either designated contact person within the Department or the appropriate Instructors within

10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

#### **5. Plagiarism**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources.

#### **6. Internet and electronic communication device information**

The use of cell phones and other electronic is not allowed during lectures. Students may use computers in class, however, the instructor reserves the right to forbid students from using computers if their use is disruptive to the class. This may include chatting online, playing music or games etc. during class.

#### **7. Use of e-mail:**

due to a high volume of e-mail messages received on a daily basis, students are advised to meet me either during my office hours or make an appointment with me on matters that require urgent attention. please note that e-mail messages can be sent to the wrong email address, can be accidentally deleted, and can be buried or may mysteriously disappear into cyberspace. all questions and requests should therefore be made in person, especially if they concern extensions and other urgent matters. i will normally reply emails within 72 hours, during regular business hours.

- Questions and information of general interest will be addressed in class or posted on Desire2Learn.
- Students are encouraged and required to use their ucalgary email accounts or Desire2Learn in all their communication with me and with peers.

#### **8. Copyright Legislation:**

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## **PLAGIARISM AND CHEATING**

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

## **DEFERRED EXAMS:**

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. An instructor will normally make this decision on the basis of verbal information provided by the student. In the event that an instructor feels that they cannot judge the veracity of the information provided, Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan. Deferral of the final exam requires Registrar approval.

## **ACADEMIC ACCOMMODATIONS**

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

## **ACADEMIC INTEGRITY**

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student’s individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

### **TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

### **Writing Across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

**Emergency Evacuation Assembly Points:** In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

### **Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act**

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the

standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

**Safewalk Information:** Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

#### **SUPPORT AND RESOURCES:**

For support information not course-specific related information can be found on the Office of the Registrar's website: <https://www.ucalgary.ca/registrar/registration/course-outlines>

*Please feel welcome to discuss with me any aspect of the course requirements or package you think is unclear to you.*