
DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY
FALL 2021: DEST 302 COURSE OUTLINE
COMMUNITY DEVELOPMENT (DEST 302 L01)
ONLINE LECTURES SCHEDULE: TUESDAYS & THURSDAYS, 11:00am - 12:15pm (Calgary time)
DELIVERY FORMAT: SYNCHRONOUS WEB BASED (ZOOM)

Instructor: Dr. Apentiik
Office Location/ ES 844;
Phone Number 403-220-4857/403-473-4473
E-Mail: rapentii@ucalgary.ca
Office Hours: Tuesdays 1:00pm-2:00pm or by appointment (Calgary time)

TA: TBA
Office Location/ TBA
Phone Number TBA
E-Mail: TBA
Office Hours: TBA

Prerequisite(s): Dest 201

COURSE DESCRIPTION

The course provides students with a critical overview of the core concepts, theories and approaches to community development (CD) in both urban and rural settings in the the context of local and international socio-economic and political realities. We will explore the challenges that face the community development industry as well as the processes and actions communities take to solve common problems. Students will get the opportunity to learn how to use evidence based practice and research to develop and implement a community development project. 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.

The objective of the the course is to provide students with a holistic understanding of the varied definitions, ideological assumptions and traditions, theories/concepts, principles, strategies and models of CD, both as a change process and an interdisciplinary field. It is also to provide students the skills and knowledge required to do CD work (e.g. skills in project management, community capacity building and empowerment, need assessments, assets mapping, advocacy, social planning etc).

LEARNING OUTCOMES

By the end the course, students should be able to:

- Analyze, evaluate and explain the various theoretical perspectives and approaches to community development, and their relative impacts on CD practice;
- Analyze and evaluate the impact of the inherent conflicting interests and power differentials among CD professionals, politicians and citizens on community work.
- Describe the responsibilities, values, ethics and protocols of the community worker to his/her client group/community
- Describe some of the basic techniques and strategies required to design community project management, build community capacity and empowerment, conduct need assessments and assets mapping, carry out advocacy work, do social planning etc)
- discuss how to apply evidence-based research and practice to determine community social trends and problems, needs and resource gaps in capacity for change.
- have honed their skills in critical thinking, reading, writing and debating on community development issues from an interdisciplinary perspective

PEDAGOGY

The basic pedagogy of the course involves two(2) weekly lectures devised around a set of required and recommended readings wherein students will also be encouraged to participate in a meaningful way. This means that a combination of lectures, class discussion, team collaboration, and student presentations will be used throughout the course. As such, it is essential that students read the materials beforehand and be prepared to engage in discussion and debate.

Team-project work: Team-project work can be challenging. A team project is a key feature of the course because working with others is central to the principles of community development. To support diverse student strengths, promote cooperation and teamwork, and support conflict resolution, the group project will have, a group oral presentation, and a peer-evaluation task, and final executive summary of final presentation. Details will be discussed and posted on D2L.

Relevant internet links to a mix of scholarly and popular websites are provided on D2L and on the course outline. The internet is a powerful multimedia tool and we should employ it to our advantage – but there remains no substitute for the required reading. The course instructor will make every effort to add on a weekly or bi-weekly questions and answers session, preferably as part of the D2L discussions. **Note:** Classes are largely discursive in nature, and PowerPoints would be very rarely used, if at all. Please do all readings prior to class.

REQUIRED TEXTBOOKS AND READINGS

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

Additional recommended Resources 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*.

USEFUL RESOURCES (JOURNALS & WEB SOURCES)

- Journal of Development in Practice
- Community Development Journal
- The Journal of Rural and Community Development (JRCD)
- Journal of the Community Development Society
- Canadian Journal of Development Studies
- Journal of Development and Change
- Journal of Development Studies
- Journal of International Development

LEARNING TECHNOLOGIES AND REQUIREMENTS

In order to successfully engage in your learning experiences at the University of Calgary, students taking web-based (online and remote) courses are required to have reliable access to the following technologies.

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updates web browser
- Webcam (built in or external)
- Microphone and speaker (built in or external) or headset with microphone
- Broadband internet connection

ASSIGNMENTS AND EVALUATION

First Test	40%	Oct. 7, 2021 via D2L (online)
Second Test	40%	Nov. 4, 2021 via D2L (online)
Team/Group Project	20%	To be scheduled

Note:

- All assignments must be completed in order to pass the course.
- All written assignments except multiple choice questions will be assessed in part based on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity.
- Both Tests have a mixed format – a combination of multiple choice, short-answer and long-answer questions.
- Missed tests for legitimate reasons may consist exclusively of long-answer questions.
- Missed tests will be rescheduled within two weeks on a date chosen by the instructor.

SCHEDULE OF LECTURES AND READINGS

To be made available on D2L before the start of the class.

TEST 1 (worth 40% of your grade; Oct. 7, 2021 at 11:00 am, via D2L)

Format and structure of test 1:

The test/exam is closed-book consist of a combination of multiple-choice, short-answer and long-answer questions designed to test your grasp of the material covered in the lectures, by guest speakers and from the course readings and videos shown in the class up to the date of the test. This means that you will be expected to have read all the required readings on all topics covered in the course up to the date of the

exam. The best way to prepare for this exercise is to read and reflect on the lectures and course material on regular basis. We will do a review of the course materials before the exam to familiarize you with the kind of questions you can expect on the exam. As a closed- book exam, no other materials or devices are allowed, except your pens, pencils, and erasers. This means you cannot consult your notes, the textbook, D2L, google/any internet browser, or other students remotely or in person while completing the tests. Likewise, the taking of screen shots, photos, or otherwise saving copies of the questions also constitutes academic dishonesty, which comes with serious consequences.

Timing of Exam and Instructions:

You will have 50 minutes to complete test (+50% extra time as required in case of technical difficulties). The test will be accessible to you from Oct. 7, 2021 at 11:00 am to Oct. 8, 2021 at 11:00 am (Calgary time). You can take the test anytime during that 24-hour period, but once you start your test it will stay open for you only for 50 (+25) minutes, thus, a total time of 75 minutes. **Do not logout until you finish as you have one attempt only.** Keep track of the time, as the exam will close after the 75 minutes, whether you have answered all the questions or not, just as it would if you were writing it in class in person.

Please take note:

- **For the multiple choice questions' section only one question will appear at a time and you cannot scroll forward or backward through exam, you must answer each question when it appears and moves on to the next one.**
- **With the short-answer and long-answer questions' section, all the questions will appear and you can choose which question you want to start with (you have the option of scrolling backward and forward).**

We will do review of the course materials before the exam to familiarize you with the kind of questions to expect.

TEST 2 (worth 40% of your grade, Nov. 4, 2021 at 11:00 via D2L)***Format and structure of test:***

The 2nd m test follow the same and structure format as the 1st (a combination of multiple-choice, short-answer and long-answer questions) designed to test your grasp of the material covered in the lectures, by guest speakers and from the course readings and videos shown in the class up to the date of the test. This means that you will be expected to have read all the required readings on all topics covered in the second part of course up to the date of the exam . This means that you will be expected to have read all the required readings on all topics covered in the second part of course up to the date of the test. The best way to prepare for this exercise is to read and reflect on the lectures and course material on regular basis. We will do a review of the course materials before the test to familiarize you with the kind of questions you can expect on the test.

Timing of Exam and Instructions:

You will have 50 minutes to complete exam (+50% extra time as required in case of technical difficulties). The test will be accessible to you from Nov. 4, 2021 at 11:00 am to Nov. 5, 2021 at 11:00 am (Calgary time). You can take the test anytime during that 24-hour period, but once you start your test it will stay open for you only for 50 (+25) minutes, thus, a total time of 75 minutes. **Do not logout until you finish as you have one attempt only.** Keep track of the time, as the exam will

close after the 75 minutes, whether you have answered all the questions or not, just as it would if you were writing it in class in person.

Please take note:

- **For the multiple choice questions' section only one question will appear at a time and you cannot scroll forward or backward through exam, you must answer each question when it appears and moves on to the next one.**
- **With the short-answer and long-answer questions' section, all the questions will appear and you can choose which question you want to start with (you have the option of scrolling backward and forward).**

Academic honesty

For both midterm and final exams, you cannot consult your notes, the textbook or other students remotely or in person while completing the tests. Likewise, the taking of screen shots and photos or otherwise saving copies of the questions also constitutes academic dishonesty. To disregard these instructions will constitute academic dishonesty, and which comes with serious consequences

TEAM PROJECT (worth 20% of your grade, from Nov. 23, 25 & 3 to Dec. 2, 7 & 9):

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 design a 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. Details will be posted on D2L.

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 short project report of not more than 5 pages executive summary to the instructor immediately after they presented via drop box (details to be discussed in class). The report is worth 10 points. 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

Policy for late assignments & missed exams:

Assignments submitted after the deadline may be penalized with loss of a grade (e.g. A- to B+) or loss of 10% of the total points for each day late the item is late. Extensions will only be granted under extraordinary circumstances, not including having too much other work to do. **a request for extension form** will be posted on D2L. This form should be filled out and submitted to me two weeks before the due

date for the submission of the assignment. Similarly, if you miss an exam, you must contact the instructor immediately via email with reasons (e.g. documentary evidence) for missing the exam, and if your reasons are accepted you must be prepared to write the missed exam within two weeks. Please note that all missed exams may be the take essay or long-answers format.

GRADING SYSTEM

The following grading system is used in the Department of Anthropology and Archaeology. Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale.

Letter Grade	% Range	Letter Grade	% Range
A+	95 – 100	C+	67 – 70.9
A	90 – 94.9	C	63 – 66.9
A -	85 – 89.9	C-	59 – 62.9
B+	80 – 84.9	D+	55 – 58.9
B	75 – 79.9	D	50 – 54.9
B-	71 – 74.9	F	Less than 50

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet virtually as a learning community at specific times, in our case **every Tuesdays & Thursdays, 11:00am - 12:15pm (Calgary time)**, for a 'live' video conference where we can discuss the course topics in real time.

Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. Zoom links and passwords are only intended for students registered in the course. To help ensure Zoom sessions are private, please do not share Zoom links or passwords with others, nor post them on social media platforms.

The use of video conferencing programs relies on the participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping to create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. the Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom

sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Accessibility

Lecture notes in form of PowerPoint will be made available to students after each lecture on d2l.

Posting of Grades and Picking-up of Assignments

Graded assignments will be made available electronically through the course's D2L link. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office. Students who may wish to go over their graded exam are welcome to do so during my office or TA's office hours as well as by appointment.

SUPPLEMENTAL INFORMATION

Course Policies and Procedures: Principles of Conduct

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

Student Misconduct, Plagiarism and Cheating

The University of Calgary is committed to the highest standards of academic integrity and intellectual honesty and expects faculty and students to conduct academic activities within these principles. The University of Calgary recognizes the importance of pursuing and transmitting knowledge ethically. "Academic Misconduct" includes but not limited to the following: cheating, falsification; plagiarism and unauthorized assistance or any failure to comply with exam regulations or an instructor's expectations regarding conduct required of students completing academic assessments. Other common forms of what constitutes academic dishonesty are: (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course, or using any source whatsoever without clearly and properly documenting or referencing it. Academic misconduct is a serious form of intellectual dishonesty with significant consequences, and Students who participate in, or encourage the commission of it, will be subjected to disciplinary action which include probation, suspension, or expulsion from the University. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

For more information, please refer to the student academic misconduct policy: (<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>)

Note: With regards to **plagiarism**, 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. For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Anthropology and Archaeology recommends that they attend Academic Integrity workshops offered through the Student Success Centre:

<https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

Information on instructor intellectual property

Lectures, demonstrations, performances, and any other course material provided by the instructor includes copyright protected works under the Copyright Act. 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.

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. Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. The content of this course, including lectures, notes posted, and examinations are the intellectual property of the Professor, and protected both by University regulations and copyright law.

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) 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.

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies ([ucalgary.ca/access/accommodations/policy](https://www.ucalgary.ca/access/accommodations/policy)). Students requesting an Accommodation on the basis of Disability or medical condition 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.

Internet and electronic communication device information

The use of cell phones and other electronic is not allowed during lectures. 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.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Students requiring assistance are encouraged to email the Student at Risk line if they or others appear to need wellness assistance: sar@ucalgary.ca. For more immediate response, please call: 403-210-9355 and select option #2.

Campus Safe walk

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 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. A link to required information that is not course-specific related information can be found on the Office of the Registrar's website:

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Additional Information: Use of Email

Due to a high volume of e-mail messages received on a daily basis, students are advised to meet me via zoom 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. 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. All course related communication with peers and instructor should be formal. This means that emails must be clearly written, devoid of short-hand and other forms of informalities

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

Acknowledgement:

The University of Calgary is situated on the traditional Blackfoot place name "Mohkinstsis". I would like to acknowledge the traditional territories of the Blackfoot and Treaty 7 peoples of Southern Alberta, including the Siksika, Piikuni, Kainai, Tsuut'ina and Stoney Nakoda First Nations, including Chiniki, Bearspaw and Wesley First Nation. The City of Calgary is also home to Métis Nation of Alberta, Region III.