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**Department of Anthropology and Archaeology****DEVELOPMENT STUDIES (DEST) 401 – SPECIAL TOPIC****COMMUNITY DEVELOPMENT: THEORY AND PRACTICE  
WINTER 2018****LECTURES: Tuesdays & Thursdays 12:30 - 1:45pm, ENE 322**

**Instructor:** Dr. Apentiik  
**Office Location:** ES 844  
**Phone Number:** 403-220-4857  
**E-Mail:** rapentii@ucalgary.ca  
**Office Hours:** Thursdays 2:00- 3:00 or by appointment

**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).

**LEARNING 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 community sustainable 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. (2014) (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**

	<b><u>Weight</u></b>	<b><u>Due Date</u></b>
<b>First in-class test</b>	<b>30%</b>	<b>February 8, 2018</b>
<b>Second in-clast Test</b>	<b>30%</b>	<b>March 22, 2018</b>
<b>Team/Group Project</b>	<b>20%</b>	<b>April 3 &amp; 5, 2018</b>
<b>Research Paper</b>	<b>20%</b>	<b>April 12, 2018</b>

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

**Test 1 (30%): February 8, 2018**

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 (30%): March 22, 2018**

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**

**Team Project (20%): April 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 5 point. This means the actual in-class verbal presentation is 15 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.

**Note:** You cannot use the same material for the group project for individual projects. Students are expected to attend all teams' discussions, meetings and presentations.

**Final research paper (20%): to be submitted on April 12, in class.**

**Guidelines:**

Each student will submit a term paper based on a number of topics to be posted on D2L.

- Length of final paper: Should be a maximum of **6 pages, typed, and doubled-spaced in 12 point font**. Page margins should be **1 INCH** (2.5 cm) wide, and all pages should be numbered. Double-sided printing of assignments are encouraged to save paper but is not mandatory.
- Information to be included on the title page: *title of paper, course code, instructor's name, student ID, and date of submission.*

In addition, your paper must have:

- Introduction
- A theoretical framework informing your research argument(s).
- A brief justification of topic in relation to the existing literature.
- A strong conclusion, including appropriate and clear recommendations.
- Clarity of expression and quality of grammar (easy to read, with minimal typos and grammatical errors) and coherence of arguments (clear and logical progression of ideas and thoughts throughout the paper).
- A level of analysis suitable for a 400-level course, i.e., critical, as opposed to descriptive analysis.

- A well-informed review or discussion. The paper should be a critical assessment of your thinking about the subject being researched and demonstrate your understanding and application of lectures, readings, and other relevant literature.
- A well formatted bibliography, including ample in-text citations, tables, maps, and figures.
- You must at least use 5-8 different sources that are relevant to the topic being researched.
- Balance use of relevant and current references (e.g. books, journal articles, newspaper clippings, internet sources).
- Tables and figures must be well-referenced.
- Direct quotes must be cited with page numbers.
- You are required to use APA style referencing/citation. For proper bibliographic format, visit the University of Calgary library website on the topic.

Please note that substantial marks will be taken off for improper citation and referencing. Also be cautioned that your paper cannot be written purely from non-academic internet sources.

Please consult with the instructor or the Writing Centre (see [www.efwr.ucalgary.ca](http://www.efwr.ucalgary.ca)) if you have any questions regarding how to cite and reference sources. Additional information such as tables, maps, figure, lists of interview questions, etc. can be included as appendices.

Please hand in your essays directly to your instructor. If it is not possible to do so, a daytime drop box is available in ES 620. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

### **REGISTRAR-SCHEDULED FINAL EXAMINATION: NO**

Please note: If your class is held in the evening, the Registrar's Office will make every attempt to schedule the final exam during the evening. However, there is NO guarantee that the exam will NOT be scheduled during the day.

### **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**.

### **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 registrar scheduled final exam requires Registrar approval.

If a deferred exam is administered, the format of the exam may be different than the original exam.

### **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:**

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.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)

Website: [arts.ucalgary.ca/undergraduate/](http://arts.ucalgary.ca/undergraduate/)

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca)

[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca)

[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Ombudsman's office: <http://www.ucalgary.ca/ombuds/>