

**DEVELOPMENT STUDIES (DEST) 591 - S 01**  
**CRITICAL PERSPECTIVES ON DEVELOPMENT PRACTICE AND RESEARCH**  
**WINTER 2019**  
**LECTURES: FRIDAYS 2:00 - 4:45, Education 264**

**Instructor:** Dr. Apentiik  
**Office Location:** ES 844  
**Phone Number:** 403-220-4857  
**E-Mail:** rapentii@ucalgary.ca  
**Office Hours:** Tuesdays 13:00-14:00 or by appointment  
**TA:** TBA

**PRE-REQUISITES:** Dest 393 and admission to the Development Studies program

**COURSE DESCRIPTION:**

This seminar/practicum course is designed to help students develop the skills and the critical perspective needed to conceptualize, design, implement and effectively manage community development projects and programs. As both a learning and work experience, the course offers students the opportunity to integrate theory and practice. The course is designed to allow students to work in teams (4-5 students per team) to carry out a small community development-related project during the semester with selected host organizations. This involves project conceptualization, planning, implementation, and writing a final report. The first 2-3 weeks will feature an in-class workshop focusing on skills development in project planning, management, implementation, monitoring an evaluation as well as protocols (e.g. ethics) required to carry out a collaborative project. Students will have the opportunity to present their findings to the class at the conclusion of the project.

**OBJECTIVES:**

- Equip students with knowledge and skills on project planning, management, monitoring and evaluation, and other project assessment tools used by development organizations;
- Familiarize students with the protocols required to conduct development research and to carry out successful development project from design to implementation;
- Identify different learning styles in students by undertaking learning assessments, and evaluating how learning styles can influence team dynamics.

**OUTCOMES:**

By the end of the course, students will be able to:

- demonstrate a good understanding of the processes involved in project planning, management, monitoring and evaluation, and other project assessment tools used by development organizations;
- Soundly understand the protocols required to conduct development research and to carry out successful development project from design to implementation;
- Design a logical framework, prepare project workplan, undertake project needs assessment, prepare project budget, perform project risk assessment, and design other project measurable indicators (e.g. monitoring and evaluation indicators);
- design and carry out independent scholarly research that establishes their own perspective on particular development issues/topics.

**TEXTBOOKS AND READINGS**

Assigned readings with links will be available on D2L

**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*
- *UNDP, Human Development Report (Latest edition)*
- *World Development Report*
- **Other relevant sites: Assets based approaches to community development:**
  - [http://www.abcdinstitute.org/docs/What%20isAssetBasedCommunityDevelopment\(1\).pdf](http://www.abcdinstitute.org/docs/What%20isAssetBasedCommunityDevelopment(1).pdf)
  - <http://www.abcdinstitute.org/toolkit/>
  - <http://coady.stfx.ca/themes/abcd/>
  - Results-Based Management Tools at Global Affairs Canada:  
[http://www.international.gc.ca/development-developpement/partners-partenaires/bt-oe/rbm\\_tools-gar\\_outils.aspx?lang=eng](http://www.international.gc.ca/development-developpement/partners-partenaires/bt-oe/rbm_tools-gar_outils.aspx?lang=eng)
  - The Coady International Institute's Library: <http://www.stfx.ca/institutes/coady/coady-library/text/development.html>
  - *Human Development Reports:* <http://hdr.undp.org/reports/global/2004>

**ASSIGNMENTS AND EVALUATION**

<b>Requirement 1:</b>	<b>Term Project</b>	<b>60%</b>
<b>Requirement 2:</b>	<b>Research paper</b>	<b>20%</b>
<b>Requirement 3:</b>	<b>Critical Article Review/ participation</b>	<b>20%</b>

**Requirement 1: Term Project (60%) Broken down into the three components below:**

This project is carried out in a team of 4 – 5 students. Selection of this project is done early in the semester. This project involves meeting with a client group or organization, developing a project plan, implementing the project, and writing a final report for the organization. This report will also be orally presented to the class. This project includes the following elements:

<b><u>Components:</u></b>	<b><u>%</u></b>	<b><u>Due date</u></b>
• Project plan	(15%)	<b>Feb. 15</b>
• Final Presentation of Project work (oral)	(15%)	<b>April 5</b>
• Final written report	(30%)	<b>April 12</b>

**NOTE:**

- All assignments must be completed in order to pass the course.
- 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.
- All written assignments 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.
- *Please feel welcomed to discuss with me any aspect of the course requirements you feel is unclear.*

**Requirement 2: Research Paper (20 %): Due date: Mar. 15, 2019**

You will identify a development issue related to the project of interest to your host organization. For example, if you are working with an organization concerned with housing, your paper could focus on housing related issues. This will help to provide additional background for your group project, as well as to allow you to delve in greater depth into the issue from the perspective of development research.

### Guidelines for research paper

- Length of final paper: Should be a maximum of **12 PAGES TYPED AND DOUBLED-SPACED** in **12 PT FONT**. Going over the page limit may result in reduction of grade (e.g. from A to A- or A- to B+).
- Page margins should be **1 INCH** (2.5 cm) wide, and all pages should be numbered. Double-sided assignments are encouraged to save paper, but 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:

- A clear statement of the problem(s) you want to investigate or explore. Your paper should begin with an introductory paragraph, which *clearly states the purpose or objective of the paper*. This statement should be presented as an argument that will guide the reader through the rest of the paper. Well explained research methodology is also relevant here.
- A brief justification of your choice of topic in relation to the existing literature on your group project.
- A strong conclusion, including appropriate and clear recommendations.
- Clarity and coherence of arguments - clear and logical progression of ideas and thoughts throughout the paper.
- Clarity of expression and quality of grammar - easy to read with minimal typos and grammatical errors.
- A level of analysis suitable for a fourth-year course, i.e., critical, as opposed to descriptive analysis.
- A well-informed review or discussion. The paper should be a critical assessment of the subject being researched and a demonstration of your understanding and application of the relevant academic literature on the topic. Academic literature here refers to peer reviewed journals, textbooks, and technical papers.
- Demonstrate a balance use of relevant and current literature(e.g. books, journal articles, newspaper clippings, internet sources) on the subject.
- Additional information such as tables, maps, figure, lists of interview questions, etc. can be included as appendices.

### Bibliographical Formatting and Citation

- A well-formatted bibliography, including ample in-text citation, tables, maps and figures.
- You must use at least 8-10 different academic sources (peer review journals, articles, textbooks, technical papers). **Relevant and authentic** Newspaper may be use to complement the academic sources.
- Tables and figures must be well-referenced.

- Direct quotes must be cited with page numbers.
- Students are advised to use APA style:
- In-text citation and final list of references must be in APA format (see examples below).
  - **Book referencing example:**  
Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development. 3rd Edition.* New York: Routledge.
  - **Journal article referencing examples:**  
Cleaver, F. (1999). Paradoxes of participation: questioning participatory approaches to development. *Journal of International Development, 11*(4), 597-612.  
Riddell, B. (2003). The Face of Neoliberalism in the Third World: Landscapes of Coping in Trinidad and Tobago. *Canadian Journal of Development Studies, 24*(4), 592-615.
  - **Chapter in a book example:**
  - Escobar, A. (1997). The Making and Unmaking of the Third World through Development. In M. Rahnema & V. Bawtree (Eds.), *The Post-Development Reader* (pp. xxx-xxx). London: Zed Books.
  - **Online newspaper article example:**  
Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>.

Please note that **substantial marks (3-4 points)** will be taken off for improper citation and bibliographical formatting. Also note that your paper cannot be written simply from non-academic internet sources.

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 received after the 4:30 pm main office closure, will be removed the following morning and date stamped with that day's date and placed in the instructor's mailbox.

**Requirement 3: participation (on-going) and critical article review, (20 %):**

**Components:**

- **Critical Review of Article (15 %).** Due February 1: to be collected in class in hard copy)

Submission of a four-page analysis of, and commentary on any one of the readings marked with asterisk (**to be posted on D2L**). Choose any of the reading marked with asterisk in the reading list for the weekly review. For the reading/article selected, you will write a four-page (double-spaced) commentary on it, identifying the key issues raised and providing a critical commentary on them.

**Requirements of the article review paper**

- Length of paper: A maximum of **4 PAGES, TYPED, AND DOUBLED-SPACED in 12 POINT FONT**. Going over the page limit may result in reduction of grade (e.g. from A to A- or A- to B+).
- Page margins should be 1 INCH (2.5 cm) wide, and all pages should be numbered.
- Double-sided printing of assignment is encouraged to save paper, but is mandatory.
- Please include the following on the title page: title of paper, course code, instructor's name,
- student ID, course information, instructor's name and date of submission.
- Must include a minimum of 3-4 properly cited and referenced scholarly peer-reviewed references.
- In-text citation and final list of references must be in APA format (see examples below).
  - **Book referencing example:**  
Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development. 3rd Edition*. New York: Routledge.
  - **Journal article referencing examples:**  
Cleaver, F. (1999). Paradoxes of participation: questioning participatory approaches to development. *Journal of International Development*, 11(4), 597-612.  
Riddell, B. (2003). The Face of Neoliberalism in the Third World: Landscapes of Coping in Trinidad and Tobago. *Canadian Journal of Development Studies*, 24(4), 592-615.
  - **Chapter in a book example:**  
Escobar, A. (1997). The Making and Unmaking of the Third World through Development. In M. Rahnema & V. Bawtree (Eds.), *The Post-Development Reader* (pp. xxx-xxx). London: Zed Books.
  - **Online newspaper article example:**  
Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>.

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

Note: 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 nighttime drop box is also available for approved after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

***Participation in class and project activities (5 %--ongoing)***

Active participation includes participation in seminars, team-instructor meetings, team-host organization meetings, individual group meetings, and adherence to submission deadlines.

**TEAMWORK:**

Everyone will be on a team based on potential practicum project interest, and a substantial part of the course will be team work. Working on a team can be difficult. Ideally you will get along with the other members of your team, but that may not always be true. Recognize that this is a professional rather than personal relationship. If you are not getting along with a team member, try to use the opportunity to problem-solve. If it gets to the point that project work is disrupted, please do not hesitate to bring it to instructor's attention. Keep it professional.

**ADDITIONAL INFORMATION****Use of e-mail:**

Due to the high volume of e-mails, if there is an issue that requires urgent attention, students are advised to meet me either during my office hours or make an appointment. I would normally reply to emails within 72 hours during business hours. Questions of general interest will be addressed in class or on the discussion board in D2L. Students are advised to use their **Ucalgary** accounts in all communications related to this course, including all correspondence with me, Monika (the undergraduate administrator), teaching assistant, team members, and host organizations. Ensure that in all your communications with your host organization, you copy myself and Monika Davidson.

It is important to note that this course is time sensitive and all assignments must be submitted on time. You must also attend all classes as well as groups' and host organizations' meetings.

**REGISTRAR-SCHEDULED FINAL EXAMINATION: NO****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. This class is time-sensitive and extensions will only be granted under extraordinary circumstances.*

**FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As consequence, students should identify themselves on all written work by using their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.

For more information see also <http://www.ucalgary.ca/secretariat/privacy>

**GRADING SYSTEM**

The following grading system is used in the Faculty of Arts. 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. That is, A- would be converted to 87.5 for calculation purposes. An F will be converted to zero.

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

### **INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION**

The use of cell phones 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.

### **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.

**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/>