

**DEVELOPMENT STUDIES (DEST) 591 - S 01**  
**CRITICAL PERSPECTIVES ON DEVELOPMENT PRACTICE AND RESEARCH**  
**WINTER 2020**  
**LECTURES: FRIDAYS 2:00 - 4:45, Earth Sciences 702**

**Instructor:** Dr. Apentiik  
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**Office Hours:** Tuesdays 12:30-13:30 or by appointment  
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**Prerequisite(s):** Development Studies 302, 393 and consent of the Department.

**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;
- develop a sound understanding of the protocols required to conduct development research and to carry out successful development project from design to implementation;
- develop the basic skills needed to 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-oea/rbm\\_tools-gar\\_outils.aspx?lang=eng](http://www.international.gc.ca/development-developpement/partners-partenaires/bt-oea/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 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. 28</b>
• Final Presentation of Project work (oral)	(15%)	<b>April 10</b>
• Final written report	(30%)	<b>April 17</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. 13, 2020***

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 must 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 7: to be handed over to me my office in hard copy by 4pm.

Submission of a 3-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 **3 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.
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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.

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

Active participation includes attendance and participation in seminars, team-instructor meetings, team-host organization meetings, individual group meetings, and adherence to submission deadlines. ***Attendance will be taken at every class.***

**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.*

**ADDITIONAL INFORMATION: USE OF EMAIL**

Due to a high volume of daily e-mail messages, students are advised to meet me in person during office hours or make an appointment in the case of an issue that requires urgent attention. Please note that e-mail messages can be sent to the wrong address, can be accidentally deleted or buried, or can disappear into cyberspace. All questions and requests should therefore be made in person, especially if they concern extensions and other serious or urgent matters. I normally reply emails within 72 hours during regular business hours. Questions of general interest can and will be addressed in class. Students are advised to use their **ucalgary** student accounts in all email communication on issues related to this course, including all correspondence with peers and Instructor. 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.

### 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+	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

### COURSE POLICIES AND PROCEDURES:

#### 1. 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.

#### Academic misconduct



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>)

### **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.

### **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>

### **Academic Accommodations**

It is the student's responsibility to request academic accommodations according to the University policies. 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.

### **Copyright**

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.

### **Support and Resources:**

Non-course-specific related information can be found on the Office of the Registrar's website: <https://www.ucalgary.ca/registrar/registration/course-outlines>

**Note:** information here includes

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

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