

IDEV*2100: Research in International Development

TENTATIVE

Instructor: Dr. Kate Parizeau
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Class meetings: TBD
Office hours: TBD

Land Acknowledgement:

The University of Guelph (and our classroom) are located on the traditional lands of the Attawandaron people, and the treaty lands of the Mississaugas of the Credit. I also acknowledge the presence of other First Nations, Métis, and Inuit neighbours on this land. As a scholar in and of this place, I believe it is important for us to learn about and respect the relationship of Indigenous peoples to this land.

Course Description:

Undergraduate Calendar description:

“This course explores the ethical dimensions of conducting research and producing knowledge in a context of inclusive and sustainable development. Students will explore the cultural, methodological and ethical challenges of conducting research in vulnerable communities, using concepts of positionality, difference, identity and intersectionality to understand the ways in which they might engage in a mutually-respectful process of research and engagement. The course provides a broad survey of research methods including documentary, observational, qualitative, and quantitative approaches, exploring their key characteristics, strengths and weaknesses and ethical implications of producing knowledge for development. Prerequisite(s): IDEV*1000”

Course Learning Outcomes:

- Familiarity with a variety of research methods employed in international development studies;
- Ability to engage in ethical reasoning around research in international development studies;
- Ability to understand and interpret the statistical findings reported in international development research;
- Ability to design and propose a research project related to international development studies;
- Development of research, reading, and writing skills, as well as critical thinking.

Class Format:

We will meet twice weekly to discuss course content and engage in collaborative learning activities. We will use Courselink as an electronic resource for announcements, accessing lecture slides and videos, accessing activities and supplemental content, and submitting assignments and quizzes.

Evaluation:

A handout detailing the course assignments and evaluation guidelines will be circulated separately. Following is an overview of the course assignments:

Reflection on ethics module:	20%	TCPS 2: CORE ethics certificate:	Pass/Fail
Homework on qualitative module:	20%	Research proposal plan:	Pass/Fail
Quantitative quizzes (3 x 5%):	15%		
Final research proposal:	25%		
Engagement (self-assessed):	20%		

Late assignments will be penalized 5% per day that they are overdue, including weekend days. Please speak with the instructor before the deadline to request extensions and avoid late penalties.

When You Cannot Meet a Course Requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, ID#, and e-mail contact. See the undergraduate calendar for information on [regulations and procedures](#) for Academic Consideration.

Readings:

Required readings will be available via Courselink and the Library’s Ares online reserve system.

Course Schedule:

Week / Dates	Topic:	Assessment:
1) Sept. 8-9	Introduction to research in international development	
2) Sept. 12-16	Research ethics: decolonization, representation, and over-researched groups	
3) Sept. 19-23	Research ethics: intercultural competence, intersectionality, positionality, and difference	
4) Sept. 26-30	Research ethics: ethics and community engagement	TCPS 2: CORE due Sept. 30 @ 11:59pm
5) Oct. 3-7	Qualitative / observational methods: surveys, interviews, and focus groups	Reflection due Oct. 7 @ 11:59pm
Oct. 10: Thanksgiving; Oct. 11: Fall Study Break Day		
6) Oct. 12-14	Qualitative / observational methods: documentary and observational methods	
7) Oct. 17-21	Qualitative / observational methods: Indigenous ways of knowing	
8) Oct. 24-28	Qualitative / observational methods: coding and analysis	Homework due Oct. 28 @ 11:59pm
9) Oct. 31 - Nov. 4	Quantitative methods: introduction to statistics	Research proposal plan due Nov. 4 @ 11:59pm
10) Nov. 7-11	Quantitative methods: normal distributions and confidence intervals	Quiz 1 open: Nov. 11 @ 2pm - Nov. 12 @ 2pm
11) Nov. 14-18	Quantitative methods: hypothesis testing, correlation, and chi-square analysis	Quiz 2 open: Nov. 18 @ 2pm – Nov. 19 @ 2pm
12) Nov. 21-25	Quantitative methods: graphs and data presentation	Quiz 3 open: Nov. 25 @ 2pm – Nov. 26 @ 2pm
13) Nov. 28 - Dec. 2	Research proposals	Proposals due Dec. 2 @ 11:59pm

Drop Date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

E-mail Communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students. Expect that I will respond to your e-mails within 2 working days; if I do not, please resend your e-mail. If your question or concern is complicated, I may ask that we meet during office hours or at another scheduled time to address the issue in person. To ensure that your e-mail reaches my inbox, be sure to use a University of Guelph e-mail address. Include the course code and the nature of your question/comment in the subject line of the e-mail.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student. When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway. Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance, and not later than the 40th Class Day. More information: www.uoguelph.ca/sas

Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. **Please note:** Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

Plagiarism includes improper acknowledgement or citation of the work of others, the inclusion of false or misleading references, and the resubmission of work that has already been evaluated at the University. Prevent inadvertent academic dishonesty by carefully referencing and citing the sources you use in your work. For advice on proper referencing, please see this [link](#).

Turnitin

In this course, we will be using Turnitin integrated with the CourseLink Dropbox tool to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph. All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment. Please contact me if you have questions or concerns about this software.

Recording of Materials:

Presentations that are made in relation to course work—including lectures—cannot be recorded, copied, or shared without the permission of the presenter, whether the instructor, a classmate, or a guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The Academic Calendars are the source of information about the University of Guelph's [procedures, policies, and regulations](#) that apply to undergraduate, graduate, and diploma programs.

Additional Student Resources:

If you are concerned about any aspect of your academic program: make an appointment with a Program Counsellor in your degree program. If you are struggling to succeed academically: There are numerous academic resources offered by the Learning Commons including, Supported Learning Groups for a variety of courses, workshops related to time management, taking multiple choice exams, and general study skills. You can also set up individualized appointments with a [learning specialist](#).

If you are struggling with wellness issues:

- [Counselling services](#) offers individualized appointments to help students work through personal struggles that may be impacting their academic performance.
- [Health Services](#) is available to provide medical attention.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.