

IDEV*3300
Engaging in Development Practice
Fall 2022
Course Outline

The University of Guelph resides on the treaty lands and territory of the Mississaugas of the Credit. We recognize this gathering place where we work and learn is home to many past, present, and future First Nations, Inuit, and Métis peoples. Our acknowledgement of the land is our declaration of our collective responsibility to this place and its peoples' histories, rights, and presence. Our school supports and adds our collective voice to the CALLS TO ACTION from the Truth and Reconciliation Committee on Indian Residential School to never forget, to hold governments and colonial forces to account, to seek redress and healing for injustice.

Class Details

Day/Time: Mondays 11:30am-2:20pm

Location: MacNaughton Building (MACN 118)

Instructor Details

Samantha Blostein

Email: blostein@uoguelph.ca

Office hours: By appointment

Course Description

This course provides an opportunity for students to engage with development practitioners in a real-world context. The focus of engagement opportunities will be on the analysis of a development issue and defining related policy and/or practice options. The course explores the challenges associated with engaging with development practitioners in the real world and equips students with the necessary skills for successful engagement.

In this course students will implement a team-based community engagement project determined in consultation with a community partner. At the end of the course, students will share key learnings from engagement projects and invite input from partners, peers and other relevant community stakeholders.

Learning Outcomes

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

- ✓ Identify and analyze development issues, challenges and priorities for development practitioners and community stakeholders.
- ✓ Understand and reflect critically on the perspectives of development practitioners and stakeholders with respect to development priorities, challenges, related policies and practices.
- ✓ Able to undertake analysis of development issues and real-world challenges in the context of the needs and priorities of development practitioners and community stakeholders.

- ✓ Effectively communicate with development practitioners and stakeholders through written and oral forms.

Experiential Learning Objectives

The IDEV*3300 course simulates a work environment similar to for example, a research consultant, community developer, or policy analyst, among other careers, conducting work on behalf of stakeholders in the public, private or community development sectors. By consulting with community partners to address their research needs, the students of the IDEV*3300 course work in a professional setting much the same as a research consultant or policy analyst would work with their stakeholders. Students of the IDEV*3300 course must narrow a research question, then plan and implement research projects with high quality deliverables in a very quick turnaround time.

The IDEV*3300 students' course work closely mirrors the contexts, processes and practical experiences of international development specialists, policy analysts and research consultants. Learning to be adaptable to carry out emergent research projects and communicating effectively to be responsive to the needs of community partners increases the capacity and employability of students. The course eases students' transition to the workforce by providing an opportunity to develop and apply skills in a professional domain.

Assignments and Evaluation

| Assessment | Value | Learning Outcomes | Due Date |
|---|-------|-------------------|--|
| Community Engaged Project Proposal | 10% | 1 | September 26, 2022 |
| Community Engaged Learning Draft; Community Engaged Learning Final Incorporating Partner Feedback | 30% | 3 | November 7, 2022; November 26, 2022 |
| Community Knowledge Exchange Conference Practice Presentation | 5% | 4 | November 14, 2022 |
| Community Knowledge Exchange Conference Presentation | 20% | 4 | November 21, 2022 |
| Final Critical Reflection Essay | 15% | 2 | December 2, 2022 |
| Class/Group Participation | 20% | 1, 2, 3, 4 | Weekly; Ongoing |

Community Engaged Project Proposal (10%)

Work in teams to consult with local experts/stakeholders to explore innovative ideas that help a community/organization address a challenge they are facing in their area. Develop a proposal with a community engagement project plan to address a development issue identified in consultation with community partner. The proposal should focus on a project that contributes to the analysis of the development issue and potential solutions, as well as identify the intended social value of the proposed community engagement project. The Community Engaged Project Proposal is due on **September 26, 2022, by 11:59pm**.

Community Engaged Learning Draft and Final Product (30%)

Groups will deliver a draft and final product for the community partner by implementing the plan outlined in their Community Engaged Project Proposal. The Community Engaged Learning Product will develop analysis of the development issue and potential solutions. The primary audience for the final product is the community partner, there may be other secondary audiences as appropriate. Final products should incorporate course materials and reference relevant sources.

The first draft is due by **November 7, 2022**, by 11:59pm. If a complete draft is not submitted at this time, 20% will be automatically deducted from the grade of the final product.

The final product is due **November 26, 2022**, by 11:59pm. This draft will incorporate feedback received from the community partner.

Community Knowledge Exchange Conference (20%); Practice (5%)

Project teams deliver presentations that reflect on contributions, share knowledge and effectively communicate learning garnered through the group's community-engaged project to peers, faculty, community partners and other stakeholders. Presentations should focus on in-depth analysis of the research question and recommendations. **Conference presentations will take place on November 21, 2022, in the McLaughlin Library Florence Partridge Room.**

Each team will do a practice presentation on **November 14, 2022**. This will provide an opportunity for other class members and the course instructor to provide feedback, which should then be incorporated into the formal presentation the following week.

Final Critical Reflection Essay (15%)

At the end of the course, each student will submit an individual final reflection essay due on **December 2, 2022**. The purpose of this assignment is for the student to make analytical connections between the community-engaged research experience and their broader learning as a student of development studies.

Individual final written reflection assignment will contribute to self-understanding of personal and intellectual growth, contributions as part of a working group, as well as evaluate power, privilege and diverse roles in development. The critical reflection should engage in theoretical discourse regarding the applied community engagement context in the practice of development. The reflection should develop an argument using course themes and readings to provide analysis to link theory to practice by describing the benefits and challenges of community engagement in development based on your experience.

Student reflections should consider multiple perspectives on issues; understand how others who have different circumstances, values and visions of life could experience power, situations and decisions; and evaluate how development functions in the real-world. Student reflections should also evaluate personal contributions to your group and consider ways in which the community engaged project may influence, shift or evolve your worldview. Based on your experience in the community engaged project have any of your perceptions of the development issue changed?

Class/Group Participation (20%):

This course is designed to be highly participatory. Students are expected to come to seminars and presentations prepared to actively engage. Assessment will be based on active participation in class and group projects. Participation in class and groups will be assessed in terms of the quantity and quality of contributions. Seminar reflections will be required throughout the semester. Students will also self-assess their own contributions, as well as score contributions of group members; in so doing be aware that different members may play distinctive roles, and contributions may vary throughout project.

This mark will be broken down into two parts: an instructor assessment (worth 10%) and a self/peer assessment (worth 10%). The instructor assessment of class participation will be based on the following criteria: the degree to which student comments demonstrate comprehension of course material; the consistency of student comments during the seminar; the degree to which comments engage with and respect the seminar agenda and the comments of others; and the degree to which student comments demonstrate critical thinking, analysis, insight, and originality of comments.

The self/peer assessment will be based on the following criteria: meeting deadlines in a timely and efficient fashion; degree of cooperation with group members; work standards; contributions and initiative; and participation in group activities.

Readings

Required readings are outlined in schedule below. Please read in advance of class and come prepared to critically discuss and engage with materials.

Note that the schedule below is a guide. Specific dates may change in consultation between the course instructor, IDEV*3300 students and the community partner.

Weekly Schedule

| Date | Topic | Reading |
|-----------------------------|---|--|
| Week 1 Sept. 12, 2022 | Community engaged learning and research: Community-University partnerships | Gordon da Cruz, Cynthia. (2017). Critical Community-Engaged Scholarship: Communities and Universities Striving for Racial Justice. <i>Peabody Journal of Education</i> , 92:363–384. Abraham, M. & Purkayastha, B. (2012). Making a difference: Linking research and action in practice, pedagogy, and policy for social justice: Introduction. <i>Current Sociology</i> , 60(2), 123-141. Blostein, Samantha. (2020). Tips for Virtual Exchange and Engaging Partners Online: Experiential Learning Opportunities Through Remote Partnerships. Guelph: University of Guelph. Maiter, S., Simich, L., Jacobson, N., & Wise, J. (2008). Reciprocity: An ethic for community-based participatory action research. <i>Action Research</i> , 6(3), 305-325. |

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| <p>Week 2</p> <p>Sept. 19, 2022</p> | <p>Critical Development Studies: Anti-Racism and Decolonizing Frameworks</p> | <p>Pailey, Robtel Neajai. (2019). De-centring the ‘White Gaze’ of Development. <i>Development and Change</i> 51(3): International Institute of Social Studies.</p> <p>Decolonising Aid: A reading and resource list. (2022). The New Humanitarian. Streamed live on August 12, 2022: https://www.thenewhumanitarian.org/feature/2022/08/12/Decolonising-aid-a-reading-and-resource-list</p> <p>DevEx. (2020). Decolonizing Humanitarian Aid – The Future of Humanitarian Action Conversation Series. Sept 17, 2020: https://www.youtube.com/watch?v=XAf3tHuZdSA</p> <p>Aid Re-Imagined. (2020). How to be Anti-Racist in Aid: A conversation between Stephanie Kimou, Marie-Rose Romain Murphy, Naomi Tulay-Solanke, and Arbie Baguios. Jun 17, 2020: https://www.youtube.com/watch?v=UHqLRmJtuk</p> |
| <p>Week 3</p> <p>Sept. 26, 2022</p> | <p>Analyzing Community Priorities and Assets: Strengths-Based Community Development Approaches</p> <p>*Groups discuss with partner to inform proposal*</p> <p>Community Engaged Project Proposal – Due September 26, 2022</p> | <p>University of Kansas Center for Community Health and Development. (2017). <i>Community Toolbox</i>. Chapter 3: Assessing community needs and resources. Read Sections 1 – 15. http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources</p> <p>University of Kansas Center for Community Health and Development. (2017). <i>Community Toolbox</i>. Assessing community Needs and Resources Toolkit http://ctb.ku.edu/en/assessing-community-needs-and-resources</p> |
| <p>Week 4</p> <p>Oct. 3, 2022</p> | <p>Community-Based Research Methods</p> | <p>University of Kansas Center for Community Health and Development. (2017). <i>Community Toolbox</i>. Chapter 36 Section 2: Community-based Participatory Research. http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/intervention-research/main</p> |
| <p>Week 5</p> <p>Oct. 10, 2022</p> | <p>Fall Reading Break – class rescheduled to Friday, December 2, 2022</p> | |

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| <p>Week 6</p> <p>Oct. 17, 2022</p> | <p>Knowledge Mobilization and Communicating Results</p> | <p>Ontario Centre of Excellence for Child and Youth Mental Health. (2014). Knowledge Mobilization Toolkit. http://www.kmbtoolkit.ca/the-toolkit</p> <p>Taylor, A. (2017). 6 Simple Tips for Communicating About Impact. Ontario Nonprofit Network. http://theonnc.ca/wp-content/uploads/2015/12/6-Simple-Tips-For-Communicating-About-Impact.pdf</p> <p>Brown, A. M. (2017). Why Nobody Reads or Uses Your Evaluation Report. https://www.annmurraybrown.com/single-post/2016/1/13/4-Reasons-Why-Nobody-Reads-Or-Uses-Your-Evaluation-Report-Heres-How-to-Fix-It</p> |
| <p>Week 7</p> <p>Oct. 24, 2022</p> | <p>Gender, Diversity, Social Determinants of Health, and Anti-Opressive Frameworks</p> | <p>Chant, Sylvia. (2008). The ‘Feminisation of Poverty’ and the ‘Feminisation’ of Anti-Poverty Programmes: Room for Revision? <i>Journal of Development Studies</i> 44: 165-197.</p> <p>Canadian Mental Health Association. (2017). Social Determinants of Health. https://ontario.cmha.ca/provincial-policy/social-determinants/</p> <p>Shameless Media. (2013). The 5 W’s and the H’s of the Anti-Opression Framework. http://shamelessmag.com/blog/entry/the-5-ws-and-the-h-of-the-anti-oppression-framewo</p> <p>Association for Women’s Rights in Development. (2004). Intersectionality: A tool for gender and economic justice. <i>Women’s Rights and Economic Change</i>. https://www.awid.org/sites/default/files/atoms/files/intersectionality_a_tool_for_gender_and_economic_justice.pdf</p> |
| <p>Week 8</p> <p>Oct. 31, 2022</p> | <p>Data Analysis in Community-Based Research</p> | <p>Public Profit. (2016). Dabbling In the Data: A Hands-on Guide to Participatory Data Analysis. http://www.pointk.org/resources/files/Dabbling_in_the_Data_Guide.pdf</p> <p>Community-Based Research Team at Access Alliance. (2012). Community-Based Research Toolkit: Resources and Tools for Doing Research with Community for Social Change. Chapter Eight: Data Analysis in Community-Based Research: 176-193. https://accessalliance.ca/wp-content/uploads/2020/07/CBR_Toolkit_1_Jan2012.pdf</p> |
| <p>Week 9</p> <p>Nov. 7, 2022</p> | <p>Assessing Impact and Evaluating Change</p> | <p>University of Kansas Center for Community Health and Development. (2017). Community Toolbox. Section 1. A Framework for Program Evaluation: A Gateway to Tools.</p> |

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| | <p>Community Engaged Learning Draft Product – Due November 7, 2022</p> | <p>http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main</p> <p>Blanke, A. & Walzer, N. (2013). Measuring community development: what have we learned? Community Development, 44(5), 534–550. http://cgs.niu.edu/publications/Blanke_Walzer_Measuring_CD.pdf</p> |
| <p>Week 10 Nov. 14, 2022</p> | <p>The Politics of Belonging, Inclusion, Privilege, Power and Representation</p> <p>Conference Presentation – Due November 14, 2022</p> | <p>Radi-Aid. (2017). A Social Media Guide for Volunteers and Travelers. https://www.radiaid.com/social-media-guide/ https://static1.squarespace.com/static/52720d41e4b024943bdf6241/t/5a0be22b0d9297328daa35e9/1510728260373/Saih-Social-Media-Guide-2017.pdf</p> <p>Pailey, Robtel Neajai. (2021). “Race in/and Development” in Henry Veltmeyer and Paul Bowles (eds.) The Essential Guide to Critical Development Studies (2nd edition). Abingdon, Oxon: Routledge: 31-39.</p> <p>Cole, Teju. (2012). The White-Savior Industrial Complex. The Atlantic: March 21, 2012. https://www.theatlantic.com/international/archive/2012/03/the-white-savior-industrial-complex/254843/</p> <p>Raypole, Crystal. (2021). A Savior No One Needs: Unpacking and Overcoming the White Savior Complex. Healthline: July 13, 2021. https://www.healthline.com/health/white-saviorism</p> <p>Indigenous Works/Aboriginal Human Resource Council. (2017). Inclusion Continuum https://indigenousworks.ca/en/products/item/inclusion-continuum</p> <p>Vital Signs. (2017). Belonging: Exploring Connection to Community, Volume 3 https://issuu.com/communityfoundationsofcanada/docs/cf_c026_vitalsignsreport_sp_en_dec22</p> |

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| <p>Week 11</p> <p>Nov. 21, 2022</p> | <p>Critiquing Community Engagement: From Charity to Solidarity for Global Justice</p> <p>Community Knowledge Exchange Conference – November 21, 2022 (in McLaughlin Library Florence Partridge Room – Room 384)</p> | <p>Illich, I. (1968). "To Hell with Good Intentions" http://www.swaraj.org/illich_hell.htm</p> <p>Cameron, John. (2014) "Grounding Experiential Learning in "Thick" Conceptions of Global Citizenship." In Globetrotting or Global Citizenship: Perils and Potential of International Experiential Learning. Edited by Tiessen, R. & Huish, R. Toronto: Toronto University Press.</p> <p>Dempsey, S.E. (2010). Critiquing Community Engagement. Management Communication Quarterly, 24(3), 359-390.</p> |
| <p>Week 12</p> <p>Nov. 28 and Dec. 2, 2022</p> | <p>Synthesis, Integration and Critical Reflections</p> <p>Community Engaged Learning Final Product (incorporating partner feedback) – Due November 28, 2022</p> <p>Take-home Exam Final Critical Reflection Essay – Due December 2, 2022</p> | <p>Sarah L. Ash and Patti H. Clayton. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. Journal of Applied Learning in Higher Education. 1: 25-48.</p> <p>St. John's University Global Education. After study abroad – A resource guide for returned students. Pgs. 25 -27. https://forumea.org/wp-content/uploads/2019/09/Toolbox-A-Resource-Guide-for-Returned-Students.-CSBSJU-Returnee-Handbok.pdf</p> |

Suggested Books on Ares/CourseLink

- Adichie, Chimamanda Ngozi. Americanah,
- Tiessen, Rebecca. Globetrotting of Global Citizenship? Perils and Potential of International Experiential Learning.
- Ibram X. Kendi. How to Be an Antiracist.
- King, Thomas. Inconvenient Indian: A Curious Account of Native People in North America,
- Saad, Layla F. Me and White Supremacy: Combat Racism, Change the World, and Become a Good Ancestor.
- Cole, Desmond. Skin We're In: A Year of Black Resistance and Power.
- Schuller, Kyla. Trouble with White Women A Counterhistory of Feminism.
- DiAngelo, Robin. White Fragility: Why It's So Hard for White People to Talk About Racism.
- Margolin, Jamie. Youth to Power: Your Voice and How to Use It.

University of Guelph Policy Statements

Accommodation

The University of Guelph is committed to creating a barrier-free, open and supportive learning environment. Students requiring service or accommodation, due to an identified, ongoing disability or a short-term disability should contact Student Accessibilities Services <http://www.uoguelph.ca/csd/>

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.

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: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Drop Date

The last date to drop one-semester Fall 2022 courses, without academic penalty, is December 2, 2022. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

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.

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. The Rights and Responsibilities are detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c14/c14-strightsrespon.shtml>

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 Graduate Calendar:

http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1609.shtml

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded in any electronic media without the permission of the presenter, whether the instructor, a classmate or guest lecturer.

Resources

The Undergraduate Calendar is the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate programs. It can be found at:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

If you find yourself in difficulty, contact the undergraduate advisor in your program, or the BA Counselling Office: <http://www.uoguelph.ca/baco/contact.shtml>