

IDEV*3300
Engaging in Development Practice
Course Outline

We acknowledge the Attawandaron people on whose traditional territory the University of Guelph resides and offer respect to our Haudenosaunee, Anishinaabe and Métis neighbours as we strengthen our relationships with them.

Class Details

Day/Time: Tuesdays and Thursdays, 1-2:20pm

Location: 800C MacKinnon Building

Instructor Details

Samantha Blostein

Email: blostein@uoguelph.ca

Office: 800A MacKinnon Building

Office hours: Thursdays 12-1pm; and 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 spend approximately 30 hours a semester implementing 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.

Assignments and Evaluation

Assessment	Value	Learning Outcomes	Due Date
Community Engaged Project Proposal	17%	1	February 13, 2018
Community Engaged Learning Final Product	20%	3	March 22, 2018
Community Knowledge Exchange Conference	20%	4	March 29, 2018
Reflection Paper	20%	2	April 5, 2018
Feedback Surveys	3%	1, 2	Week 10 and Week 12
Class/Group participation	20%	1, 2, 3, 4	Weekly; Ongoing

Community Engaged Project Proposal (17%)

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.

Community Engaged Learning Final Product (20%)

Groups will deliver a final product for the community partner by implementing the plan outlined in their Community Engaged Project Proposal. The Community Engaged Learning Final 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.

Community Knowledge Exchange Conference (20%)

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 a community-identified problem in the development context and assessment of community-engaged innovations implemented toward a solution.

Final Critical Reflection (20%)

Individual final written reflection assignment to connect the local context to international development theory and practice, 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 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 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?

Feedback Surveys (3%)

Students are invited to participate in a study called “Engaging in Development Practice – Course Outcomes”. The purpose of the research is to understand the outcomes of the engagement project on students and partners. The Principal Investigator for this project is Elizabeth Jackson from the Community Engaged Scholarship Institute at the University of Guelph.

You have the option of completing pre- and post-surveys to assess the impacts of the community engaged component of the course on the process and outcomes of student learning. You may refuse to participate in the surveys and instead choose to complete alternative written assignments (worth same amount as completing survey) designed to meet the learning outcomes. You can earn 1% of your grade by completing the pre-survey or alternative assignment, and 2% of your grade by completing the post-survey or alternative assignment.

Your decision to participate or not participate in this research study will have no impact on the grade you receive in this course. The course instructor will not be made aware of who chooses to participate in the study and who chooses to complete the alternative written assignment(s); The instructor will only receive student’s grades out of 3% for the surveys or alternative assignments. The Principal Investigator will document completion. The survey/alternative assignments will be marked pass/fail for completion. It is important to note that you may opt to not participate in the research prior to being involved and may also withdraw consent part way through the research with no consequences for your course participation or assessment. More information regarding the study can be found on Course Link.

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.

Readings

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

Weekly Schedule

Date	Topic	Reading
Week 1 January 9 & 11, 2018	Theory to Action in Development	<p>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.</p> <p>University of Kansas Center for Community Health and Development. (2017). Community Toolbox. Chapter 36 Section 2: Community-based Participatory Research. http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/intervention-research/main</p>
Week 2 January 11 & 16, 2018	Community- University Partnerships	<p>Coghlan, D. & Shani, A. B. (2005). Roles, politics, and ethics in action research design. <i>Systemic Practice and Action Research</i>. December 2005, 18(6), 533–546.</p> <p>Sandy, M., & Holland, B. (2006). Different worlds, common ground: Community partner perspectives on campus-community partnerships. <i>Michigan Journal of Community Service Learning</i>, 13(1), 30-43.</p> <p>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.</p>

Date	Topic	Reading
Week 3 January 23 & 25, 2018	Analyzing Community Contexts, Needs, and Assets	<p>University of Kansas Center for Community Health and Development. (2017). Community Toolbox. 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). Community Toolbox. Assessing community needs and resources toolkit http://ctb.ku.edu/en/assessing-community-needs-and-resources</p> <p>Tamarack Institute. (2017). Index of community engagement techniques https://cdn2.hubspot.net/hubfs/316071/Resources/Tools/Index%20of%20Engagement%20Techniques.pdf</p>
Week 4 January 30 & February 1, 2018	Strengths-Based Community Development Approaches	<p>Ochocka, J., & Janzen, R. (2014). Breathing life into theory: Illustrations of community-based research: Hallmarks, functions and phases. Gateways: International Journal of Community Research and Engagement, 7, 18-33.</p> <p>Ontario Healthy Communities Coalition. (2017). 10 Steps to Community Development. http://www.ohcc-ccso.ca/en/courses/community-development-for-health-promoters/module-two-process-strategies-and-roles/ten-steps</p> <p>Ontario Healthy Communities Coalition. (2017). Tool: Mapping Your Community Assets http://www.ohcc-ccso.ca/en/courses/community-development-for-health-promoters/module-two-process-strategies-and-roles/tool-mapp</p>

Date	Topic	Reading
Week 5 February 6 & 8, 2018	Knowledge Mobilization and Communicating Results	<p>Zarinpoush, F., et al. (2007). Effective Knowledge Transfer & Exchange for Nonprofit Organizations. Imagine Canada http://www.imaginecanada.ca/sites/default/files/www/en/library/csc/kt_framework-march16-final.pdf</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>
Week 6 February 13 and 15, 2018	Critical Reflections Community Engaged Project Proposal – Due February 13	<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>Tilly-Lubbs, G.A. (2009). Good intentions pave the way to hierarchy: A retrospective autoethnographic approach. Michigan Journal of Community Service Learning, 59-68.</p>
Week 7 February 27 & March 1, 2018	The Politics of Belonging, Inclusion, Privilege, Power and Representation	<p>Dempsey, S.E. (2010). Critiquing community engagement. Management Communication Quarterly, 24(3), 359-390.</p> <p>Illich, I. (1968). "To Hell with Good Intentions" http://www.swaraj.org/illich_hell.htm</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/cfc026_vitalsignsreport_sp_en_dec22</p>

Date	Topic	Reading
Week 8 March 6 & 8, 2018	Diversity and Gender Analysis	<p>Association for Women’s Rights in Development. (2004). Intersectionality: A tool for gender and economic justice. Women’s Rights and Economic Change. https://lgbtq.unc.edu/sites/lgbtq.unc.edu/files/documents/intersectionality_en.pdf</p> <p>The 519. (2017.) Media Reference Guide – Discussing Trans and Gender-Diverse People http://www.the519.org/education-training/media-reference-guide</p> <p>Status of Women Canada. (2017). Gender-based Analysis Plus (GBA+) Research Guide. http://www.swc-cfc.gc.ca/gba-acsguide-en.html</p> <p>Watch Jackson Katz, PhD on TEDx Talks. November 2012. https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue</p>
Week 9 March 13 & 15, 2018	Assessing Impact and Evaluating Change	<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>Garbarino, S. & Holland, J. (2009). Quantitative and qualitative methods in impact evaluation and measuring results. Governance and Social Development Resource Centre Issues Paper. http://www.gsdr.org/docs/open/eirs4.pdf</p> <p>Bamberger, M., Rao, V. & Woolcock, M. (2010). Using mixed methods in monitoring and evaluation experiences from international development. The World Bank Development Research Group Poverty and Inequality Team. Policy Research Working Paper 5245. http://documents.worldbank.org/curated/en/884171468156574032/pdf/WPS5245.pdf</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. http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main</p>

Date	Topic	Reading
Week 10 March 20 & 22, 2018	Social Determinants of Health and Anti- Oppressive Frameworks Community Engaged Learning Final Product – Due March 22	Mikkonen, J., & Raphael, D. (2010). Social Determinants of Health: The Canadian Facts. Toronto: York University School of Health Policy and Management. http://thecanadianfacts.org/The_Canadian_Facts.pdf Canadian Mental Health Association. (2017). Social Determinants of Health. https://ontario.cmha.ca/provincial-policy/social-determinants/ Shameless Media. (2013). The 5 W's and the H's of the Anti-Oppression Framework. http://shamelessmag.com/blog/entry/the-5-ws-and-the-h-of-the-anti-oppression-framewo
Week 11 March 27 & 29, 2018	Synthesis and Reflections Community Knowledge Exchange Conference – March 29	Ontario Centre of Excellence for Child and Youth Mental Health. (2014). Knowledge Mobilization Toolkit. http://www.kmbtoolkit.ca/the-toolkit
Week 12 April 3 & 5, 2018	Course Insights Final Reflection – Due April 5	St. John's University Global Education. After study abroad – A resource guide for returned students. Pgs. 25 -27. http://www.csbsju.edu/Documents/Office%20for%20Education%20Abroad/Upon%20Return/CSBSJU%20Returnee%20Handbook.pdf

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 Winter 2018 courses, without academic penalty, is March 9th. 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>