



DVST 210– 1

International Community Development

Semester: Winter 2015
Days: Tue/Thurs 2:30 -3:45p.m.
Room: RE LL 221

Number of credits: 3

Instructor: Miriam Charter
Email: mcharter@ambrose.edu
Phone: 403-410-6930
Office: L 2049
Office hours: Tue/Thur 9:30-11:00a.m.
(appointments by phone or email are preferred; other times as arranged)

Course Description:

This course offers an introduction to community development theory and practice with a focus on real world experience, applications, and impact. Definitions, principles and approaches to community development will be discussed, with an emphasis on holistic transformation from a Christian perspective. This course will also review best practices and relevant issues in the field of community development including literacy, health, environment, gender, and business development.

Expected Learning Outcomes:

It is the aim of the course that students will:

- Be able to reflect biblically, theologically and historically about development and the challenges of poverty.
- Develop a theoretical understanding of the basic principles and definitions of community development from the perspective of social scientific research and practice.
- Develop an understanding of poverty and integral development
- Understand some of the key approaches utilized by development practitioners in the field.
- Critically evaluate the issues associated with development approaches, including values, faith, goals and impacts.
- Understand the sectors of development and techniques used for implementing community development
- Develop a strong familiarity with best practices in the areas of health promotion, education, business development, environment and microfinance.

Important Dates:

First day of classes: January 7, 2015
Registration revision period: January 18, 2015
Last day to request revised examination: March 2, 2015
Last day to withdraw from course: March 20, 2015
Last day to apply for time extension for coursework: March 30, 2015
Last day of classes: April 10, 2015

Final Exam: Take home exam due on April 13th

Required & Recommended Textbooks

Banerjee, Abhijit V. and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York, NY: Public Affairs

Corbett, Steve & Fikkert, Brian. 2009. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor and Yourself*. Chicago: Moody Publishers

Myers, Bryant. 1999. *Walking with the Poor: Principles & Practices of Transformational Development*. Maryknoll, NY: Orbis Books.

Readings will be also assigned from the following: (on Reserve Shelf)

Moyo, Dambisa. 2009. *Dead Aid: Why Aid is Not Working and How There is a Better Way for Africa*. Vancouver, B.C.: Douglas & McIntyre.

Nutt, Samantha. 2011. *Damned Nations: Greed, Guns, Armies and Aid*. Toronto, OH: McClelland & Stewart.

Haslam, Paul, Jessica Schafer, Eds. 2011. *Introduction to International Development: Approaches, Actors and Issues*. Oxford Publishers.

Assigned chapters from books on the reserve shelf in the library, news articles, guest speakers, simulation exercises and audio visual presentations will be used to supplement lectures and course materials.

Course Requirements:

| | |
|-----------------------------------------------|-------------|
| Class Participation | 10% |
| Course Reading & Journals | 25% |
| Critical Review of <i>Poor Economics</i> | 10% |
| Critical Reflection on Current Event websites | 20% |
| Final Exam (Take Home) | 15% |
| Term Paper (2 parts) | 20% (5/15%) |

Class Participation (10%):

Class time will consist of a combination of lecture and “seminar” type activities (highly participative; discussion based). Therefore, participation in discussions and group activities will be a key component of learning throughout this course. Students are expected to attend all classes, having read assigned materials ahead of time and prepared for class in order to actively participate in these discussions. In addition, the onus will be placed on each student to take initiative and contribute as much as possible to participatory class dynamics and activities. See Appendix #2 (Matrix for Evaluation of Classroom Discussion)

If external circumstances or illness prevent you from attending or adequately preparing for a class, please let Miriam know in advance (via email) so that this can be taken into account, as absences from class will negatively impact a student’s individual participation grade. Attendance at all classes is mandatory.

Course Readings and Journals (25%):

Daily readings will follow the schedule on pages 13 through 15 which is the Reading Log that will be submitted three times in the semester. It is essential that readings be completed for the day assigned, as often they will form the basis of lecture and discussion. Each day, after reading assigned reading(s) for that day, write a reflective, “formal” response in a Reading Journal style (to be explained in the first class), better known as an annotation. See Appendix #1 How to Write an Annotation. “Formal is explained below.

- a. Each day’s journal should include:
 - a. Date of reading/journal entry
Name of the book using correct bibliographic format (at the top of the first entry for that book) following this example: Corbett, Steve & Brian Fikkert. *When Helping Hurts*. 2012. Chicago, IL: Moody Press.
 - b. Title of chapter upon which a specific journal entry/annotation is written (with page numbers).
 - c. One page (maximum) of reflection which will include three sections:
 - i. Description: 1 or 2 summary sentences naming the subject of the reading or setting forth what you aspect interested you, and which you will examine in this reflection.
 - ii. Interpretation: 1 paragraph explaining how what you read relates something heard in lecture or in class discussion, a model or theory you have previously read or an experience you have had. It ties the reading to the “theoretical.”
 - iii. Outcome: 1 paragraph about what the reading means for you and your ongoing development as a learner and/or as a practicing professional in the world of international development.
- b. By “formal” journaling the following is implied:

All journaling should be kept in a single file on the computer¹ and be consistent in its layout. At the assigned time for submission, all pages in the journal should be printed off and submitted as a single submission. Each journal will include the above.
- c. Some of the assigned chapters from Myers will be accompanied by a Reading Guide prepared by the instructor and posted to Moodle;

Critical Review of *Poor Economics* by Banerjee & Duflo (10%):

If Sachs says one thing and Easterly says another, what is the “solution” suggested by Banerjee and Duflo in the battle against poverty. In what ways has your understanding of poverty changed as a result of reading the book? In what way has your understanding of what policy makers, philanthropists, activists and development workers (Christian and non-Christian) should do in addressing the complex issues of poverty changed as a result of reading? Various positions on the issue will be discussed in class and will inform your review. What does this book contribute to the conversation. Write a 5 page (minimum) critical review of the book, using Appendix #3 How to Write a Critical Book Review for specific direction.

¹ Only typed journals in hard copy will be accepted for evaluation.

Current Events and Peer Review Assignment (20%)

On four dates during the semester, students will submit a review of a current news article about something that is currently happening in the developing world. Subsequently, students will Peer Review another student's review. This assignment will entail two stages:

Part 1: Each student will find a current news article about something happening in the developing world where development is happening. Excellent sources include but are not limited to:

BBC: <http://www.bbc.com/news/>

IRIN: <http://www.irinnews.org/africa>

Famine Early Warning Network: <http://www.fews.net/>

Amnesty International News: <http://www.amnesty.ca/news>.

In the back of *Damned Nations* by Samantha Nutt (Reserve Reading Shelf in library) there is a list of helpful websites that should be explored.

A. Write a 2 page report that summarizes the article (1 to 2 paragraphs maximum; no more than ½ page) and then explains how what you are learning in class relates to this news article. The following questions will help you reflect:

1. What factors do you think have contributed to the situation being reported?
2. What development approaches might be helpful in such a situation?
3. What are the questions that an aid agency looking to address the situation should be asking?
4. What are ways that the western world is responding to this event that might be hurtful rather than helpful?

B. Turn in the assignment in hard copy - including either a hard copy of the news article or the *url* of the news article. The professor will record receipt of the assignment and assign 2/5 points simply submitting Part #1. She will then shuffle the papers and hand them out to students randomly along with a copy of Appendix #5 (it would be advisable to read this page before writing the original critique. Important: Students should submit assignments without names, using only their student ID #.

Part 2: Each student will receive an article & review written by another student. They will read both the original article and the review. Download Appendix #5 from the Moodle so you can use it to peer review the assignment, answering the three short answer questions and giving the student a grade out of 3 using the breakdown at the bottom of the page. They will attach their peer review to the original review and submit the three pieces: the news article, the review and their peer review to the professor.

Each three-part assignment across the semester is worth 5 points (%) for a total off 20%

Term Paper (20% -- 5% for Part 1; 15% for Part 2):

The term paper will have two components, one to be completed by January 15th (Day #3) and the primary component due on April 7th (Day #23).

Kony 2012 – Invisible Children

- a. **Kony 2012 Part 1** – (3 pages) After watching the half-hour YouTube video “Kony 2012,” write a reflection paper on your reaction to the movie. Did it inspire you? Why? Did it capture your attention? Why? Did it offend you? Why? What about this short movie motivates you to act on its call to action? What about it makes you want to ignore it? Did you know about the Kony 2012 movement back in 2012? Did you participate in it? Do you

think it was effective? This part of the term paper will require no outside resources but will call for good reflection (Be sure to reread Appendix #4 Reflective Writing: A Basic Introduction.)

- b. **Kony 2012 Part 2** – (6-8 pages) Write a critical review of/response to the Kony 2012 movement in which you discuss learning since your submission of Part 1. Using the information you have acquired during the course and other research on the effectiveness of the Kony 2012 movement, critique the movement. Does it represent good development? Why or why not? What were its strengths? What were its weaknesses? Did it accomplish its goals?

A good website to download the Kony 2012 video is:

<http://digitaljournal.com/article/320762>

Final Exam (15%):

The final exam will be a take home exam, a task that will require you to integrate all that has been learned in the course. All course notes and textbooks may be used. Further guidance will be given in class. **Due date: Monday, April 13, 2015 at 12:00 noon.**

Submission of Assignments:

All assignments must be submitted as HARD COPIES with a cover page that includes only the STUDENT ID # -- no names on the front page or anywhere in the paper.

Attendance, Punctuality and Participation

Attendance: As outlined in Appendix #2, failure to attend all classes will seriously impact the grade out of 10%. An attendance chart will be passed daily.

Punctuality to class: Class begins at 2:30p.m. If you know you will be late, please inform the professor via email

Classroom etiquette :

1. Visiting the washroom: Please be sure to visit the washroom before class. Only for cases of emergency should a student leave the classroom unannounced. Consistent exits and reentry to/from the classroom are disruptive to all and will become a discussion between the student and the professor
2. Food in the classroom: Please do not bring any hot food into the classroom.

Active Participation: Active participation means it will be obvious to the professor that you are engaging with the course material, that you are bringing insights from the readings into the classroom discussion, that you are trying to link course knowledge with everyday life. Active participation is judged as thoughtful input to the class. Active participation is ensured by presence in the classroom.. At the end of the semester when the professor is filling out the Appendix #2, if she knows your name and you've left an impression on her of an engaged student, it will make her evaluation of your work and participation a much more "personal" process as she reflects on personal observations of growth in academic pursuit.

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "**Course Extension**" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

APPENDIX #1 How to Write an Annotation

The annotations you write for this course are NOT primarily *descriptive annotations* (telling the professor WHAT you read; summarizing the material) but *critical* annotations of no more than two carefully-thought-through and carefully-written paragraph of **around 150 words** (see page 3 for details)

- 1) Begin the page, for each book or chapter or article by giving full bibliographic information (do this only once) following the Style Guide for the course. Keep all your individual annotations for separate chapters of a book in a single document, so you only need write bibliographic information once.
- 2) Write a *critical annotation* -- A critical annotation will require some critical thinking on your part. Your first stab at it won't be what you submit. It will require you to TAKE NOTES as you read, THEN reflect, and only THEN write. Sometimes the best thing to do is to compare different sources of information on the same topic, other sources on this topic that you have read or things that have been presented or discussed in class.

You might answer some of these questions in your annotation:

- What aspects of the subject are emphasized? Is the author presenting one particular point of view?
- What conclusions are drawn? Issues raised? Are the conclusions drawn justified or adequately substantiated?
- Can you detect any biases or fallacies in the arguments or conclusions presented?
- Is anything clearly lacking! Do you feel like you have questions about what is or is NOT stated?
- How effectively is the information presented? Are you feeling confused? Are there gaps or holes?
- Does this chapter/book/article contribute to the topic you will research for the final paper? How?
- How does this particular information source compare with or relate to other things you have read on the topic?
- How useful is this chapter/book/article to you in your research? What role did it play?
- Other *critical* questions beyond these.

Appendix #2 – Rubric for Class Participation

Appendix #3: How to Write a Critical Book Review

The critical review is, in reality, an exemplary essay that you might submit to a journal that does comprehensive book reviews/critiques for people interested in that field of study. Our field is “Relief and Community Development.” The experience of writing the critical review provides an important skill which is as important in your academic development as reading and understanding the book for this assignment.

A critical review of a book should have two goals: first, to inform the reader about the content of the book, and second, to provide an evaluation/critique that gives your judgment of the book’s quality.

Your introduction will include an overview of the book that incorporates both an encapsulated summary and a sense of your general judgment. This is the equivalent to a **thesis statement** for the essay.

Part I -- The Summary component:

Do NOT spend more than one page summarizing the book. The summary should consist of a discussion and highlights of the major argument(s), features, trends, concepts, themes, ideas, and characteristics of the book. While you may use direct quotes from the book (make sure you always give the page number), such quotes should never be the bulk of the summary. Much of your grade will depend on how well you describe and explain the material **IN YOUR OWN WORDS**. You might want to take the major organizing themes of the book and use them to organize your own discussion. This does NOT mean, however, that you write a chapter-by-chapter summary. Your goal is a unified essay.

So, if not just a summary what is a “critical review?” Throughout your summary, you must provide a critique of the book. (Hence the title of this Appendix: “A Critical Book Review.”) A critique consists of thoughts, responses, and reactions. It is not necessarily negative. Nor is it necessary to know as much about the subject as the author (because you will not). The skills you need are an ability to follow an argument and test a hypothesis. Regardless of how negative or positive your critique is, you need to be able to justify and support your position.

Part II -- Component of Evaluation/Critique that provides your judgment of the book’s quality:

Here are a number of questions that you might address as part of your critique. You cannot possibly answer them all, but questions one and two are essential to any book review, so those **must** be included. And these are **ABSOLUTELY NOT** to be answered one after another (*seriatim*). Don’t have one paragraph that answers one, and then the next paragraph that answers the next, etc. The answers should be part of a carefully constructed essay, complete with topic sentences and transitions.

1. What is your overall opinion of the book? On what basis has this opinion been formulated? That is, tell the reader what you think and how you arrived at this judgment. What did you expect to learn when you picked

up the book? To what extent – and how effectively – were your expectations met? Did you nod in agreement (or off to sleep)? Did you wish you could talk back to the author? Amplify upon and explain your reactions.

2. Identify the author's thesis and explain it in your own words. How clearly and in what context is it stated and, subsequently, developed? To what extent and how effectively (i.e., with what kind of evidence) is this thesis proven? Use examples to amplify your responses. If arguments or perspectives were missing, why do you think this might be?

3. What are the author's aims? How well have they been achieved, especially with regard to the way the book is organized? Are these aims supported or justified? (You might look back at the introduction to the book for help). How closely does the organization follow the author's aims?

4. How are the author's main points presented, explained, and supported? What assumptions lie behind these points? What would be the most effective way for you to compress and/or reorder the author's scheme of presentation and argument?

5. How effectively does the author draw claims from the material being presented? Are connections between the claims and evidence made clearly and logically? Here you should definitely use examples to support your evaluation.

6. What conclusions does the author reach and how clearly are they stated? Do these conclusions follow from the thesis and aims and from the ways in which they were developed? In other words, how effectively does the book come together?

7. Identify the assumptions made by the author in both the approach to and the writing of the book. For example, what prior knowledge does the author expect readers to possess? How effectively are those assumptions worked into the overall presentation? What assumptions do you think should not have been made? Why?

8. Are you able to detect any underlying philosophy of relief & development held by the author (e.g. for or against)? If so, how does this philosophy affect the presentation of the argument?

9. How does the author see relief/aid and development as being motivated: primarily by the forces of economics, politics, social factors, nationalism, class, race, gender, something else? What kind of impact does this view of relief/development have upon the way in which the author develops the book?

10. Does the author's presentation seem fair and accurate? Is the interpretation biased? Can you detect any distortion, exaggeration, or diminishing of material? If so, for what purpose might this have been done, and what effect does it have on the overall presentation?

Check-list:

- Provide bibliographic information (author, title, edition, publisher, place of publication, year of publication). It is usually presented as a heading or introductory sentence.

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- Summary – (see above) includes a brief description of the contents, assessment of the author's authority/biases, evaluation of the strengths and weaknesses, using evidence to support your own argument; overall assessment.
 - Does your essay have a **thesis statement**? **This is different from the thesis statement of the author.** Think about what the main point of your criticism will be. Consider the author's intention in writing the book and whether she achieved it. Organize your notes into an outline which incorporates this thesis.
 - Read other opinions of the book Use all the information within the book itself.
 - Use the title page, sub-title, table of contents or chapter headings to orient you to the organization and context of the book
 - Scrutinize the Bibliography at the end of the book to determine what/who contributed to the author's conclusion;
 - Often the author's intentions are clarified in the preface or introduction.
 - AS YOU READ, take notes and flag passages that you feel illustrate the purpose, theme of the book.
 - Note strengths as well as weaknesses
 - Edit and revise the review/essay before submitting it, as though it was going to a publisher.

Much of this description of a Critical Book Review came from the website for Carleton College at <http://apps.carleton.edu/curricular/history/resources/study/criticalbookreview/> The 10 questions are derived from Robert Blackey, "Words to the Whys: Crafting Critical Book Reviews," *The History Teacher*, 27.2 (Feb. 1994): 159-66.

Appendix #4 Peer Review of Current Events in Development Article and Review

Name of Article Reviewed:

Name of Peer Reviewer: _____ & your Student ID# _____ (Your ID# will be removed before returning the review to the original reviewer of the article)

Peer Reviewer answers the following 3 questions and assigns a grade out of 3 at the bottom:

QUESTIONS:

1. What is one new thing that you learned from reading this review by your colleague?

2. Do you agree or disagree with the reviewer's conclusion? Why or why not?

3. Are there any other connections between this article and what you have learned in class or in your readings which you could add to the reviewer's conclusions? Explain.

Peer Reviewer's Evaluation:

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|--------------------------------|----|
| Grammar and Spelling | /1 |
| Critical thinking and Analysis | /1 |
| Well-articulated Argument | /1 |
| Total | /3 |

Appendix #5 - Course Reading, Assignments, Daily topics and Reading Log

Weekly Schedule (Provisional)²

| Date/Day In the 2 columns to the right record % of each reading read on time; % read after due date | % read on time | % read after due date | Reading Assignment / Due Dates for Assignments /Provisional Topic for the Day |
|--------------------------------------------------------------------------------------------------------|----------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jan 8, Thurs Day #1 | | | No reading for first day Introductions/Syllabus |
| Jan 13, Tues Day #2 | | | Read the entire syllabus including HANDOUT: Reflective Writing: A Basic Introduction Fikkert and Corbett Introduction & Chapters 1,2 Theology of Development (Thinking biblically about development and poverty) |
| Jan 15, Thurs Day #3 | | | Fikkert and Corbett Chapter 3 Myers, Chapter 4 (105-148) Due: Kony 2012 Part #1 (Personal Reflection) Defining Poverty |
| Jan 20, Tues Day #4 | | | Moyo Chapter 2 (pages 10 -28) On Reserve Reading Shelf Inaugural speech of President Truman 1949 – Haslam and Schafer, p. 5 (on Reserve Reading Shelf and posted to Moodle) Myers, Chapter 2 (p. 23-45) Transformational Development and Worldview |
| Jan 22, Thurs Day #5 | | | Myers Chapter 3 (p. 60-76;96-103) Micah Declaration on Integral Mission http://globalurbantrek.intervarsity.org/sites/trek/files/uploaded/mn_integral_mission_declaration_en.pdf (Also posted on Moodle) Due: Current Event Article #1 History of Development |
| Jan 27, | | | Myers, Chapter 2 (p. 23- 45) |

²Note: The dates and order of topics outlined in this schedule are subject to change at the instructor's discretion throughout the term.

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| Tues Day #6 | | | Myers Chapters 6 (page 173 – 204) Article by Preston Manning: http://www.theglobeandmail.com/globe-debate/the-rise-of-the-grassroots-movements/article567728/ UNICEF press release: http://www.unicef.org/media/media_70964.html Perspectives on Development |
| Jan 29, Thurs | | | No classes – Program Day |
| Feb 3, Tues Day #7 | | | Fikkert and Corbett Chapter 4 (p 98-116) Due: Peer Review of Article #1 Relief/Aid vs. Development |
| Feb 5, Thurs Day #8 | | | Fikkert and Corbett Chapter 5 (p.119-131) Needs Based vs. Asset Based Approach to Development (an introduction to the SECTORS of Development) |
| Feb 10, Tues Day #9 | | | Fikkert and Corbett Chapter 6 (p. 132-148) TBA – Reading assigned by WASH/CAWST Due: Reading Journal Submission #1 Sector: Water and Sanitation/Guest Speaker, Naomi from WASH/CAWST |
| Feb 12, Thurs Day #10 | | | Moyo Chapter 9 (p. 126-140) (on Reserve Reading Shelf) Fikkert and Corbett Chapter 9 (p. 184-201) Due: Current Event Article #2 Sector: Microfinance/Guest Speaker, Randy Poon |
| Feb 17-21 | | | No classes – Winter Modules |
| Feb 24, Tues Day #11 | | | Fikkert and Corbett Chapter 10 (p. 204-221) Sector: Disaster Relief and Mitigation |
| Feb 26, Thurs Day #12 | | | Due: Peer Review of Article #2 To be determined |
| Mar 3, Tues Day #13 | | | Fikkert and Corbett Chapter 8 (p. 168-183) Sector: Education/The Girl Effect |
| Mar 5, Thurs Day #14 | | | Due: Current Event Article #3 Sector: Education/Community Health Education or Health Development |

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|---------------------------------|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mar 10, Tues Day #15 | | | Paulo Freire – TBA Fikkert and Corbett, Chapter 11 (p. 222-244) Sector: Education/Appreciative Inquiry |
| Mar 12, Thurs Day #16 | | | Myers, Chapter 8 (p. 239 – 271) Due: Reading Journal Submission #2 Due: Peer Review of Article #3 Sector: Education/Participatory Learning and Action |
| Mar 17, Tues Day #17 | | | Myers Chapter 7 (p. 205-219) (Finish the Chapter on Day 19) Sector: Food Security (Guest Speaker Ary Vreeken, U of C) |
| Mar 19, Thurs Day #18 | | | Myers, Chapter 9 (p. 287-307) Sector: Evaluation and Assessment |
| Mar 24, Tues Day #19 | | | Myers, Chapter 7 (p. 219 – 238) Due: Critical Review of Banerjee & Duflo Best Practices in Development |
| Mar 26, Thurs Day #20 | | | Due: Review of Current Event Article #4 Sachs vs. Moyo & Easterly: Development – Good or Bad? |
| Mar 31, Tues Day #21 | | | Fikkert and Corbett, (p. 247 – 259) Nutt, Chapter 4 (p. 99-130) On Reserve Reading Shelf Paved with Good Intentions |
| April 2, Thurs Day #22 | | | Moyo Chapter 7 (p. 98-113) Due: Peer Review of Article #4 Foreign Direct Investment (China) vs. Aid and Development |
| April 7, Tues Day #23 | | | Fikkert & Corbett, Chapter 10 (p. 309 – 351) Myers Chapter 7 (271-283) Due: Term Paper – Kony 2012 Sectors: Advocacy |
| April 9, Thurs Day #24 | | | Fikkert and Corbett, Chapter 7 (p. 151-16) Due: Reading Journal Submission #3 Short Term Missions |
| April 13 (Monday) at noon | | | Final Exam (Take Home) is due at noon under Miriam's office door |