

Course ID:	Course Title:	Winter 2023
DVST 302	Intermediate Development Studies	Prerequisite: DVST 210
		Credits: 3

Class Information		Instructor Information:		Important Dates	
Delivery:	In-person	Instructor:	Rita Yembilah, PhD	First Day of Class:	Jan 9, 2023
Day(s):	Tues; Thurs	Email:	Rita.Yembilah@ambrose.edu	Last Day to Add/Drop:	Jan. 22, 2023
Time:	9:45-11a.m	Phone:	Please email me	Last Day to Withdraw:	Mar. 31, 2023
Room:	L2084	Office:	L2091	Last Day to Apply for Coursework Extension:	Apr. 3, 2023
Lab/Tutorial:	Once a week	Office Hours:	By appointment only.	Last Day of Class:	Ap. 14, 2023
Final Exam:	Set by registrar				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

This course provides a multi-disciplinary overview of international community development. It will address theories and strategies of community development using a variety of contexts in the developing world as well as the causes and consequences of poverty such as: environmental degradation; insufficient food production; inequitable access to land and related resources; injustice; poor governance; civil war and other types of conflict.

Expected Learning Outcomes

By the end of this course, students will:

- Sharpen their knowledge of the shaping of development policy and practice (in-class participation, rapid write);
- Develop multiple lenses for examining international development work; (rapid writes, participation, tests);
- Acquire knowledge and skills for doing development work in a post-colonial reality; and (tests, presentations); and
- Sharpen their positioning for community work in an international context (presentation, in-class participation).

Textbooks

Required	<ul style="list-style-type: none"> McConnel, C.; Muia, D., & Clarke, A (eds) (2022). International community development practice. Routledge
Recommended	<ul style="list-style-type: none"> Goldin, I. (2018). Development: A very short introduction. Oxford University Press Peet, R., & Hartwick, E (2015). Theories of development: Contentions, arguments, alternatives. The Guilford Press

All readings in the course schedule, except where indicated, are required.

Course Schedule

Topic	Readings	Dates
The policy discourse on international community development		
1. Meet and greet	<ul style="list-style-type: none"> Course overview, Expectations, Context setting 	Jan 10
2. The broad brushes: Development and the new notions of development	<ul style="list-style-type: none"> Peet, R., & Hartwick, E (2015). Theories of development: Contentions, arguments, alternatives. The Guilford Press. <i>Chap. 1 Development</i> Goldin, I. (2018). Development: A very short introduction. Oxford University Press. <i>Chap. 1. What is Development?</i> Oxford University Press 	Jan 12, 17
3. Why we think about development the way we do	<ul style="list-style-type: none"> Peet, R., & Hartwick, E (2015). Theories of development: Contentions, arguments, alternatives. <i>Chap. 4: Development as Modernization.</i> Collier, P: The Bottom Billion. Pages 1-5. Oxford University Press 	Jan 19, 24
4. International development as hydra-head: Many problems, many actors.	<ul style="list-style-type: none"> <i>Context setting: Looming famine in Somalia.</i> See https://www.economist.com/leaders/2022/07/28/somalia-needs-urgent-help-to-avert-a-catastrophic-famine Oliveira, L; Sangreman, C: (2015) <i>The International Actors for development: a myth or a challenge.</i> https://www.academia.edu/16114303/The_International_Actors_for_dev_elopment_a_myth_or_a_challenge 	Jan 31, Feb 2
5. Faith communities in ICD: Understanding the landscape	<ul style="list-style-type: none"> Matthew C; Ware V (2015): <i>Understanding faith-based organizations: How FBOs are contrasted with NGOs in international development literature.</i> Progress in Development Studies. Volume 15, Issue 1, January 2015, Pages 37-48. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1464993414546979 	Feb. 7, 9
6. Development as post-coloniality	<ul style="list-style-type: none"> Omar, S.M (2012): <i>Rethinking Development from a Postcolonial Perspective.</i> http://journal-of-conflictology.uoc.edu/joc/en/index.php/journal-of-conflictology/article/download/vol3iss1-omar/1296-3743-1-PB.pdf 	Feb. 14
In class test	Based on content to this point	Feb. 16
Reading break	No assigned readings	Feb. 21-24

7. Filling the void? Faith communities in International Community Development	<ul style="list-style-type: none"> • Heist, D; Cnaan, R. A. (2015): <i>Faith-Based International Development Work: A Review</i>. Religions 2016, 7, 19. 	Feb. 28 Mar. 2
8. Voluntourism as a international development practice	<ul style="list-style-type: none"> • Thompson, J (2020): <i>Volunteer tourism fields: spaces of altruism and unsustainability</i> • Loiseau et al. (2016) <i>Perceptions of the Role of Short-Term Volunteerism in International Development: Views from Volunteers, Local Hosts, and Community Members</i>. Journal of Tropical Medicine. Volume 2016, Article ID 2569732. • Guttentag, D (2009): <i>The Possible Negative Impacts of Volunteer Tourism</i>. International Journal of Tourism Research 11(6):537 – 551 (optional reading, but recommended) <p style="background-color: yellow;">Presentation assignment handout</p>	Mar. 7, 9
9. Course correction in community development practice: What is it and how not to overcompensate	<ul style="list-style-type: none"> • McConnell, C (2022): <i>Putting Ethics and Values in Community Development</i> in International Community Development Practice. McConnell, C; Muia, D; Clarke, A (eds). Routledge 	Mar. 14, 16
10. Working together to advance me: What does participation in international development look like?	<ul style="list-style-type: none"> • Cornwall, A (2008): <i>Unpacking 'Participation': Models, meanings and practices</i>. Community Development Journal. http://www.gsdrc.org/wp-content/uploads/2016/03/Unpacking_Participation_models_meanings.pdf. • McConnell, C (2022): <i>Ensuring Participatory Planning</i> in International Community Development Practice. McConnell, C., Muia, D., & Clarke, A (eds). Routledge 	Mar. 21,23
11. Transformational change: How communities own change	McConnell, C (2022): <i>Learning for change</i> in International Community Development Practice. McConnell, C., Muia, D., & Clarke, A (eds). Routledge	Mar. 28,30
12. Positioning for international community practice	<ul style="list-style-type: none"> • McConnell, C (2022): <i>The making of an empowering Profession</i> in International Community Development Practice. McConnell, C., Muia, D., & Clarke, A (eds). Routledge 	Apr. 4.6
13. Measuring impact and change without being burdensome and superficial	<ul style="list-style-type: none"> • McConnell, C (2022). <i>Evaluating and improving policy and practice</i> in International Community Development Practice. McConnell, C., Muia, D & Clarke, A (eds). Routledge 	Apr. 11
14. What we all learned	In class presentations	Apr. 13

Requirements:

In class participation	15%	Ongoing through the term
In class test	20%	February 7, 2023
Rapid write opinions	15%	Due (Jan 31, Mar. 14, and April 6)
Group presentation (incl. prep time)	25%	Handout March 9; due April 13.
Final exam	25%	Set by registrar's office

Course Evaluation

In-class test: One class test will be administered during this course. The aim of assessment is to ascertain students' mastery of content, and understanding and ability to apply the content. To this end, class tests use an analysis and demonstration of understanding framework, and to a lesser extent, a recall framework. Thus, in addition to a few recall questions, class tests will consist of **short answer** questions that have a why, how, explain tone. You may also be invited to explain the tables, diagrams, images, and indices that were introduced in class. Given there are 75 minutes allotted to the test, there will be between 14-18 questions on the test. Multiple-choice questions will not be used as an assessment tool. There will be a test preparation session, where you can clarify any arising questions.

Rapid write opinion pieces: Three times within the term, students will be presented with a topic related to the course on which to write an opinion. The goal of these pieces is to gauge the comprehension, depth of thought and ability to analyze topical issues. Your opinion must draw on class content and consist of three substantive arguments. These write ups cannot exceed one page in length single spaced on a 12-point font. Citations are not required for an opinion to be complete. Email electronic copy to me at Rita.Yembilah@ambrose.edu and submit corresponding hard copy on the due date in class. Each write-up will be graded out of 11. There will be two marks allotted to an introduction and conclusion, and nine marks for your three substantive arguments. Late marks of one mark per day will apply to a maximum of 5 points.

End of term group presentations: Group size will depend on final enrolment number. Groups will come up with a research/presentation topic and have a month to complete the assignment. After the assignment has been handed out students, get the last 20 minutes of class time each class to work on their project. It is also an opportunity to get feedback on questions that may arise for each group. Each group will be required to email their PowerPoint presentation of their research on the due date to me at Rita.Yembilah@ambrose.edu. Each group will also on the due date make a 12-minute presentation to the class. More details on issues such as participation and accountability, and grading guidelines will be provided on March 9.

Attendance:

Attendance to all classes is mandatory, unless excused under extenuating circumstances. Sick notes are not required. Class attendance will be taken as part of assessing each student's participation marks. Two classes may be missed without an impact on the attendance portion of participation marks.

Final exam: This assessment will be set by the registrar's office. It will be similar in style to the in-class test. It will only be different to the extent that this will be a three-hour exam and be cumulative in content i.e. content covers all topics from the beginning of the course.

Grade Summary:

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points
A+	Excellent	4.00
A		4.00
A-		3.70
B+	Good	3.30
B		3.00
B-		2.70
C+	Satisfactory	2.30
C		2.00
C-		1.70
D+	Poor	1.30
D	Minimal Pass	1.0
F	Failure	0.00
P	Pass	No Grade Points

GRADING SCHEME:

Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80 – 84.9%	C	63 – 66.9%	F	< 50%

Ambrose University Important Information:

Communication

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.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

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 acknowledge 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.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required 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.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

Off Campus:

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 TF 800-461-1222
info@ambrose.edu
ambrose.edu

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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