

**DEST 591 (LEC S01)  
CRITICAL PERSPECTIVES ON DEVELOPMENT PRACTICE AND RESEARCH  
GFC Hours 3-0**

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**Prerequisite(s):** DEST 302, DEST 393, and consent of the Department

**COURSE DESCRIPTION**

This seminar/practicum course is designed to help students develop the skills and the critical perspective needed to conceptualize, design, implement and effectively manage community development projects and programs. As both a learning and work experience, the course offers students the opportunity to integrate theory and practice. The course is designed to allow students to work in teams (4-5 students per team) to carry out a small community development-related project during the semester with selected host organizations. This involves project conceptualization, planning, implementation, and writing a final report. The first 2-3 weeks will feature an in-class workshop focusing on skills development in project planning, management, implementation, monitoring and evaluation as well as protocols (e.g. ethics) required to carry out a collaborative project. Students will have the opportunity to present their findings to the class at the conclusion of the project. The main objectives of the course is to equip students with knowledge and skills on project planning, management, monitoring and evaluation, and other project assessment tools used by development organizations. It is also to familiarize students with the protocols required to conduct development research and to carry out successful development project from design to implementation.

**LEARNING OUTCOMES**

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

- Discuss the processes involved in project design, planning, management, monitoring and evaluation, and other project assessment tools used by development organizations;

- Discuss and apply the protocols required to conduct development research and to carry out successful development project from design to implementation;
- Develop the basic skills needed to: design basic strategic plan, prepare project workplan and budget, undertake project needs assessment, perform project risk assessment, design performance framework (e.g monitoring and evaluation indicators), and to design a Logical Framework/Results Based Management (RBM) Framework
- design and carry out independent scholarly research that establishes their own perspective on particular development issues/topics.
- Understand how to conduct comprehensive literature review and environment scan and to write research and project report

### **READINGS AND TEXTBOOKS:**

The required readings will be available on D2L. Also see Course schedule

### **Other recommended useful resources (e.g Journals, Periodicals & Web sources)**

- Canadian Journal of Development Studies
- Canadian Development Report
- Development Policy Review
- IDS Bulletin
- Development and Change
- Journal of Development in Practice
- Journal of Development Studies
- Journal of International Development
- World Development
- Amnesty, *Human Rights Yearbook*
- UNDP, *Human Development Report*
- UNICEF, *State of the World's Children*
- IDS Bulletin
- World Bank/*World Development Report* <https://www.worldbank.org/en/publication/wdr2021>
- IDS Sussex: <http://www.ids.ac.uk/ids/info/index.html>
- World Bank: <http://worldbank.org/deveforum/index.html>
- Human Development Reports: <http://hdr.undp.org/reports/global/2004>
- Humanitarian Practice Network: <https://odihpn.org/>
- Global affairs, Canada: <https://www.international.gc.ca/gac-amc/index.aspx?lang=eng>
- International Development Association (IDA): <https://ida.worldbank.org/>
- Food Security and Nutrition Network: <https://www.fsnnetwork.org/>
- *New Internationalist* (monthly), *The Economist* (weekly) and *The Globe and Mail* ([www.theglobeandmail.com](http://www.theglobeandmail.com)) also regularly carries articles on key development issues.

### **REQUIRED TECHNOLOGY/EQUIPMENT:**

In order to successfully engage in this course, you will require:

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updated web browser and internet connection to download lectures notes and submit assignment, as well as latest word processor or other basic software to do your assignments.

## COURSE REQUIREMENTS AND ASSESSMENT

Requirement	%	Due Dates
<b>Req. 1: Term Project &amp; Participation</b>	<b>65%</b>	
<b><u>Breakdown:</u></b>		
1. Project plan	15%	<b>Feb. 27, via dropbox at 4:30pm</b>
2. Oral Presentation of Final Project work	10%	<b>April 2, in-class presentation</b>
3. Final written report	30%	<b>April 9, via dropbox at 4:30pm</b>
4. Participation	10%	<b>On-going</b>
<b>Req. 2: Research Paper</b>	<b>20%</b>	<b>March. 12, via dropbox at 4:30pm</b>
<b>Req. 3: Critical review paper</b>	<b>15%</b>	<b>February 6, via dropbox at 4:30pm</b>
Total	<b>100%</b>	
<ul style="list-style-type: none"> <li>• This course is time sensitive and all assignments must be submitted on time.</li> <li>• Team work is critical component of this course and it is therefore important to attend all classes as well as groups' and host organizations' meetings</li> <li>• All assignments/components must be completed in order to pass the course. However, you do not need to pass each component of the course to earn a passing grade in the course</li> <li>• All written assignments will be assessed at least partly on writing skills --writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization.</li> <li>• <b><i>Please note that there is no extra credit or 'make up' work available in this course</i></b></li> <li>• For all written assignment please use APA citation format for both in-text citation and final list of references</li> <li>• It is your responsibility to keep an electronic copy of each assignment (<b>e.g., research paper, critical review paper and final report</b>) submitted. A student should be prepared to provide a second copy of his/her assignment if requested. A student who cannot provide a second copy of his/her essays may risk receiving a zero grade for this portion of the course</li> </ul>		

### ***Requirement 1: Term Project (65%) Broken down into the four components above (under 'course requirements and assessment' section)***

This project is carried out in a team of 3-5 students. Selection of this project is done at the beginning of the semester, usually on the first day of class. This project involves meeting with a client group or organization, developing a project plan, implementing the project, and writing a final report for the organization. This report will also be orally presented to the class at the end of the semester.

### ***Participation in class and project activities (ongoing) and will be taken at every class.***

Active participation includes attendance and participation in seminars, team-instructor meetings, team-host organization meetings, individual group meetings, and adherence to submission deadlines.

**Requirement 2: Research Paper (20 %): *Due date: Mar. 12, at 4pm via dropbox.***

You will identify a development issue related or relevance to the the group project you have been assigned by your host organization. For example, if you are working with an organization concerned with housing or group project is on housing, your paper could focus on housing related issues. This will help to provide additional background for your group project, as well as to allow you to delve in greater depth into the issue from the perspective of development research.

**Format and Structure of Research Paper assignment.**

The paper must:

- have a title page, which includes the following information: *title of paper, course code, instructor's name, student ID, and date of submission.*
- not be more than **10 pages (doubled-spaced in 12 pt font in Times New Roman)** excluding final list of references -bibliography and bappendixes are not included in the length restrictions. **All pages should be numbered.** Students are urged to stay within the maximum page length or risk a penalty of loss of grade (e.g. A- to B+) or two (2) points, depending on the number of pages over the maximum limit required.
- have paage margins of 1 inch (2.5 cm) wide
- use APA citation format for both in-text citation and final list of references (see examples below).

**Bibliographical Formatting and Citation**

- A well-formatted bibliography, including ample in-text citation, tables, maps and figures.
- You must use at least 5-8 different academic sources (peer review journals, articles, textbooks, technical papers). **Relevant and authentic** Newspaper may be use to complement the academic sources.
- Tables and figures must be well-referenced.
- Direct quotes must be cited with page numbers.
- Students must use APA style:
- In-text citation and final list of references must be in APA format (see examples below).
  - **Book referencing example:**  
Desai, V., & Potter, R.B. (Eds.) (2002). *The Companion to Development. 3rd Edition.* New York: Routledge.
  - **Journal article referencing examples:**  
Cleaver, F. (1999). Paradoxes of participation: questioning participatory approaches to development. *Journal of International Development, 11*(4), 597-612.  
Riddell, B. (2003). The Face of Neoliberalism in the Third World: Landscapes of Coping in Trinidad and Tobago. *Canadian Journal of Development Studies, 24*(4), 592-615.
  - **Chapter in a book example:**  
Escobar, A. (1997). The Making and Unmaking of the Third World through Development. In M. Rahnema & V. Bawtree (Eds.), *The Post-Development Reader* (pp. xxx-xxx). London: Zed Books.
  - **Online newspaper article example:**  
Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>.

Please note that **substantial marks (3-4 points)** will be taken off for improper citation and bibliographical formatting. Also note that your paper cannot be written simply from non-academic internet sources.

**Guidelines for the research paper**

- A clear statement of the problem(s) you want to investigate or explore. Your paper should begin with an introductory paragraph, which *clearly states the purpose or objective of the paper.* This statement

should be presented as an argument or thesis that will guide the reader through the rest of the paper. Well explained research methodology is also relevant here.

- A brief justification of your choice of topic in relation to the existing literature on your group project.
- A strong conclusion, including appropriate and clear recommendations.
- Clarity and coherence of arguments - clear and logical progression of ideas and thoughts throughout the paper.
- Clarity of expression and quality of grammar - easy to read with minimal typos and grammatical errors.
- A level of analysis suitable for a 500 level course, i.e., critical, as opposed to descriptive analysis.
- A well-informed review or discussion. The paper should be a critical assessment of the subject being researched and a demonstration of your understanding and application of the relevant academic literature on the topic. Academic literature here refers to peer reviewed journals, textbooks, and technical papers.
- Demonstrate a balance use of relevant and current literature(e.g. books, journal articles, newspaper clippings, internet sources) on the subject.
- Additional information such as tables, maps, figure, lists of interview questions, etc. can be included as appendices.

**Requirement 3: Critical Review of Article (15 %). Due February 6, at 4pm via dropbox .**

- Submission of a 3-page analysis of, and commentary on any one of the readings marked with asterisk (**to be posted on D2L**). Choose any of the reading marked with asterisk in the reading list for the weekly review. For the reading/article selected, you will write a three-page (double-spaced) commentary on it, identifying the key issues raised and providing a critical commentary on them.
- Length of paper: A maximum of **3 PAGES, TYPED, AND DOUBLED-SPACED in 12 POINT FONT**. Going over the page limit may result in reduction of grade (e.g. from A to A- or A- to B+).
- Page margins should be 1 INCH (2.5 cm) wide, and all pages should be numbered.
- Please include the following on the title page: title of paper, course code, instructor's name,
- student ID, course information, instructor's name and date of submission.
- Must include a minimum of 3-4 properly cited and referenced scholarly peer-reviewed references.
- In-text citation and final list of references must be in APA format (see examples under requirement

**Evaluation of your Critical Review Assignment**

Your review will be based on *Well-informed review or discussion*. This means that you have make sure that your arguments are coherent and that there is clear and logical progression of ideas and thoughts throughout the paper. Pay particular attention to the following:

- Clarity of expression and correct use of grammar (quality of grammar).
- A critical analysis, as opposed to descriptive analysis.
- Understanding and applying information gained of lectures, required readings, and other relevant literature.
- Well formatted in-text citations and final list of references. Note that all direct quotes and statistics must include page numbers. Substantial marks will be taken off for improper intext-citation and bibliographical formatting. For guidance on proper bibliographic format, visit the University of Calgary library website on the topic. Please contact me when you are unsure what is the proper citation to use.

It is the student's responsibility to keep a copy of each assignment submitted. A student should be prepared to provide a second copy of his/her assignment if requested. A student who cannot provide a second copy of his/her essays may risk receiving a zero grade for this portion of the course.

## TEAMWORK:

Everyone will be on a team based on potential practicum project interest and other factors such as availability of space. A substantial part of the course will be team work and working on a team can be difficult. Ideally you will get along with the other members of your team, but that may not always be true. Recognize that this is a professional rather than personal relationship. If you are not getting along with a team member, try to use the opportunity to problem-solve. If it gets to the point that project work is disrupted, please do not hesitate to bring it to the instructor's attention. Keep it professional.

## POLICY ON MISSED EXAMS/ASSIGNMENTS & LATE SUBMISSIONS:

Assignments submitted after the deadline may be penalized with loss of a grade (e.g., A- to B+) or loss of 5% of the total points for each day late the item is late. Extensions will only be granted under extraordinary circumstances e.g serious illness or medical emergency, religious observance, or domestic affliction , not including having too much other work to do. **A request for extension form** is posted on D2L. This form should be filled out and submitted to me at least two weeks before the due date for the submission of the assignment. It is your duty to contact the instructor with legitimate reasons/excuses via email within **24-hour** period when you missed a deadline for the submission of an assignment. If your reasons are accepted, you must be prepared to submit the assignment within a week. It is at the instructor's discretion if he/she will allow you to submit the assignment. Although you are not required to provide specific supporting documentation, you may choose to provide supporting or documentation for an exemption/special request that will support your situation. This may include, but is not limited to, a prolonged absence from a course where participation is required or a missed course assessment for an activity. Students are encouraged to submit documentation that will support their situation. The decision to provide supporting documentation that best suits the situation is at your discretion. Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Deferral of the registrar-scheduled final exam requires Registrar approval

<https://www.ucalgary.ca/registrar/exams/deferred-final-exams>

**Reappraisal of Graded Term Work:** <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

**Reappraisal of Final Grade:** <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

## Department of Anthropology and Archaeology Grading Scheme:

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

## Land Acknowledgement

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

## Respect for Diversity and Territorial Acknowledgment

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion.

## COURSE POLICIES

**Accessibility:** Lecture notes in form of PowerPoint and other relevant information will be made available to students via d2l.

**Posting of Grades and Picking-up of Assignments:** Graded assignments will be made available electronically through the course's D2L link. Grades and assignments will not be available at the Department of Anthropology and Archaeology's main office. Students who may wish to go over their graded exam are welcome to do so during my office or TA's office hours as well as by appointment.

**Grade problems or dispute:** With regards to grade problems or dispute, please do note that I will not discuss such issues during class time. You are encouraged to see me by appointment or use the office hours on such issue. Before coming to see me about a grade dispute or problem, you must indicate in writing where and why you believe your work should get a higher or lower grade. *Your written submission on a grade dispute or problem should be between 250 words (minimum) and 500 words (maximum).*

**Disruptive behavior:** Please be respectful of other students in the classroom environment and also avoid working on things unrelated to the class during class time. Refrain from text messaging, surfing the Internet or social networking sites, talking on your cell phone. **I reserve the right to deduct 5 points from your grade for every instance of disruptive behavior exhibited by you in class. You may also be asked to leave the class, if disruptive behavior continues.**

- It is your responsibility to come to class and on time to be able to fully understand the materials covered. If you cannot attend class, I strongly encourage you to get the notes from a classmate. **Please do not ask me to provide you with class notes. I**
- **It is equally your responsibility to know the due dates for assignments and presentations indicated on the outline.**
- If you come in late or leave during class time, please sit near a door and be respectful of other students. **If tardiness, early exit, and other disruptive behaviors during class become a problem, you may be asked to withdraw from the course.**

**Communication policies:** All course related communication via email or other methods with peers and instructor should be formal. This means that emails must be clearly written, devoid of short-hand and other forms of informalities. Please include the course title and number in all your email communication with me and partner organizations.

**Use of Email:** Due to a high volume of e-mail messages received daily, students are advised to meet me via zoom either during my office hours or make an appointment with me on matters that require urgent attention. Please note that e-mail messages can be sent to the wrong email address, can be accidentally deleted, and can be buried or may mysteriously disappear into cyberspace. I will normally reply to emails within 72 hours, during regular business hours. Questions and information of general interest will be addressed in class or posted on Desire2Learn. Students are encouraged and required to use their ucalgary email accounts or Desire2Learn in all their communication with me and with peers.

**Statement on class conduct:** The University of Calgary Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to: promote equity and fairness, respect and value diversity, prevent discrimination and harassment, and preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

**Plagiarism:** Plagiarism is a serious offence and penalties are not trivial. They can include a final grade of "F" for the course or suspension from the university. The University defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference

to the original source.

- submitting a take home examination, essay or other assignment written, in whole or in part, by someone else.
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment.
- using another's data or research findings.
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks.
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."
- Plagiarism is a serious offence and penalties are not trivial. They can include a final grade of "F" for the course or suspension from the university.

**Course sharing websites and copyright:** Classroom teaching and learning activities including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Also, Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

*Please feel welcome to discuss with me any aspect of the course requirements or package you think is unclear to you.*

## UNIVERSITY POLICIES

### ACADEMIC ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <https://live-ucalgary.ucalgary.ca/student-services/access>. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor or the Department Head. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

### ACADEMIC INTEGRITY POLICY

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity. The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).



## **ACADEMIC MISCONDUCT**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

For students wishing to know more about what constitutes plagiarism and how to properly cite the work of others, the Department of Geography recommends that they attend Academic Integrity workshops offered through the Student Success Centre: <https://www.ucalgary.ca/student-services/student-success/learning/academic-integrity>

## **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing. Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/legal-services/university-policies-procedures/intellectual-property-policy>

## **FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

## **COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

## **SUPPORTS FOR STUDENT LEARNING, SUCCESS, AND SAFETY**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Emergency Evacuation/Assembly Points
- Safewalk.

## TENTATIVE CLASS SCHEDULE

*It should be noted the schedule is subject to minor changes and revisions*

Schedule/Dates	Topic, Activity/Issues, Readings and other important dates
<b>Wk 1: Jan. 9</b>	<ul style="list-style-type: none"> <li>• Brief overview of the course and introduction of project partners</li> <li>• 5-10 minutes for each partner to talk about his/her organization and recap what they expect the student to accomplish. Students will have the opportunity to ask questions.</li> <li>• Assigning of projects follows after the partners' presentation.</li> <li>• Understanding course structure, grading requirements and reading materials, students' responsibilities as well as partner and instructor expectations.</li> <li>• A lecture on service learning</li> </ul> <p><b><u>Required Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Tryon, E., Stoecker, R., Martin, A., Seblonka, K., Hilgendorf, A., &amp; Nellis, M. (2008). The challenge of short-term service-learning. <i>Michigan Journal of Community Service Learning</i>, 14(2), 16-26.</li> <li>• Bell, S., &amp; Carlson, R. (2009). Motivations of community organizations for service learning. <i>The unheard voices: Community organizations and service learning</i>, 19-37.</li> <li>• Kassam, K.A. (2010). Practical wisdom and ethical awareness through student experiences of development. <i>Development in Practice</i>, 20(2), 205-218.*****</li> <li>• Global Affairs Canada (2018), International Assistance Results Reports Guideline for Partners</li> </ul>
<b>Wk2: Jan. 16</b>	<p><b>Introduction &amp; Skills Building - In-class Seminar on:</b></p> <ul style="list-style-type: none"> <li>• Project management- project design, management and implementation including appraisal (monitoring &amp; evaluation), workplans etc. ;</li> <li>• doing environmental scan and best practice, development ethics etc.</li> <li>• Introduction to the "Project Cycle" and Protocols.</li> </ul> <p><b><u>Required Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Lavagnon A. Ika, Amadou Diallo and Denis Thuillie (2009) Project management in the international development industry</li> <li>• Roper, L. &amp; Pettit, J. (2002). Development and the learning organisation: An introduction. <i>Development in Practice</i>, 12(3 &amp; 4), 258-271.</li> <li>• Ritchey, T. (2013). Wicked problems: Modelling social messes with morphological analysis. <i>Acta morphologica generalis</i>, 2(1), 1-8.</li> <li>• Earl, S., &amp; Carden, F. (2002). Learning from complexity: the International Development Research Centre's experience with outcome mapping. <i>Development in Practice</i>, 12(3-4), 518-524.*****</li> </ul>
<b>Wk3: Jan. 23</b>	<p><b>In-class Seminar on Project Mgt. (cont.).</b></p> <ul style="list-style-type: none"> <li>• Needs Assessments –the use of tools including stakeholder analysis, qualitative and quantitative methods, literature review, and interviews to get grounded understanding of the problem and actors or stakeholders involved.</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduction to the use of the logical framework - to ensure coherence to intended goals as well as to build monitoring and evaluation into the project plan.</li> <li>• The logical framework helps to provide a clear visual picture of goals/objectives, inputs, outputs and other implementation strategies, including indicators for monitoring and evaluation -- i.e. effectiveness and progress of the project.</li> <li>• Project budgeting - Understanding project cost, including personnel, consultants, travel expenses, and direct versus indirect costs.</li> </ul> <p><b><u>Required Readings:</u></b></p> <ul style="list-style-type: none"> <li>• W.K. Kellogg Foundation (2009) Logic Model Development Guide</li> <li>• UN Development Group (2011) Results-Based Management Handbook</li> <li>• Janet Vähämäki, Martin Schmidt, and Joakim Molander (2011)</li> </ul>
<b>Wk4: Jan. 30</b>	<b>Time for project work &amp; Student/team-Instructor and student/team-partners consultations.</b>
<b>Wk5: Feb. 6</b>	<p><b>Time for project work &amp; Student/team-Instructor and student/team-partners consultations.</b></p> <p><b>Critical Review Paper due: February 6, to be submitted via dropbox on D2L by 4pm</b></p>
<b>Wk6: Feb.13</b>	<b>Time for project work &amp; Student/team-Instructor and student/team-partners consultations</b>
<b>Wk7: Feb. 18-24</b>	<b>Reading Week -- No Classes</b>
<b>Wk8: Feb.27</b>	<p><b>Time for project work &amp; Student/team-Instructor and student/team-partners consultations</b></p> <ul style="list-style-type: none"> <li>• Project work-plan assignment due: <b>Feb. 27, by 4:30pm via dropbox on d2l.</b></li> </ul>
<b>Wk9: Mar.5</b>	<b>In-class Midterm Review of Projects' Progress--</b> In-class presentation each team is expected to provide updates on the progress their projects. Each team will be given 15-20 minutes to present or share their experience with the class: what they are doing, the stage of their projects, problems, successes, lessons learned etc.
<b>Wk10: Mar.12</b>	<p><b>Time for project work &amp; Student/team-Instructor and student/team-partners consultations</b></p> <p><b>Research Paper due: Mar. 12, 2024, 4pm via dropbox</b></p>
<b>Wk11: Mar. 19</b>	<b>Time for project work &amp; Student/team-Instructor and student/team-partners consultations</b>
<b>Wk 12: Mar. 26</b>	<p><b>Time for project work &amp; Student/team-Instructor and student/team-partners consultations.</b></p> <p><b>Preparation for final presentation-fine tuning oral presentation and written report</b></p>

<b>Wk 13: Apr. 2</b>	<b>Final in-class oral presentation of final Projects Team leader: Make sure you invite your partner organization or representative ahead of time to attend the final presentation</b>
<b>Wk 14: Apr. 9</b>	<b>Submission of Final Report Due by 4pm via dropbox.</b>

1. Choose any of the article marked with asterisk (\*\*\*\*) for your review assignment.
2. Other additional materials on the course will be posted on D2L
3. All assignments must be submitted in hard copy format.

#### IMPORTANT DATES

	Fall Term 2023	Winter Term 2024
<b>Academic Dates</b>		
Start of Term	Monday, August 28	Tuesday, January 2
End of Term	Friday, December 22	Tuesday, April 30
Block Week	Monday-Friday, August 28-September 1	Tuesday-Saturday, January 2-6
Start of Classes	Tuesday, September 5	Monday, January 8
Term Break, no classes	Sunday-Saturday, November 12-18	Sunday-Saturday, February 18-24
End of Classes	Wednesday, December 6	Tuesday, April 9
Start of Exams	Saturday, December 9	Friday, April 12
End of Exams	Wednesday, December 20	Tuesday, April 23