# **INDEV 476: Contemporary Issues in**

# **International Development Practice**

Spring Term: 2020 (Credit: 0.5)

Venue: Online (WebEx), Wed 10am to 1pm (4A INDEV students only)
Start/End dates: Wed, May 13 until Wed, August 05

Instructor: John Abraham

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Hours: Thursday 11am-noon or by appointment

## **About INDEV 476**

In their final year of the **Bachelor of Environmental Studies - International Development, Practice Specialization**, students willcomplete a two term (usually comprising eight months) field placement organized and managed by the World University Service of Canada (WUSC). Restrictions on campus based activities due to C-19 require that this coursed be delivered entirely through Remote-Learning. In order to complete this specialization, students will also complete a suite of three courses: INDEV 476, INDEV 401 and INDEV 402. INDEV 476 is a pre-requisite for INDEV 401 and 402.

INDEV 476 is designed to help students prepare for the transition from classroom learning to Experiential Learning in an unfamiliar social environment and challenging intercultural workplace. Each class is structured to help students initiate a process of preparation for their placement. Classes will be centred around weekly themes.

Through the framework provided each week, students are expected to customize their own strategy for learning about their country of placement, host organization and set professional and personal goals for their placement experience.

## **Weekly Content/Format**

Classes will be delivered in a ‘Remote-Learning’ format with both flexible and live content. Every week the format of classes will be structured in approximately the following way:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Time | Session 1:10-1040am | BREAK | Session 2:1055-1135am | BREAK | Session 3:1150-1240pm | BREAK | Weekly AssignmentIntro: 10 minutes |
| Content | * Vlog: 20 minutes
* Discussion: 20 minutes
 | * Team Presentation: 20 minutes
* Discussion: live and online
 | * Intro: 10 minutes
* Exercise: 20 minutes
* Debrief: 20 minutes
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Note: *The instructor reserves the right to change the schedule and content in response to real-life events in field placement countries/regions and/or the availability of INDEV alumni or other resource people to meet with the class.*

## **Class Schedule and Readings**

### **Week 1 (May 13): Introduction**

Rennick, J. B. (2015). Learning that makes a difference: Pedagogy and practice for learning abroad. *Teaching and Learning Inquiry*, *3*(2), 71-88.

### **Week 2 (May 20): Place**

Ibhawoh, B., & Dibua, J. I. (2003). Deconstructing Ujamaa: The legacy of Julius Nyerere in the quest for social and economic development in Africa. *African Journal of Political Science*, *8*(1), 59-83.

**Week 3 (May 27): Culture**Lombard, C. A. (2014). Coping with anxiety and rebuilding identity: A psychosynthesis approach to culture shock. *Counselling Psychology Quarterly*, *27*(2), 174-199.

### **Week 4 (June 03): Development Organizations**

Brown, L. D. (1991). Bridging organizations and sustainable development. *Human Relations*, *44*(8), 807-831.

### **Week 5 (June 10): Professionalism**

Adler, P. S., Kwon, S. W., & Heckscher, C. (2008). Perspective—professional work: The emergence of collaborative community. *Organization Science*, *19*(2), 359-376.

### **Week 6 (June 17): Cultivating a Leadership Mindset for Development**

Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T. O., & Fleishman, E. A. (2000). Leadership skills for a changing world: Solving complex social problems. *The Leadership Quarterly*, *11*(1), 11-35.

### **Week 7 (June 24): Self-care and Crisis Management**

Curling, P., & Simmons, K. B. (2010). Stress and staff support strategies for international aid work. *Intervention*, *8*(2), 93-105.

WUSC Volunteer Blog

<<http://volunteer-blog.ca/to-any-volunteer-that-ever-felt-lost-or-alone/>>

### **Week 8 (June 30): Reflective Practice and Academic Skills**

Pries, E. (2019). The Reflective Practice Writing Bicycle: A Reflective Analysis Tool for Engaged Learning. *Religious Studies and Theology*, *38*(1/2), 125-140.

### **Week 9 (July 08): Personal Development and Growth**

Jain, C. R., Apple, D. K., & Ellis, W. (2015). What is self-growth. *International Journal of Process Education*, *7*(1), 41-52.

### **Week 10 (July 15): INDEV 401 and 402**

### **Week 11 (July 22): Travel (Covid, antiracism)**

### **Week 12 (July 29) and Week 13 (Aug 05): Final Report short video**

## **Learning Objectives and Goals**

* Introduction to the placement process
* Understanding of the academic aspects of the placement including an overview of INDEV 401 and INDEV 402.
* Initiating a process to gain cross-cultural competence
* Gaining an appreciation for the importance of personal and professional development
* Understanding the role of self-regulation in success
* Appreciating the centrality of relationship management and leadership
* Increasing the awareness of self-care and reflective practice

## **Course Assignments, Due Dates and Grades**

Team Presentation: 15%

At the start of the Spring term, students will be asked to review the readings in the course class schedule and readings. Students will be asked to propose two readings from weeks 2-9 to present. Based on their choices, students will be paired up into teams to present the readings to the class. Presentations should demonstrate a clear understanding of the readings, including an overview of the key points, critical analysis as well as reflection. This will be followed by discussion, led by the presenters and moderated by the Instructor.

Portfolio Components: 45% (21%+12%+12%)

The major written output from this course will be a portfolio document which will consist of three component sections. Every week, we will work on a theme or topic relevant to one section. Periodically you will submit short written assignments which will be evaluated and returned to you. An assignment sheet and rubric will be provided for each assignment.

Section 1: Mandate Preparation (21%)

* Place: Profile, sources (books, articles, film, associations, former students, informal sources), Development profile.
* Culture: Language, religion, values, significance for Development.
* Organization: Landscape, organizational website, organization’s grey literature, references (secondary research).

Section 2: Professional Plan (12%)

* Professionalism: Inventory and plan
* Leadership: Inventory and plan

Personal Goals (12%)

* Personal Development
* Self-Care

Portfolio: 25% (15% report; 10% video)

At the end of the term, you will ‘scaffold’ your portfolio components into a single document. The document must show evidence that you have engaged with all feedback in the

Professionalism: 15% (attendance, engagement, preparedness, responsiveness)

Your presence and active participation in all classes is required. Participation includes attendance, contributions during lectures, facilitated sessions as well as within individual groups (if applicable). You are expected to demonstrate knowledge of the assigned readings, resources and critical reflection. Attendance will be taken on a regular basis at the instructor’s discretion. *Irregular class attendance will result in a proportionate penalization of the total mark in this category at the instructor’s discretion.*

## **Course Policies**

### **Class Participation and Professionalism**

This course represents your transition from the classroom to effective learning and working in challenging intercultural contexts globally. To get the most from this course, you will be expected to develop and demonstrate professionalism which includes developing a professional communication style, being courteous, honest, punctual, self-motivated, cooperative, curious, empathetic to others, non-judgemental of others, capable of receiving feedback to improve your work, and willing to learn from and respect others, regardless of differences.

Your punctual attendance, participation and timely completion of assignments are important elements of successful performance in this course and your field placement. Each week’s content and assignment is designed to help you work on and complete your assignments (aka deliverables). Your weekly attendance is part of your 10 percent mark for professionalism. If you need to miss a class, it is expected that you inform the course instructor at least 24 hours before class time. Even with notification, marks will be deducted for non-attendance. Students can miss one class without penalty.

### **Late Work Policy**

Weekly assignments must be submitted to the Dropbox on or before the following Tuesday class at 8:30 AM. Feedback on weekly assignments and expectations for report content will be provided in class each week. Weekly assignments will not be accepted if submitted after the due date.

A total of 3 grace days will be provided for submitting the professional report outline and final report late. You do not need to notify the instructor if you intend to use the grace days. If you exceed the 3 grace days, the penalty is 5 percent per day per assignment grade, starting at 12:00 midnight of the day the work is due. The instructor reserves the right to deduct marks for lateness regardless of the reasons for lateness given.

### **Academic Integrity and Plagiarism**

Academic integrity is a fundamental part of academic success; however, each year there are a large number of cases of academic integrity misconduct in every faculty by both undergraduate and graduate students. Many of these cases involve plagiarism. Plagiarism is “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes.” Plagiarism can have serious academic consequences for students. Policy 71 - Student Discipline outlines the academic integrity standards for University of Waterloo, including standards for plagiarism.

## **University of Waterloo/Faculty of Environment policies**

**Intellectual property:**Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as: Lecture content, spoken and written content (and any audio/video recording and presentation thereof); Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides); Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner). Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository). Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights. Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

**Academic integrity:**In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University’s guiding principles on academic integrity can be found here: http://uwaterloo.ca/academicintegrity. ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students: http://uwaterloo.ca/academicintegrity/Students/index.html Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70.

**Mental health:**The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and/or emotional. **Please note that help is available**. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services http://www.uwaterloo.ca/counselling-services is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, and relationship issues.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

**Appeals:**A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

**Communications with instructor:**All communication with students and instructors with students must be through either the student’s University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

## **UW RESOURCES FOR STUDENTS**

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| HELP NEEDED: | HELP PROVIDED: |
| **Writing skills** Unsure how to write in own words or organize ideas e.g. statements: * *“I don’t know how I am supposed to write this in my own words”*
* *“I don’t know how to paraphrase what the author wrote in a different way”*
* *“What I am supposed to source?”*
* *“I don’t have any value to add to the argument”*
* *“I don’t know how to write a ...”*
* *“I have some thoughts and research, but I don’t know how to organize them...”*
 | * Attend a Writing Centre (WC) workshop – e.g., ‘Say it in your own words: paraphrase & summary’
* Review Writing Centre (WC) writing resources, such as ‘”Integrating Evidence”
* Use WriteOnline resources
* Meet with a Writing Centre (WC) writing specialist by booking an appointment or attending a drop-in session at the Library
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| **Stress and time management skills** Struggling with workload stress, sufficient time for course work and/or how to approach large assignments e.g. statements: * *“I was overwhelmed with what I needed to accomplish”*
* *“It was such a big assignment – I didn’t know where to start”*
* *“I was experiencing a lot of stress as a result of my heavy workload, deadlines and pressure to succeed”*
* 􏰞  *“I am running out of time. I don’t have enough time to double check my references and/or sources”*
 | * Student Success Office workshops – e.g., ‘Get this term started’ and ‘Organizing Your Time’
* Student Success Office time management resources – e.g., ‘Backwards Planning’
* Book Peer Success Coach appointment
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| **Referencing and research skills** Unsure how to find good sources, cite sources and/or quote ideas e.g. statements: * *“I don’t know how to find good sources”*
* *“I struggle to know what to cite in my papers”*
* *“I don’t know how to reference the research I find”*
* *“I am not sure how often I should quote and how often I should analyze the information”*
 | * Review Find and use resources and use the Library’s Quick Start Guide to get started with your research
* Review Citing Sources and consider using citation management software, like RefWorks, to keep track of, and format, citations in the style you need
* Attend Library workshops – e.g., ‘Citing Properly with RefWorks’
* Review Avoiding Plagiarism or How to Successfully Use the Works of Others
* Contact your subject librarian or Ask us for help using the Library and its resources
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| **Plagiarism consequences** Unsure of policies regarding plagiarism or its consequences e.g. statements: *“I don’t understand what plagiarism is, or the consequences of plagiarizing”* | **Review Office of Academic Integrity resources:** * Introduction to Policy71
* Academic integrity tutorial o 10 tips to avoid academic misconduct
* Academic integrity fact sheet for students
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