



Global and International Group Project

GINs 3100B

Winter 2019

Class: Tuesday 8:35-11:35

Instructor: M. Steckley

Location: Rm. 481 Learning Lab Discovery Centre (Library)

Note: *January 17 a& March 21st we will be in Rm. #482*

Office: BGIIn 2404R

Office Hours: Thursdays 8:30-11:30

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Course Outline

This course is intended to be an interactive, work-based practicum in Global and International studies. Through our innovative e-learning environment, students will partner with Cuso International on a multi-country project that focuses on empowering women and youth in Myanmar, Laos, and the Philippines. We will draw from Canada's Feminist International Assistance Policy to strengthen Cuso country programming that is committed to providing meaningful, life-giving, and environmentally enriching economic opportunities for women and youth. In concrete terms, this course provides opportunities for students to develop practical skills in multi-scalar research, policy analysis, and participate in the development of community-based programming. Beyond this, students also have the unique opportunity to work in consultation with professionals in the field, and community leaders in Yangon, Vientiane, and Manila, providing the foundations for meaningful career networks. Finally, this course gives students an opportunity to actively engage in the non-profit sector, to enhance skills in inter-cultural exchange, and to make a meaningful contribution to the empowerment and livelihood prospects of impoverished women and youth in Southeast Asia.

This is a group-work, writing-intensive course, and the predominant work element is hands-on volunteering. As a class, we will draw from the needs and goals expressed by Cuso to identify small group projects, and you will have the opportunity to carry out an original project that complements your interests and skills. On the academic and career development front, this course offers an experiential learning opportunity, and you will be sure to enrich your analytical, communications and project development skills. The course offers flexible syllabus, giving you the freedom to individually weigh your assessment components as you see fit. While you are indeed pursuing your volunteer work as a course component, it is important to emphasize that your contributions are first and foremost a response to the needs and interests of the urban poor in Lima, Peru. Ultimately, the quality and strength of your work will be judged by those on the ground. It is important to be cognizant of the fact that our work in this course impacts real lives: this is both an exciting opportunity, and a hefty responsibility. We will work together, with intellect, openness of spirit, and cooperation to ensure that our work is of top quality.

Research Objectives of Cuso International SE Asia:

The overall aim of student research is to inform and advise Cuso International in the strategic development of inclusive, gender-sensitive Small and Medium Enterprise Development programming. Objectives of the research are threefold, to:

1. Understand regional and country level context and trends of inclusive SME development with particular regard to women's and youth access, participation and economic development.
2. Analyze the ecosystem for inclusive SME development with attention to opportunities and constraints for women and youth in Laos, Myanmar and Philippines.
3. Determine tangible options for Cuso International to strengthen programming in SME development and make a greater impact for the benefit of women and youth.

Learning Outcomes

1. Students will gain practical experience for career development in global and international studies including: task-based problem solving; decision making; project development, management and task prioritization; professional written and verbal communication; cooperative work strategies.
2. Student will develop communication and interpersonal skills by working in the dynamic of a group.
3. Students will gain research and writing skills, with particular attention to collaborative writing, and transitioning from academic writing to writing for Non-Governmental Organizations
4. Students will gain skills and knowledge required for success in working in international contexts, building: cross cultural competence; the ability to cope with and respond appropriately to changing circumstances and project goals; patience, discipline, and flexibility, particularly as projects are adjusted when they go awry; an appreciation for diverse work patterns while remaining committed to deadlines; sensitivity to others, and open to different viewpoints and management structures.
5. Students will be able to articulate their strengths and skills verbally and visually (through cuPortfolio).

Required Readings

Students are expected to read and be keenly familiar with Canada's Global Affairs Feminist International Assistance Policy (FIAP). The FIAP will guide student research and proposed initiatives. In addition, students will identify **at least** 1 reading per week that corresponds to their topic, and will keep an annotated bibliography of works read in their Individual cuPortfolio. As a student, you are expected to come to class having done your readings, and with copies of your readings and notes in hand. You will discuss your weekly readings in the first section of class. Group cuPortfolios will include a "Helpful Annotated Bibliography" of the RELEVANT works that groups have identified are necessary and valuable to CUSO SE Asia.

Evaluation Components:

Percentage points below are suggestions, but will be edited individually

In-Class Participation _____	15%
Individual cuPortfolio _____	15%
Peer Review _____	20%
Completed each class	
Self Review _____	10%
Completed each class	
Group CuPortfolio & Country Report _____	40%
Due: April 11th	

Late Policy:

No extensions will be granted without approval. Deductions of 10% per day begin immediately after the class on the due date. Assignments will not be accepted if they are more than seven days late. Assignments will not be accepted by e-mail.

Class Format:

This class is comprised primarily of group work, but will also include class meetings, and workshops. Our class meets 12 times during the semester. The majority of time will be spent in working in groups with shared interests, we will establish groups and topics in the first week of class. In our class meetings, students are expected to offer ideas, critique, and brainstorm about each other's projects (the entire class and respective group members). Throughout the semester students will also work with various contacts that are relevant to respective topics: librarians, researchers, writing specialists, journalists, and advocacy groups. Come to class prepared, and ready to work.

As your professor, I will act as a facilitator of your projects. I am here to help you formulate your research project, examine the literature related to your topic, and to help brainstorm and problem solve, and provide feedback on your progress. Ultimately, however, you are in the drivers seat!

Team projects are the central component of this course. In our first class together, we will review the list of topics, challenges, and issues that our partner in SE Asia has raised. Each team (of 2-3 students) will choose a sub-topic from the list of exploratory questions posed by the CUSO SE Asia office team. The team projects may take multiple forms. To begin we draw from our partner's thematic targets which illustrate the issues or challenges that they wish our teams to address. At the end of the term, your team will have produced a written report for your country office partner, and you must be prepared to meet with the Country Office staff to discuss the report should the office request clarification or follow-up.

Office Hours and Communication:

I am eager to help you with any problems you might have, and I will spend the majority of our class time visiting and working with sub groups, brainstorming with you, and helping you identify important resources. Outside of class, we will use our Q&A forum on cuLearn to address short logistical questions. Please use cuLearn as the first site to post your questions. You are encouraged to be good class citizens and to respond to other students' questions. Please do not expect an instant reply: I will do my best to answer promptly. I do not read e-mails either on Saturday or Sunday. If you have questions that are sensitive and that you cannot post to cuLearn, please visit me in my office hours.

Week	Date	Course Schedule
1	Jan 8	Introduction to the Course/Introduction to CuPortfolio 101: Meeting the Community Partner: CUSO SE ASia
		Working in Groups: Workshop from The Centre for Academic Success
	Jan 11	Mandatory cuPortfolio Workshop with Stacy Malloch: Discovery Centre Rm 482 (Multi Media Lab) 1-2pm
2	Jan 15	Knowing your Resources: Visiting our Library Expert 9:30pm Presentation from Scott Turner (BGLnS Library Research Specialist)
		Team Meetings: Guided Specified Learning to Each Group
3	Jan 22	Workshop NGO Writing: Writing Support Centre
4	Jan 29	Team Meetings: Guided Specified Learning to Each Group
5	Feb 5	Team Meetings: Guided Specified Learning to Each Group
6	Feb 12	Team Meetings: Guided Specified Learning to Each Group
	Feb 19	Winter Reading Break
7	Feb 26	Workshop: Proofreading
8	Mar 5	Team Meetings: Guided Specified Learning to Each Group
9	Mar 12	Team Meetings: Guided Specified Learning to Each Group
10	Mar 19	Draft Group Reports and CuPortfolios Due to Cuso International
11	March 26	Revisions of Reports & Dry Run through of Group Presentations
		Final Individual Cu Portfolios Due
12	April 2	Final Group CuPortfolios Submission to Cuso International

Weekly Outline Overview (Subject to Revision):

Week 1: Introduction to the course

- What is E-volunteering
- Establish group projects
- Establish and Sign Individualized Syllabi Contracts, and Cuso Volunteer Contracts
- Introducing the class manifesto: what does it take to be a good teammate?
- 9:30 Meeting the Community Partner
- **Homework:**
 - Establish a Group Communications Leader: this will be the person responsible for all communication with your Cuso International Country Office Partner
 - Identify skills and interests of your group members, establish initial group goals and task distribution
 - Connect with your CUSO Partner Point Person (Communications Leader)
 - Make your CuPortfolio Individual Home page; Begin Work logs, and Brainstorm your individual learning objectives
 - Read: The Global Affairs Feminist Assistance Policy & The Status of Female Entrepreneurship in Tanzania
 - Write: 2-3 components of what you believe should be included in our class manifesto. You are encouraged to draw from the Duke 21C Manifesto, and the Volunteering and Global Education Manifesto

Week 2: Meeting the Community Partner.

- Drafting our 'class manifesto' to facilitate the transition from being a gathering of students to becoming a community of co-learners. We will use as departing point the, the Duke 21C Manifesto, and the Volunteering and Global Education Manifesto
- 9:30 Meet our Library Specialist (Scott Turner)
- Begin our Communications Book: Weekly, you will report your learnings, reflect on whether your goals were accomplished, discuss the barriers, & set new goals for the coming week
- Team Meetings:
 - Set up a time for an out of class meeting; brainstorm project goals, and identify each group member's strengths and interest in the project.
- **Homework:**
 - Connect with your CUSO Partner Point Person (1 group member)
 - Meet with Scott Turner, our Library Specialist
 - Finalize Group Project Goals; Identify and distribute main tasks; make an initial project work plan to be submitted next class.
 - Draft and bring to class your Report Outline, draw from the "The Status of Female Entrepreneurship in Tanzania"
 - Identify and Read at least 1 academic article related to your topic and enter this in your annotated bibliography page on your individual cuPortfolio
 - Continue to develop your Individual CuPortfolio, paying special attention to developing a thorough Work log

Week 3: Knowing your Resources

- Time TBD: Writing Workshop
- **Submit** project goals & task distribution- to be signed by all members, and submitted to Prof. Steckley
- Team meetings: will also be used for sharing data gathers, collaborating on reports/ advocacy pieces, visiting librarians, and connecting with experts via Skype
- **Homework:**
 - Connect with your CUSO Partner Point Person (Communications Leader)
 - Set up meeting with the Librarian to identify baseline literature (Be sure to take notes on the Librarians guidance, and document the new literature, and case studies so that it can be used to guide your reading over the next few weeks)
 - Research & **bring to class two examples** of NGO reports on Feminist International Assistance.
 - Draft and bring to class one "body" section of report.
 - Identify and Read at least 1 academic article related to your topic and enter this in your annotated bibliography page on your individual cuPortfolio
 - Prepare a 2-5 minute progress update- you will present this to the group next class.

Week 4: Writing in NGO Context

- Workshop: What makes effective writing/reflection? Why do you write and for whom? Begin to take notes on how to transfer & apply those skills to the writing of your cuPortfolio.
- Group Check-In: brief presentation to the class by students-teams on what they have found out so far about the country and specific NGO each team will be investigating this semester.
- Team meetings: Students email and set up meetings with appropriate point people, to present their project updates and receive new direction.
 - **Homework:**
 - Draft and bring to class two "body" section of report.
 - Connect with your CUSO Partner Point Person (Communications Leader)
 - Identify 1 or 2 researchers or experts with whom you will set up an interview(s)
 - Identify and Read at least 1 academic article related to your topic and enter this in your annotated bibliography page on your individual cuPortfolio

Week 5: Writing your Report

- Workshop: Writing using a template
- Team meetings: Synthesize your accomplishments to date, identify concrete pathways forward (next steps) as you envision them, and write down 3-5 questions that you need answered by CUSO SE Asia in order to progress in your work.
- **Homework:**
 - Draft and bring to class two "body" section of report. This week, you will exchange your draft report with another group.
 - Write emails and set up Skype conversations with relevant experts. Be sure to document these interviews/meetings in your individual work logs!

Week 5: Writing your Report CONT.

- **Homework**

- Students should begin to gather evidence of the skills they are developing in class and beyond, and start to include a selection of those reflections, videos, etc in their Individual cuPortfolios.
- Identify and Read at least 1 academic article related to your topic and enter this in your annotated bibliography page on your individual cuPortfolio

Week 6: Mid-Point Check-In with CUSO SE Asia

- Group Check-in With CUSO SE Asia: students-teams present what they have found out so far, and outline their path forward over the next few weeks.
- **Homework:**
 - Continue to work towards a full draft of your report. Finalize the case studies that you will include, and begin to synthesize the details.
 - Write emails and set up Skype conversations with relevant experts. Be sure to document these interviews/meetings in your individual work logs!
 - Document evidence of the skills that you are developing in class and beyond, and include a selection of those reflections, videos, etc in your cuPortfolios.
 - Identify and Read at least 1 academic article related to your topic and enter this in your annotated bibliography page on your individual cuPortfolio

Week 7 Approaches to Volunteering

- Team meetings
- **Homework:**
 - Document evidence of the skills that you are developing in class and beyond, and include a selection of those reflections, videos, etc in your cuPortfolios.
 - Identify and Read at least 1 academic article related to your topic and enter this in your annotated bibliography page on your individual cuPortfolio
 - This week you will finish drafting your report. Bring 3 copies of your report to class.

Weeks 8-10: It's Crunch Time: Specified Learning to Each Group

- Team meetings: Preparation of Final CuPortfolios & Reports
- **Homework:**
 - Document evidence of the skills that you are developing in class and beyond, and include a selection of those reflections, videos, etc in your cuPortfolios.

Week 11: Final Individual cuPortfolios Due

- cuPortfolio peer evaluations, and final observation
- Receive Feedback on your Group cuPortfolio and Report from Cuso International
- **Homework:**
 - Revise your Group cuPortfolio and Report

Week 12: Final Group cuPortfolio Symposium

- Submission of FINAL version of cuPortfolios to CUSO and on cuLearn

Evaluation Components:

1. Participation

Attendance and participation in class is compulsory. You will be graded not merely on your attendance, but on your active participation. Please arrive on time for tutorials, and be ready to participate. In order to receive an 'A-range' grade for participation, you must attend all or nearly all classes, and participate regularly and consistently in a manner that is thoughtful, well-informed and respectful of your group, and the material under discussion. Part of your participation grade will involve the weekly submission (after class) of your individual log and learning reflections and your group submission of your weekly goals and tasks.

2. Weekly Peer and Self Assessments

In this class, you are expected to complete weekly online peer and self assessment activities on cuLearn. Peer and Self Assessments are due by the start of class each week. Specifically, you will be asked to comment on the contributions of your group members over the course of the week, and to reflect on the contributions you made to your group.

3. Individual cuPortfolio

- **15% of final grade (Suggested)**
- **DUE: March 26th**

Summary

As a prospective professional in global and international studies, how can you distinguish yourself from the many others with similar academic accomplishments? The cuPortfolio assignment is designed to allow you to showcase and reflect on your work, and articulate your skills. Be creative! Your cuPortfolio account is your own online space where you have control over your learning. You can create and upload content, organize, and choose the layout of your portfolio. A successful cuPortfolio will be developed throughout the course, you should be building this weekly, making contributions throughout the term. You will submit your Individual Portfolio electronically via cuLearn.

Assignment Criteria

The Individual cuPortfolio **must** contain the following sections:

- Cover page
 - Your cuPortfolio must include a cover, or 'home' page that is visually captivating, describes who you are, and briefly illustrates your professional skills, and academic interest, and future goals.
- Annotated Bibliography
 - Your cuPortfolio must include an annotated bibliography of the works that you have read throughout the term.

3. Individual cuPortfolio CONT.

Assignment Criteria

- Work Log
 - You are expected to be diligent in keeping a work log and work reflection journal, the final version of which will be a section in your cuPortfolio. Please record what you actually did during the days and weeks of your e-volunteering work this term. Did you have meetings? Did you take notes? Did you find literature? Did you work on a research report? Did you conduct an interview? Did you consult with a librarian? All of your work tasks should be recorded here.
 - Describe your, learnings and challenges. Reflect on your learning progress, and the challenges of cross-cultural e-volunteering work. What hard or soft skills have you developed (ie. listening, or computer programming). This is also a good place to keep track of any critiques or praise of your work. For example, you might record something like: "When we met with Prof. X, she told me she really appreciates my views on...". These notes will be valuable as you develop your cuPortfolio
- Workplace Contributions and Learning Reflections
 - You will have a series of tasks and assignments as part of your group that will emerge of the course of the term (ie. report or document, campaign publicity brochure or radio spot, research analysis, photography exhibit). Identify your contributions to your group outputs and include these in your cuPortfolio. All items included must have been produced **primarily** by you, or where appropriate, by your team. If you are using material developed collaboratively by your group, you must explicitly identify your unique contributions. Ideally, the Work Portfolio should provide a good overview of the types and variety of work that you performed.

Evaluation

Content.....	/10
Organization..... (Consider: clarity, purpose, coherence)	/5
Reflective thinking..... (Analysis of Experience; critical self-awareness; reflection on learning process)	/5
Total.....	/20

4. Group cuPortfolio & Report

- 40% of final grade (Suggested)
- DUE 1st draft: March 19th
- Due Final draft: April 2nd

Summary

Your group cuPortfolio assignment is designed to showcase your final project outputs. The end result will be a sharp, creative, and professional portfolio of your work that will be submitted to Cuso SE Asia. Team projects may take multiple forms, but will respond to your unique group project. Your group can create and upload content, organize and choose the layout of your portfolio, but you will use the Cuso SE Asia template to craft your report. A successful cuPortfolio will be developed throughout the course, you should be building this weekly, making contributions throughout the term. All items included in the cuPortfolio must be submitted electronically via the course webpage in CuLearn.

Assignment Criteria

The Group cuPortfolio **must** contain the following sections:

- Cover page
 - Your cuPortfolio must include a cover, or 'home' page that is visually captivating, has a catchy title that relates to your topic; describes your group members, briefly defines your project, and highlights 3-5 project findings or outputs.
- Annotated Bibliography/ Literature Review
 - You must include an Helpful Annotated Bibliography that highlights and explains the main sources that are **most** pertinent to your project. Remember this section will be invaluable for CUSO Peru, and your summaries should be in straightforward language, highlight the main arguments or findings of each reading and why the reading might be helpful. **Do not** include all readings that you have covered in your project (these can be highlighted in your individual cuPortfolios).
- Outputs
 - You may have 1 or a few sections that reveal your project outputs: this will include your report, but also advocacy material; connections to researchers, or networking page; podcast or media material; case studies etc. This section is the heart of your cuPortfolio. It must be professional, and clear. It should highlight the tangible work that you have done for our partner.

4. Group cuPortfolio & Report CONT

- Pathways forward
 - As a team you should reflect on your shortcomings, or areas of your project that you think demand further inquiry or work. You can also identify questions that were raised in your project, but that you didn't have time or the mandate to pursue. This will help CUSO develop strategy areas for future work, or future volunteers.
- Note of Gratitude
 - Your team is expected to offer a collaborative, but brief, letter/audio recording/or video (or other option if you have one!) to CUSO Peru. In this, you will describe what your volunteer experience has meant to you, and thank the Peru team for their work in receiving our class as volunteers.

Evaluation

Content.....	/20
Organization.....	/10
Professionalism.....	/10
(Consider: spelling and grammar, referencing, layout and readability)	
Creative thinking.....	/10
Total.....	/50

Academic Accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional 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, laboratory report 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 which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGIInS office in 2404R, River Building. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	1 2 - point scale	Percentage	Letter grade	1 2 - point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts: All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the BGIInS website is the official course outline.