



**Writing a Country Report:  
Canada's Assistance in Haiti  
GINS 3300A**

Summer 2020  
Dates: May 4 – Jul 16  
Lectures: Monday and Wednesday 14:35 – 17:25  
Location: Online  
Instructor: Dr. Logan Cochrane  
Office: Online  
Email: [logan.cochrane@carleton.ca](mailto:logan.cochrane@carleton.ca)

**Note:** This course counts as an IER option. It was developed after the Carleton Course Taught Abroad class in South Africa was cancelled.

**Prerequisite:** Third year standing in BGInS

**Description:** Donor agencies and NGOs conduct research when planning to fund or implement development activity. These reports provide context on key areas of the country, such as the history, political assessment, and information relevant to the activity (e.g. in health or agriculture). This class will critically analyze examples of country reports and assess their use. You will then contribute to writing a country report on Haiti, as the major assignment. The priorities of the report will be designed in partnership with Global Affairs Canada, which is currently planning a country evaluation of Canada's assistance in Haiti. At the end of the course, we will submit the report to Global Affairs Canada. In writing the country report, we will gain skills in research with non-traditional sources (e.g. databases), communicating information to different audiences, and presenting information in different ways (e.g. using data visualization).

*This is a unique class as it has parallel activities. In the class, we learn about the sector and gain skills. On your own, you develop a reading list and write a chapter based on a specific theme. In this regard, the class has a strong self-directed component. This requires that you take leadership in your own learning and research about the country and the thematic areas you are writing your chapter about.*

**Course objectives**

- Understand the international assistance system and role of country reports
- Critically engage with research and data and technical language used by donors
- Learn skills for self-led research, communicating research, and data visualization

- Examine gender-based analysis and Canada's Feminist International Assistance Policy
- Communicate research to a government audience
- Critically assess diverse positions and articulate your own

### **Structure**

This course consists of two weekly lectures. The classes will be interactive, so be prepared to participate. You will need to attend and participate in order to be successful in this class.

### **Required Reading**

There is no course textbook. I will be working with Ares to see if we can get the materials posted there. Kindly recognize there is a high degree of uncertainty at the moment, the library is not operating as normal. However, you will be able to access the readings via your Carleton library account and/or get them online.

### **Course Support**

The instructor is eager to help you with any questions, challenges and problems you encounter with the course. Office hours are available and an email address is listed above. It is highly recommended that you take advantage of these supports that are available to you. I will do my best to reply promptly (e.g. within 48 hours), but do not expect an instant reply.

NOTE: The instructor will not be available for 48 hours before assignment due dates or exams. Emails sent during these time periods will not be responded to. Emails will not be answered on Saturday or Sunday.

### **Assessment**

Participation:	20%
Training:	20%
Weekly Reading:	20%
Presentation:	10%
Report Chapter:	30%

Participation: A high participation grade (in the 'A' range) will reflect a well-informed, thoughtful and respectful student engagement, throughout the majority of classes. A high grade will involve active participation in the in-class application of the tools and approaches learned. A rubric on the participation grade will be discussed in class.

Training: To supplement the skills you are learning in your degree, and in this course, there are other practical skills that will be needed to write a donor report. There are 5 free, online, training courses you have to take as part of this class. When you finish the trainings you submit

the completion certificate on cuLearn. The trainings are listed in the respective weeks. A submission section for the training certifications will be located in the cuLearn course page.

Weekly Reading: Each student will have their own specific objective in writing the report chapter (for example, one might focus on history and another on feminist movements). This requires that you develop your own reading list. You will be required to submit a brief reflection on one reading you have done each week, from Weeks 2 – 6 (a total of 5 reflections). The reflections should explain what information you will use for your chapter and what questions it raises for further reading (~200-250 words each, submitted on cuLearn). The instructor will provide feedback on these readings to ensure you are on the right track with doing the research and writing of your chapter.

Presentation: Each student will give a practice presentation in the live class in Week 7. That same week we will schedule a second, live (likely online) presentation for Global Affairs Canada. Based on the feedback / questions from Global Affairs Canada, you might make some minor adjustments to your chapter. At the end of this week we will submit the report to Global Affairs Canada.

Report Chapter: Depending on the number of students in the class, we will divide the chapters of the report, which will be the major assignment of this class. Each chapter will be put together into a report, and we will submit that report to Global Affairs Canada. The types of chapters that might be included (again, pending enrollment) may include: country history, current context and key issues, political economy analysis, gender equality and feminist movements, broader Canada – Haiti relations, Canada’s current aid portfolio to Haiti (2013-present), role and priorities of other donors. We will determine the exact topics and length in the first class, once we know how many students will be in the class.

### Schedule

Week 1: May 4	Official Development Assistance Overview	Oxfam. 2017. Foreign Aid 101: A Quick and Easy Guide to Understanding Foreign Aid. Oxfam America: Boston.  Development Initiatives. 2020. Aid Spending by DAC Donors in 2019: A Review of the OECD-DAC Preliminary Data. Development Initiatives: Bristol.  USAID. 2020. Haiti Country Profile. USAID: Washington.
Week 2: May 11	Research	Chambers, R. 2006. Poverty Unperceived: Traps, Biases and Agenda. IDS Working Paper 270.  <b>EXAMPLE REPORT FROM GAC</b>

		Training: <a href="https://www.coursera.org/learn/research-methods">https://www.coursera.org/learn/research-methods</a>
Week 3: May 18	Report Jargon	<p>OECD. 2012. Glossary of Development Terms (p. 289-295). In Lessons in Linking Sustainability and Development. OECD: Paris.</p> <p><b>EXAMPLE REPORT FROM GAC</b></p> <p>Tools: <a href="http://hdr.undp.org/en/countries/profiles/HTI">http://hdr.undp.org/en/countries/profiles/HTI</a></p> <p>Tools: <a href="https://data.worldbank.org/">https://data.worldbank.org/</a></p> <p>Tools: <a href="https://stats.oecd.org/qwids/">https://stats.oecd.org/qwids/</a></p> <p>Training: M&amp;E Fundamentals <a href="https://www.globalhealthlearning.org/course/m-e-fundamentals">https://www.globalhealthlearning.org/course/m-e-fundamentals</a></p>
Week 4: May 25	Gender	<p>Cornwall, Andrea. 2003. Whose voices? Whose choices? Reflections on gender and participatory development. World Development, 31(8), 1325-1342.</p> <p>Global Affairs Canada. 2017. Canada's Feminist International Assistance Policy. Global Affairs Canada: Ottawa.</p> <p>Training: Gender-Based Analysis+ <a href="https://cfc-swc.gc.ca/gba-acsc/course-cours-en.html">https://cfc-swc.gc.ca/gba-acsc/course-cours-en.html</a></p>
Week 5: June 1	Tailoring to audience	<p>WHO. 2017. WHO Strategic Communications Framework for Effective Communications. World Health Organization: Geneva.</p> <p>Training: <a href="https://www.coursera.org/learn/engagement-strategy?">https://www.coursera.org/learn/engagement-strategy?</a></p>
Week 6: June 8	Data Visualization	<p>Azzam, T., Evergreen, S., Germuth, A. A. and Kistler, S. J. 2013. Data visualization and evaluation. In T. Azzam &amp; S. Evergreen (Eds.), Data visualization, part 1. New Directions for Evaluation, 139, 7–32.</p>

		Training: Data Visualization <a href="https://www.globalhealthlearning.org/course/data-visualization-introduction">https://www.globalhealthlearning.org/course/data-visualization-introduction</a>
Week 7: June 15	Presentations	Practice presentations + feedback  Live presentations for Global Affairs Canada

**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](mailto: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](http://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.

**Survivors of Sexual Violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

**Accommodation for Student Activities:** Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the policy.

**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, Richcraft Hall. 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	12-point scale	Percentage	Letter grade	12-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.