



Global and International Group Project

GINs 3100A

Winter 2018

Class: **Wednesday 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: BGIInS 2404R

Office Hours: Thursdays 1:30-3:30

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Course Outline

This course is intended to be interactive, work-based, and a practicum in global and international studies. You are encouraged to contribute your own ideas and experiences to tackle problems and needs raised by our partner, CUSO International, Peru. The predominant work element in this course is hands-on volunteering. As a class, we will draw from the needs and goals expressed by CUSO Peru to identify small group projects, and you will have the opportunity to carry out an original project that compliments your own 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.

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. Students will gain skills and knowledge required for success in working in international contexts building: cross cultural competence; ability to cope with and respond appropriately to changing circumstances and project goals; appreciative of different work patterns while remaining committed to deadlines; ability to connect with a broad range of actors, from managers, researchers, labourers, and advocacy organizations; sensitivity to others, and open to different viewpoints and management structures.
3. Students will be able to articulate their strengths and skills verbally and visually (through cuPortfolio).

Required Readings

Students are expected to identify **at least** 1 academic reading per week that correspond to their topic, and to keep an annotated bibliography of works read in their individual cuPortfolio. Come to class having done your readings, and with copies of your readings and notes in hand. We 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 Peru.

Evaluation (%’s are Optional & Edited individually)

Participation_____20%

Individual cuPortfolio_____20%

Peer Review _____5%

Completed in class at mid-term & end of term 2.5% per review

Group Presentation_____10%

Date: April 4th & April 11th

Group cuPortfolio_____45%

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 class meetings, workshops, group work, and symposiums. 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. Two of our meetings will be dedicated to student presentations and a student symposium. In our class meetings, students are also 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 their respective topics: librarians, researchers, journalists, advocacy groups, urban agriculturalists will all be part of our network. Come to class prepared, and ready to work. Make sure to bring what you’re working on to class.

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 Peru has raised. Each team (of 4-5 students) will choose a sub-topic from the list of exploratory questions posed by the CUSO Peru 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 make available to the non-profit a copy of its written report and also be prepared to meet with the non-profit's staff to discuss the report should the organization request it.

Office Hours and Communication:

I am eager to help you with any problems you might have, and will spend the 2nd block of class time visiting your 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.

Weekly Outline Overview

Week	Topics Workshops	
1	Jan 10	Introduction to the Course/Introduction to CuPortfolio
2	Jan 17	PERU 101: Meeting the Community Partner: CUSO Peru
3	Jan 24	Knowing your Resources: Visiting our Library Expert
4	Jan 31	Decolonizing Methodologies and Approaches to Volunteering
5	Feb 7	Reflective Learning
6	Feb 14	Mid-term Presentations and Check in with CUSO Peru
	Feb 21	Winter Reading Break
7	Feb 28	Good Writing: Preparing your professional CuPortfolio
8	Mar 7	Team Meetings: Guided Specified Learning to Each Group
9	Mar 14	Team Meetings: Guided Specified Learning to Each Group
10	Mar 21	Team Meetings: Guided Specified Learning to Each Group
11	March 28	Final Individual Cu Portfolios Due
		Dry Run through of Group Presentations
12	April 4	Group CuPortfolios Submission to CUSO FINAL Group Presentations to CUSO

Weekly Outline:

Week 1: Introduction to the course.

- The opportunities of e-volunteering internationally
- Establish group projects
- Introducing the idea of a class manifesto: what does it take to be a good teammate?
- 10:30 Introduction to CuPortfolio with Stacy Malleck
- Homework:
 - Make your CuPortfolio Individual Home page; Begin Work logs, and Brainstorm initial project goals, and task distribution
 - Identify and Read at least 1 academic article related to your topic and enter this in your annotated bibliography page on your individual cuPortfolio
 - 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 a '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: Receive our partner from CUSO Ottawa
- 10:00 Meet our Partner- CUSO Peru Skype Call
- 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:
 - Finalize Group Project Goals; Identify and distribute main tasks; make an initial project work plan to be submitted at the end of next class
 - 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 3: Knowing your Resources.

- Workshop: Participatory Research and Decolonizing Methodologies
- 9:30 Library Workshop in with Trish O'Flaherty (Library Room 252)
- Team Meetings
 - Each week, you will report your learnings from the past week, reflect on whether your goals were accomplished, discuss the barriers, and set new goals for the next week
 - groups must establish initial project goals & task distribution- to be signed by all members, and submitted to Prof. Steckley by the end of class
 - Team meetings will also be used for sharing data gathers, collaborating on reports/ advocacy pieces, visiting librarians, and connecting with experts via Skype
- *See homework on next page.*

Week 3: Knowing your Resources Cont.

- Homework:
 - Set up meeting with the Librarian to identify baseline literature (Be sure to take notes on the Librarian's guidance, and document the new literature so that it can be used to guide your reading over the next few weeks)
 - Research online how to write great blogs, and **bring to class two examples** to analyze what makes them great or not so good.
 - 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 4: Good Writing.

- Workshop: What makes effective writing/reflection? Why do you write and for whom? How to keep journals/write blogs/reports and letters? Begin to take notes on how to transfer & apply those skills to the writing of your cuPortfolio.
- Group Check-In: brief presentation by students-teams on what they have found out so far about the country and specific NGO each team will be investigating this semester.
- Visit with Carleton Prof. Jose Galdo.
- Team meetings: Students email and set up meetings (via skype) with appropriate point people, to find out more specific details about their project.
 - Homework:
 - 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: Reflective Learning

- Workshop: Reflective Learning, and Humility in Research
- 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 Peru in order to progress in your work.
- Homework:
 - Write emails and set up Skype conversations with relevant experts. Be sure to document these interviews/meetings in your individual work logs!
 - 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 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 Peru

- Group Check-in With CUSO Peru: students-teams present what they have found out so far, and outline their path forward over the next few weeks.
- Homework:
 - 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

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

- Team meetings
 - Preparation of Final CuPortfolios
- 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

Week 11: Dry Run of Group Presentations

- Final Individual cuPortfolios Due
- In-class Dry Run of Group Presentations
- cuPortfolio peer evaluations, and final observation
- Homework:
 - Edit and hone your presentation based on the feedback from your peers. Practice your presentation multiple times in preparation for next week's presentation.

Week 12: Group cuPortfolio Symposium

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

Evaluation:

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 (16/20 or higher) 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.

Group Presentation

Students are expected to draw from their cuPortfolio to prepare a professional presentation in which they illustrate their research project and findings. Presentations will be 10 minutes in length. Students will be graded on our "dry run" presentation day, **March 28th**. Audience members (student peers) will submit brief and constructive (1-2 sentence) comments for each presentation. Comment submissions will be through our collaborative Google Sheet.

Following our March 28th Presentations, students will edit & revise presentations for our Final Presentation Symposium on April 4th. CUSO Peru will then view student presentations. Students will be reevaluated on their presentation on April 4th, if they have made the suggested edits, their grade will improve.

Presentation Components.....	/3
(The presentation had a clear introduction, statement of problem, detailing of findings, and conclusion; cuPortfolio was used, navigable, free of spelling errors and well articulated)	
Creativity, Engaging, Delivery.....	/3
(Consider: pacing/time keeping, speaking clearly/articulation, sharp focus, maintains eye contact with audience; limited use of filler words 'uh'; professional)	
Content and Merit.....	/4
(Consider: research question; evidence, argument; pathways forward)	
Total.....	/10

Individual cuPortfolio

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- **20% of final grade (Suggested)**
- **DUE: April March 28th**

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. All items included in the Work Portfolio must be submitted electronically via the course webpage in CuLearn.

Assignment Criteria

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

Group cuPortfolio

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- **45% of final grade (Suggested)**

- **DUE: April 4th**

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 Peru. 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. 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 could be a report; 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.
- 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.

Group cuPortfolio CONT.

- 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 GInS 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	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 GInS 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 GInS website is the official course outline.