Sociology 435
Partnerships for Participatory Development:
An International Service Learning Course

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(When you enter the main door of the AnSo Building, turn left, then left up the staircase, and down the hall to the left. My office is the last room on your right.)

Class Time: 5:30PM – 8:30PM on **Tuesdays**
Classroom: AnSo 202 (enter front door, first classroom on right)
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DESCRIPTION OF THE COURSE

The past few decades have seen increasing emphasis on post-secondary education based on 'engaged learning' that connects classroom teaching to the 'real' world as it is being studied. At UBC engaged learning includes service placements in both local and international community organizations. The underlying philosophy of this educational strategy is service learning. As a mode of experiential learning, service learning entails: your academic preparation; deepening your skills of critical reflection; and enhancing your understanding of university-community collaboration. Sociology 435 provides an opportunity for students to gain firsthand experience in research intending to promote social change, in this case by supporting the design, implementation, and assessment of development projects. Although 'research' is our focus, this course is not about *you* as a researcher, or about *your* research project. Rather, this course explores how social research can be employed in international projects for community-based development where collaboration and reciprocal learning are central to the research process.

Sociology 435 combines academic preparation with 12-week placements in a development organization in a 'developing' context organized through UBC's Community Engaged Learning (CEL) programme. Learning is facilitated through a series of pre- and post-departure academic seminars and assignments. These seminars are designed to develop not only academic knowledge, but also skills that prepare participants for responsible service work: collaboration, critical reflection, and demonstration of an understanding of the difference between 'charity' and work oriented to global justice. As reflected in both the workload and the nature of assignments, Sociology 435 counts as 6 senior-level credits; these credits are earned through the academic seminar and not your volunteer work at your placement.

Sociology seminars are complemented by a series of events organized by the GoGlobal Office. These events help prepare you for your placement by enhancing your understanding of the nature of cross-cultural collaboration and your skills of critical reflection oriented to personal growth. These events will also give you the opportunity to work with other UBC students who will be taking up service placements.

While **pre-departure readings and lectures** are designed to prepare you for your service placement, the most important resource for this course is seminar discussion and classroom activities that take students beyond simply 'reading and reporting' on assigned texts: pedagogical emphasis will be given to *process* of the course rather than simply its content.

The **field placement** will be supervised by GoGlobal. During your placement you are expected to carry out reflexive journaling as a component of your graded assignments. You will meet with others from your placement group midway during placements for a three-day workshop retreat co-facilitated by Tamara Baldwin and myself.

Post-placement seminars at UBC will deepen reflection on placement experiences and students' understandings of their role as agents of social change. Sociology 435 students will individually assess their learning through post-placement assignments. Students will share experiences from their placements as a collaborative learning outcome through a public colloquium organized by GoGlobal.

Students must have completed a minimum of 60 credits of undergraduate work. They must apply through the GoGlobal office to enrol in Sociology 435 and are screened by CEL to ensure a positive learning outcome. Students who have completed Sociology 301 and/or 3 credits of qualitative research will be given priority.

PEDAGOGICAL OBJECTIVES

Paulo Freire (1981) writes that:

> Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, or it becomes 'the practice of freedom,' the means by which men and women critically and creatively engage with reality and discover how to participate in the transformation of their world (page 16).

In keeping with Freire's notion of education as 'the practice of freedom', this course is taught from a feminist, anti-racist pedagogy. Such pedagogy recognizes that

learning through experience requires reflexivity that has the potential to 'trouble' established feelings about Self as a knower and understandings of globalized inequality. In this course we treat these moments of reflexive discomfort as an opportunity for the productive reconstitution of both Self and knowledge. Departing from textbook learning in this way, learning for Sociology 435 connects emotion and cognition, doing and learning, learning and becoming.

Upon successful completion of this course students will be able to:

-- *design and execute small-scale research projects* that support sustainable collaborative development projects;

– *work collaboratively and respectfully* with others from various life experiences and ethnic / national backgrounds;

– *think critically* about how power works through 'development' initiatives;

-- *recognize the ethical responsibilities* that accompany partnerships for social change;

– *connect academic learning to life beyond the university*, particularly to movements for social justice whether at the local or global level.

In order to receive academic credit, students will be graded on a series of assignments that demonstrate the above skills. It is important to remember that students do not receive academic credit for their service work but rather what they have learned through the seminars and their service.

RESPONSIBILITIES

It is the *responsibility of the instructor* to help students develop the above skills as the basis for life-long learning. She will help students maximize their intellectual development by maintaining high standards of academic performance and by challenging students to interrogate the limitations of their current knowledge and ways of knowing.

It is the *responsibility of students* to complete assigned work (including weekly readings) according to the course schedule, and to conduct themselves in a manner that is respectful of others and conducive to learning as a process that requires continual interrogation, of both received knowledge and our own understandings. This course is designed on the principle of students as engaged learners; students will play an active role in maintaining a suitable learning environment for this course.

READINGS

The assigned readings are available on Connect (at no cost to students).

COURSE SCHEDULE: PRE-DEPARTURE SEMINARS

Sociology 435 is organized around three learning modules: Principles of ISL; Skills for Applied Research; Application of Research to Project Design, Implementation and Assessment. These modules will be covered through lectures, class discussion of assigned readings, and in-class activities.

'Readings' are required and should be completed before the designated session as they will be the subject of class discussion. 'Recommended for further reading' are selections that amplify lectures. In order to ensure that you can consult these readings once you are in your placement and have identified your service project, they will be available on Connect. As a 'collection', some readings on this syllabus discuss the challenges and potential weaknesses of weekly themes while others explore how the concept / research method under consideration has been used in development practices supporting social justice. In order for you to explore how research-oriented themes in this seminar inform development work, one of your required assignments consists of a review of five articles published in research-oriented development journals.

NOTE: 'Readings' include chapters from a *Handbook for ISL Students* co-authored with Tamara Baldwin; we would like to receive feedback on these chapters. I will discuss this task in class.

Module One: Principles of ISL

Week 1: Introductions

In this first session we will introduce ourselves and share our learning objectives for this course. We will explore the difference between 'charity' and working to promote social justice goals, in order to locate service learning within the latter. We will also compare 'service learning' to 'conventional classroom learning' and explore how reflexivity, encouraged through journal writing, is essential for your learning.

Readings:

Marc Epprecht. 2004. 'Work–Study Abroad Courses in International Development Studies: Some Ethical and Pedagogical Issues' *Canadian Journal of Development Studies*: 25(4): 709-28

Peter Devereux. 2008. 'International volunteering for development and sustainability: outdated paternalism or a radical response to globalization?' *Development in Practice* 18(3): 357-70

Sara Grusky 2000. 'International Service Learning: A Critical Guide from an Impassioned Advocate' *The American Behavioral Scientist* 43(5): 858-67

Week 2: The Context of ISL

In this session we will explore the notion of 'development'. Where and when did this term emerge? Who gets to 'develop'? Who benefits from 'development'? How? In order to answer these kinds of questions we will locate development practices in the context of unequal North-South relations as a legacy of colonialism. We will explore how power works through institutions such as the World Bank and the International Monetary Fund. What role do they play in the current 'crisis' in development? How have grassroots organizations responded to this crisis? This exploration will help us understand the dangers of western 'intervention' in a comparison to North-South collaboration. Within this context we will explore the emergence of 'post development' discourses in academic circles. The instructor will introduce standards of critical thinking as they apply to Sociology 435, particularly in relation to reflexive journaling.

Readings:

Maggie Black. 2002. 'The history of an idea' Pp. 10-29 in M. Black *The no-nonsense guide to international development.* Oxford: New Internationalist Publications Ltd.

Natalie Raaber and Alejandra Scampini. 2012. 'Diverse Development Models and Strategies Revisited' *Development* 55(3): 333-7

Dzodzi Tsikata. 2012. 'Development Alternatives for a Post-Crisis World: An African Perspective' *Development* 55(4): 497-502

Tamara Baldwin and Dawn H. Currie. IP. 'Chapter One: Sustainability, Participation, and Equity in Development Work,' *Partnerships for Change: A Handbook for ISL Students*

Week 3: Community-Based Development Practices

In this session we will move from the global level of analysis to ground-level explorations of community development as local people defining their own needs and long terms goals. This session will emphasize asset-based development planning. It will examine our role as 'invited outsiders' in a way that encourages us to critically assess our expectations, communication styles, and behaviour. Although

emphasizing 'participatory development', we will problematize this 'buzz word' by critically exploring the different ways in which local people are brought into development planning, to what effect. In keeping with the goal of gender equality (Principle Two of the Istanbul Principles), we will also interrogate the notion of 'women's empowerment'.

Class Activity: Students will form small groups. Each group will review Istanbul CSO (Civil Society Organizations) Development Effectiveness Principles in the document 'Putting the Istanbul Principles into Practice: A Companion Toolkit' by Christina Bermann-Harms and Nora Lester Murad. Each group will prepare an informative 10-15 minute class presentation on their Principle so that we can incorporate these principles into the remainder of the course.

The toolkit can be downloaded (at no cost) from:
http://www.cso-effectiveness.org

Readings:

   Francis Cleaver. 1999. 'Paradoxes of Participation: Questioning Participatory Approaches to Development' *Journal of International Development* 11: 597-612

   Hope Chigudu. 2007. 'Deepening our understanding of community-based participatory research: Lessons from work around reproductive rights in Zimbabwe' *Gender and Development* 15(2): 259-70

   Selections from 'Thematic Section' *Development* 2010 53(2):
   Patricia McFadden. 'Challenging Empowerment' pages 161-4; Viviene Taylor. 'Emancipation and Its Failures' pages 164-8; Esther Mwaura-Muiru. 'Empowerment for Grassroots Women' pages 197-9

Module Two: Skills for Applied Research

Within the context established by Module One, this module enhances your ability to carry out small-scale, applied research projects during your placement. Research is defined here as the co-construction of knowledge through the collaborative generation of information about practical (rather than theoretical) aspects of development projects. Emphasis is given to the ethics of cross-cultural collaboration through partnerships working for social justice. Sessions will consist of presentations by the instructor concerning specific research skills, in-class learning activities that enable students to enhance these skills, and assigned readings that elaborate on lectures.

Week 4: Ethics of Cross-cultural Research

In this session we will explore the ethics of collaborative cross-cultural development work. Based on the Istanbul Principles, we will discuss questions, such as: Equality of what? How can we respect traditional culture if it does not value equality? Who gets to say what is 'best' for any community? How do I prepare myself for cross-cultural collaboration? And so on.

In preparation for this session, students will explore themes discussed on the UBC EIESL website (before we meet). Ethics of International Service Learning (EISL) can be accessed at: http://ethicsofisl.ubc.ca/?page_id=65

Class Activity: Students will present on the Istanbul Principles as an opportunity to discuss ethical issues specific to international service work.

Readings:

Jonathan Glover. 1995. 'The Research Programme of Development Ethics' Pp. 111-39 in M. Nussbaum and J. Glover (eds) *Women, Culture and Development: A Study of Human Capabilities.* Oxford: Clarendon Press

Elabor-Idemudia, Patience. 2002. 'Participatory Research: A tool in the production of knowledge in development discourse' Pp. 227-42 in K. Saunders (ed.) *Feminist Post-Development Thought: rethinking modernity, postcolonialism and representation.* London and New York: Zed Books

Week 5: Beyond Official Statistics

Building on the previous session, the instructor will review Foucault's 'knowledge / power' nexus (revisiting the readings by Black and Escobar). This review will provide the context for discussion on the uses and misuses of official statistics.

Reading:

A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development: The Report of the High-Level Panel of Eminent Persons on the Post-2015 Development Agenda. 2013. New York: United Nations Publications

Arturo Escobar. 1997. 'The Making and Unmaking of the Third World through Development' Pp. 85-93 in M. Rahnema and V. Bawtree (eds) *The Post-Development Reader* London: Zed Books

William Easterly. 2009. 'How the Millennium Development Goals are Unfair to Africa' *World Development* 37(1): 26-35

Week 6: What do people do? Observational Research and Field Notes

It goes without saying that much of your learning in a new context will come through observation. In this session we will explore how observation can be a research tool. Through in-class exercises we will enhance your skills of observation and ability to keep good field notes. Within the context of development work, observation can help you see aspects of social life that may not otherwise come to the attention of project workers, especially if they are 'outsiders' – in part, because everyday activities can seem 'natural' and unimportant to insiders, and in part because communities typically want to represent themselves in specific ways to outsiders. Questions to consider include: What kinds of situations are ethical to observe? How do I maintain confidentiality in my field notes? How do I decide what is significant? And so on. We will conclude by deepening our skills of journaling for ISL through an exploration of journaling for personal growth.

Readings to accompany the lecture (recommended for further reading):

Carol A. B. Warren and Tracy Xavia Karner. 2010. 'Writing Fieldnotes' pp. 107-25 in C. A. B. Warren and T. X. Karner *Discovering Qualitative Methods: Field Research, Interviews, Analysis*. Oxford: Oxford University Press

W, Laurence Neuman. 2007. Sections of 'Field Research' Pp. 287-303 in W. L. Neuman *Basics of Social Research*. Second Edition. Toronto: Pearson

Week 7: What do people say? Interviewing

Talking with people is the most common way sociologists generate information about people's experiences and everyday activities. In this session we will explore interviewing as a social encounter, in order to identify principles of good interviewing. Examples of interviews that may be relevant in your placement include interviews with organization workers and with community leaders. As well as discussing how to establish rapport and to ask 'good' questions, relevant issues to consider include power dynamics in these settings: Who are the 'right' people to seek information from? Why would people be willing to talk with me – how will they benefit? What kinds of assumptions and expectations am I taking into my interview? Are these appropriate? How do they shape interview dynamics? Who can speak on the behalf of a 'community'? Am I willing to reciprocate by sharing information about myself, if asked? And so on.

Class Activity: Through in-class exercises students will have the opportunity to design and conduct a semi-structured interview. The topic for interviews will be assigned by

the instructor. Debriefing will facilitate critical reflection on what participants learned about interviewing and about their own interviewing skills.

Readings to accompany the lecture (recommended for further reading):

Carol A. B. Warren and Tracy Xavia Karner. 2010. 'The Interview: Interaction, Talk, and Text' pp. 151-76 in C. A. B. Warren and T. X. Karner *Discovering Qualitative Methods: Field Research, Interviews, Analysis*. Oxford: Oxford University Press

Bruce L. Berg and Howard Lune. 2012. 'A Dramaturgical Look at Interviewing' pp. 105-63 in B. L. Berg and H. Lune *Qualitative Research Methods for the Social Sciences.* Eighth Edition. Toronto: Pearson

Week 8: What do people want? Focus Group Discussions

While development workers typically seek information from those identified as 'community leaders', as Maitrayee Mukhopadhyay reminds us 'communities' are not monolithic. Historically, development planners have not attended to the power dynamics at play in the development site. One result has been the disenfranchisement of specific groups, such as women and the poor. Focus group discussions have been used as an approach that has the potential to include the voices of those historically marginalized in development work. This session will explore how the potential for meaningful participation can be maximized through the design and facilitation of group discussion. Questions to consider include those we asked for our interviews: Who are the 'right' people to seek information from? Why would people be willing to talk with me – how will they benefit? What kinds of assumptions and expectations am I using to facilitate a group discussion? Are these appropriate? How do they shape group dynamics? We will conclude this session with a discussion of journaling for academic enhancement.

Class Activity: Students will carry out a 'mock' focus group discussion. The topic of the FGD will be identical to the interview topic, enabling participants to compare interviewing and group discussions.

Readings to accompany the lecture (recommended for further reading):

Selections from: Thomas L. Greenbaum. 2000. *Moderating Focus Groups.* London: SAGE

Ewe Flick. 2009. 'Focus Groups' in *An Introduction to Qualitative Research.* Los Angeles: SAGE

Module Three: Applications for Service Work

In this module we will explore how the research skills developed during Module Two apply to the project cycle. Emphasis will be given to both 'context' – as a factor that determines what kind of research is suitable – and 'process' – as established in earlier seminars. Sessions will consist of student-led in-class learning activities that enable students to apply their research skills to service work in their placements. In order to increase the relevance of this module, it will be tailored to actual student placements.

Week 9: The Project Cycle and Situation Analysis

We will begin by reviewing the project cycle as an iterative activity that includes the following components: needs assessment and stakeholder analysis; problem analysis; identification of project objectives; design framework; project implementation, monitoring and evaluation; dissemination of lessons learned. Emphasis will be given to 'appreciative inquiry' as an alternative to conventional 'problem-based' approaches to development planning. This review will enable students to understand how their placement is located in the 'bigger picture' of an ongoing partnership. Regardless of how any student's specific small-scale project fits into their placement, you require knowledge of the development context of your service work: Students will prepare for their placement and learn how to research secondary information through completion of a 'situation analysis' as a graded assignment.

Class Activity: This session will meet in Room 217 of Koerner Library. It will begin with an overview by the instructor of the project cycle and the elements of a 'situation analysis'. Following this presentation our reference librarian, Sheryl Adams, will guide us through a library search for the government and agency documents needed to complete a situation analysis.

Reading In preparation for this session:

Understanding the Project Cycle:
http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=1922
Volume 1 – Quick Guide (page 3)

Alison Mathie and Gord Cunningham. 2010. 'From clients to citizens: Asset-based Community Development as a strategy for community-driven development' *Development in Practice* 13(5): 474-86

Week 10: Project Implementation

In this session we move from project planning to project implementation, where we are working 'from the ground up' instead of from abstract statements of purpose. Working from the ground up will improve the chances that projects will not only be relevant to local people but that local people will become committed to project goals and hence improve the sustainability of project activities. Sustainability requires meaningful involvement of the appropriate community actors. This session will thus explore the various ways that stakeholders are incorporated into the project cycle, with various effects. The questions to be considered include: who are the appropriate stakeholders? How can they be incorporated into project activities in a meaningful way? Who has been historically marginalized in development activities and how can they be involved? Special attention will be given to barriers to women's participation. We will conclude with a discussion of journaling for civic engagement.

Readings:

   Maitrayee Mukhopadhyay. 1995. 'Gender relations, development practice and "culture"' *Gender and Development* 3(1): 13-18

   Hannah Warren. 2007. 'Using gender-analysis frameworks: Theoretical and practical reflections' *Gender and Development* 15(2): 187-98

   Tessa Hochfeld and Sahana Rasool Bassadien. 2007. 'Participation, values and implementation: Three research challenges in developing gender-sensitive indicators' *Gender and Development* 15(2): 217-30

Week 11: Project Monitoring and Evaluation

Successful implementation of project activities requires on-going monitoring and evaluation of results on the ground, in every phase, not just at the end of the project. Although often used in tandem and interchangeably, monitoring is different from evaluation. Monitoring refers to the continuous assessment of project implementation in relation to agreed timetables or schedules, and an accounting of the use of inputs, infrastructure, project resources and services by project partners, especially the direct beneficiaries. Evaluation, on the other hand, refers to the periodic (quarterly, mid-term, final) assessment of the relevance, performance, efficiency, and the expected and unexpected impacts of the project in relation to the objectives stated in the project design. In this session we will look at examples of what is included in frameworks to monitor project implementation and to evaluate project outputs, outcomes, and longer-term impacts.

Readings:

Anne T. Coghlan, Hallie Preskill and Tessie Tzavaras Catsambas. 2003. *New Directions for Evaluation* 100 (Winter): 5-22

Caroline O. N. Moser. 1995. 'Evaluating Gender Impacts' *New Directions for Evaluation* 67 (Fall): 105-17

Michael Bamberger and Donna R. Podems. 2002. 'Feminist Evaluation in the International Context' *New Directions for Evaluation* 96 (Winter): 83-96

Comprehensive Community Planning Handbook, 'Monitoring and Evaluation: Step-by-step' p. 55-61

Week 12: Wrap-up and Preparation for Placements

In this session students will incorporate seminar learning into a tentative plan for their service project to be presented to the class. Students who will be working together in a placement will collaborate on this activity. The class presentation will provide an opportunity for peer feedback. Feedback will be based on the principles that emerged during the pre-departure seminars and those that inform the design of Sociology 435: sustainability, participatory development, and equity. The specific nature of your service project will be assigned by the GoGlobal Office, in consultation with your placement organization. In order to maximize the utility of this session, Tamara Baldwin (Director, Programmes, Go Global) will join us.

Reading:

Carolyn Pedwell. 2012. 'Affective (self-) transformations: Empathy, neoliberalism and international development' *Feminist Theory* 13(2): 63-79

GRADED ASSIGNMENTS

Review of Published Research: In lieu of a research paper, you will review FIVE academic articles that illustrate and amplify various research-oriented themes of the course. Your review should identify the author's objective, their methodology, and their contribution in relation to seminar lectures and discussions. Do more than simply 'summarize' the article; interrogate it in relation to social justice issues that we have explored in this seminar. Conclude your review with 'take away lessons'; what have you learned from this reading?

Hand in FIVE reviews, about 3 to 4 pages each (double-spaced, 12 pitch with one inch margins) chosen from the list below. This assignment is worth 20% of your final grade for Sociology 435. It is due on the final meeting of our seminar; I will make

every effort to return graded assignments with feedback before you leave for your placement.

Select FIVE articles from:

Deborah Eahy Bryceson and Michael K. McCall. 1997. 'Lightening the Load on Rural Women: How Appropriate is the Technology Directed towards Africa?' *Gender, Technology and Development* 1(1): 23-45

Petra Debusscher. 2010. 'Gender Mainstreaming in European Commission Development Policy in Asia: A Transformative Tool?' *Asian Journal of Women's Studies* 16:3: 80-111

Joy Deshmukh-Ranadive. 2001. 'Placing the Household in Perspective: A Framework for Research and Policy' *Asian Journal of Women's Studies* 7(1): 40-79

Catherine S. Dolan. 2004. '"I sell my labour now": Gender and Livelihood diversification in Uganda' *Canadian Journal of Development Studies* 25(4): 643-61

Peter Hancock. 2006. 'Violence, Women, Work and Empowerment: Narratives from Factory Women in Sri Lanka's Export Processing Zones' *Gender, Technology and Development* 10(2): 211-28

Pamela Kea. 2007. 'Girl Farm Labour and Double-shift Schooling in the Gambia: The Paradox of Development Intervention' *Canadian Journal of African Studies* 41(2): 258-88

Lee Jae Kyung and Park Hye Gyong. 2011. 'Measures of Women's Status and Gender Inequality in Asia: Issues and Challenges' *Asian Journal of Women's Studies* 17(2): 7-31

Swapna Mukhopadhyay and Rajib Nandi. 2007. 'Unpacking the Assumption of Gender Neutrality: Akshaya Project of the Kerala IT Mission in India' *Gender, Technology and Development* 11(1): 75-95

Ramji Prasad Neupane. 2002. 'Gender and Agroforestry in the Hills of Nepal: A Report on the Division of Household Responsibilities' *Gender, Technology and Development* 6(3): 427-38

Chineze Onyejekwe. 2001. 'Micro-finance and Economic Empowerment: Women's Cooperatives in Nigeria' *Asian Journal of Women's Studies* 7(4): 70-89

Helga Recke and Jane Njeri Ngugi. 2005. 'Introducing a Gender Perspective into Agricultural Research in Kenya: Lessons Learned at the Kenya Agricultural Research Institute' *Gender, Technology and Development* 9(3): 395-418

Situation Analysis: In preparation for your placement you will complete a 8 to10 page Case Study that takes the form of a Situation Analysis. This analysis will be discussed in detail during our seminar and also during your GoGlobal orientation sessions. You may use your Case Study for both this seminar and your orientation session. This assignment is due on the last pre-departure session. It is worth 10% of your final grade.

Reflexive Journal Entries: You are encouraged to keep a reflexive journal throughout your placement. As an assignment you will hand in FIVE entries: one entry should address personal growth (what have you learned about yourself?); two entries should address academic enhancement (what have you learned about applied research in the context of community development?); and two entries should address civic engagement (what have you learned about working for social change, especially in the context of university-community partnerships?) Each entry should: describe a pedagogical moment / event; analyze what happened; indicate what you learned in relationship to research that promotes community-based projects; and discuss why this learning is significant. Good journaling is the key to service learning; it will be discussed at length during pre-departure sessions. Your entries are due when we meet in September. Given the importance of journaling for experiential learning, this assignment counts for 30% of your final grade.

Research Report: Your final assignment is a 10 to 15 page report on your placement project. Identify the goals of the project (what were you trying to achieve); research design and give a rationale for this design (what you did and why); discuss challenges and how they were overcome; describe the final results of your project (what was actually achieved); and conclude with 'lessons learned' (how might you approach the next similar project?). Your report for this class should be an extended version of the report you submitted to your placement organization. Your Research Report is due when we meet in September. It is worth 30% of your final grade.

Poster: In order to share learning experiences, students will prepare a poster presentation of their service project that was the basis for their placement. The purpose of this assignment is to connect the academic and experiential components of this course by demonstrating the learning through service work. Posters will be displayed at a public forum in the Fall at an event organized by the GoGlobal Office. Instructions for your posters will be handed out before the end of seminars. Posters count for 10% of your final grade. In order for me to include your poster in your final grade for Sociology 435, it is due in mid-September. You may complete a poster collaboratively with other students at your placement (your grades will be identical).