

ASEC 55100 - International Engagement & Development Strategies
Online Fall (October 16 – December 12, 2020) ([Version 10/06/2020](#))

Course Description: Online, 8-week, cr. 3; an overview of cross disciplinary, cultural, theoretical frameworks, communication tools, and assessment methods applied to international agricultural development and engagement. Lectures and case studies on appropriate methods of development and engagement, international project planning, intercultural effectiveness, principles of sustainable agricultural, food security, community development, and program/project monitoring and evaluation will be the basis of assignments and group work. This course will provide the theoretical social frameworks and practical skills needed to successfully develop partnerships and implement and assess engagement projects. Schedule and Time: An eight-week online asynchronous course.

Prerequisites: There are no course prerequisites. Students must have graduate standing or undergraduates who have previous international experiences in developing communities, countries, or cultures.

Course Leadership:

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Mark Russell, mrussell@purdue.edu, Agricultural Sciences Education and Communication, office 765-494-8324; mobile 765-490-6875

We are most easily reached via email or phone and we will arrange a time to visit.

Course Learning Goal: Students develop and apply culturally appropriate theoretical frameworks, interventions, and assessment methods to international agricultural development, engagement projects, and grant proposals.

Course Learning Objectives:

- Develop skills for the appropriate application of disciplinary knowledge and technologies for agriculture, food and nutritional security, natural resources and related sciences in development programs
- Recognize and deconstruct biases, develop intercultural effectiveness, and increase critical and creative thinking skills for different international contexts through scientific research, creative interventions, and evaluations
- Apply oral and written communication skills, tolerance of cultural ambiguity, and adaptability
- Judge the efficacy of applying appropriate theoretical frameworks for engaging stakeholders in projects to create sustainable impact
- Evaluate the relevance of results from applying principals and applications of ethical decision making and professional development in international settings
- Reflect on personal progress and abilities to work in multi-disciplinary teams to carry out developing country assessments and conceptualize a viable project proposal under a tight deadline.

Learning Resources

Assigned readings are in the course schedule and in the list of required readings. The list of additional readings is below, however, as we progress through the course, other resources may be added. Access to additional readings and online chapters will be through the Brightspace course readings folder.

Guest Speakers: Those facilitators listed are examples of experienced professionals with sources of references and required readings to ground the practices being discussed. The expert pre-recordings allow a wide variety of Purdue faculty and staff experiences in international development to participate in your class. Many graduate students who are working abroad or in domestic community engagement projects have on-the-ground experience to share and relate well to the current students in the class.

Class Schedule: Brightspace course becomes visible on October 15.

Week & Learning Objectives	Lessons	Required Reading Assignment	Assignments
1 (Oct 19) <i>Understand the development players</i> <i>Explain the development continuum</i> <i>Explain how policies are grounded in theories</i>	M: Introduction and Concepts of course video <i>Gary Burniske and Mark Russell</i> Continuum of Relief to Sustainable Development <i>Mark Russell</i>	Syllabus	Preflection/Experience review (before Monday) Signup to host the weekly discussion board (Monday)
	W: International Development Players <i>Gary Burniske</i>	Linking Relief and Development, 1994 Institute of Development	Development Actors Assignment (Wednesday) Who are you? Discussion board 1 (Wednesday)
	F: Deconstructing Development <i>Andrea Burniske</i> USAID Feed the Future RFA presentation assignment <i>Gary Burniske</i>	Paris Declaration 2005	Discussion board 1 (Thursday - Saturday) RFA Concept Note Instructions (RFA proposal groups assigned)
2 (Oct 26) <i>Explain the impact of international development efforts since the Cold War.</i> <i>Apply stakeholder characteristics to project outcome goals</i> <i>Summarize Importance of gender integration to project outcome goals</i>	M: The Great Surge” impact of international development since 1990 <i>Gary Burniske</i>	(book overview) The Great Surge, the Ascent of the Developing World by Steven Radelet, Simon & Schuster 2015	
	W: Culture and values identification, stakeholder and partner selection and development outcomes <i>Andrew Flachs</i>	Richards -Cultivation: knowledge or performance?	Reflections of Learning week one and two learning 1 (Wednesday) Discussion board 2 (Wednesday)
	F: Gender Integration and Mapping <i>Andrea Burniske</i>	Integrating Gender Dimension in teaching, research content and knowledge transfer	Discussion board 2 (Thursday - Saturday)

3 (Nov 2) <i>Evaluate how policies impact development strategies</i> <i>Describe how outcome mapping impacts project design</i> <i>Explain the categories of project management</i>	M: How Agency and country plans/ policies impact development strategies and impact <i>Gary Burniske</i>	Foreign Aid: International Donor Coordination of Development Assistance 2013	
	W: Outcome Mapping and Project designs <i>Fred Rossi</i>	ILAC Brief on Outcome Mapping, Smutylo 2005	Reflections of Learning 2 (Wednesday) Discussion board 3 (Wednesday)
	F: Project Management - categories <i>Molly Webb</i>	FSIL (Food Safety Innovation Lab) Budget Template	Discussion board 3 (Thursday - Saturday)
4 (Nov 9) <i>Apply development principles to project design</i> <i>Determine how long-term partnerships define successful projects</i>	M: Share RFA Concept PPTx Slide Presentations <i>Gary Burniske</i>	None	Group concept Presentation uploaded by Monday 8 AM
	W: Developing Private Sector and Research/ Education Partnerships <i>Paul Ebner</i>	Search for Common Ground Policy Brief Transnational Dimension to FH Conflicts. 2020	Discussion board 4 of group RFA presentations (Wednesday)
	F: IPIA's long-term vision and strategies <i>Jerry Shively</i>	U.S. Foreign Assistance (2020)	Discussion board 4 (Thursday - Saturday)
5 (Nov 16) <i>Describe how intervention strategies are chosen</i> <i>Identify strategies to improve livelihoods</i> <i>Explain a value chain for local production</i>	M: Intervention strategies for resolving nutritional needs <i>Torbert Rocheford</i>	Catalyzing the Scale-Up of Crop Biofortification	
	W: Agricultural Livelihoods <i>Michael Wilcox</i>	Rural Livelihoods: Importance and Definitions, Socioeconomics	Reflections of Learning 3 (Wednesday) Discussion board 5 (Wednesday)
	F: Localizing Technology – PICS Experience <i>Tim Rendall</i>	Adoption of on-farm hermetic storage for cowpea in Africa in 2012	Discussion board 5 (Thursday - Saturday)
6 (Nov 23) <i>Compare methods of program assessment</i> <i>Explain how to apply assessment methods to</i>	M: Project Evaluation and Assessment <i>Peter Hirst</i>	Chapter 6, Program Management Manual, Mercy Corps 2017	
	W: Quantitative methods/ randomized controlled trials for impact assessment <i>Newton Nyairo</i>	Research impact assessment in agriculture, 2017 Oxford Academic	Reflections of Learning 4 (Wednesday) Discussion board 6 (Wednesday)
	F: Private Sector Engagement (PSE) Evidence Gap Map <i>Mark Russell</i>	USAID Private Sector Engagement Policy	Discussion board 6 (Thursday - Saturday)

<i>project intentions</i>			
7 (Nov 30) <i>Describe how intervention strategies are implemented</i> <i>Identify strategies to build social capital</i> <i>Planning projects in contentious situations</i>	M: Mechanization for efficiency and market access <i>John Lumkes</i>	Practical Utility Platform (PUP) 2020 John Lumkes, ABE	
	W: Building Community Social Capital Projects <i>Dinesh Radhakrishnan</i>	LED paper pdf	Reflections of Learning 5 (Wednesday) Discussion board 7 (Wednesday)
	F: Programs in Conflict (humanity) settings <i>Gary Burniske</i>	FAO Conflict and Food Security	Discussion board 7 (Thursday - Saturday)
8 (Dec 7) <i>Create a project plan to address goals</i>	M: Group RFA Proposal Slide Presentations <i>student country groups & Gary Burniske</i>		Group Proposal Presentation upload by 8 am Monday
			Final assessment (Friday)

Learning Activities:

- **Preflection/Experience Review** – this is a one-page review of your relevant experiences and learning expectations related to this course to be completed and submitted by the first day of the course.
- **Development Actor Assignment** – this is a table to be accessed during the first week’s session and to be completed and submitted to the assignment link. (Each student will be assigned a “character” that represents one aspect of international development and engagement and describe the role and responsibilities of your assigned character, keeping in mind the obligation to organizations and communities this character may have and describe how and why you prioritized the choices you made.)
- **Reflections of learning** – in lieu of quizzes, at five times during the course, you will write a 300-word, narrative reflection of how you react to what you have learned and your perceptions of how this impacted your understanding of each segment of the course topics and readings. Your reflections will cover the required readings, presentations, and activities since the previous reflection.
- **Weekly discussion moderator** – each Wednesday a different student will be expected review the week’s required readings, presentations, and activities and be responsible for posting 2-3 probing questions that invite all of the students to respond in a meaning way that adds information or perspectives to the discussion. Every student is expected to post three (3) times to the discussion each week before Saturday night. Refer to the discussion signup sheet on Brightspace for your discussion facilitation week.
- **Group RFA proposal** – students will work in assigned groups based on their Preflection experiences and goals and respond as a group to a USAID Feed the Future RFA <http://www.feedthefuture.gov/>. The group should focus on the components of the proposal and collectively design and present the concept via an 8 - slide narrated PowerPoint slide deck at mid-course (see step 6 of RFA description). The completed proposal will be presented at the final session of the course. A peer assessment feedback form will be used to evaluate individual contributions (see step 7 of RFA description).
- **Final assessment of class presentations and discussions** – Each team will be assigned and responsible for assessing the feasibility and viability of other team’s projects. Additionally, individual students will summarize the content knowledge gained from the course and how they would proceed to design international (or domestic) engagement programs that truly result in sustainable community development.
- **Final assessment** – students will complete an assessment reviewing the course objectives and provide constructive feedback, and suggest what they would have liked to have been different in the course.

Grades: Late assignments will not be accepted.

Assignments and Activities	Point Value
Preflection and Experience Review	10
Table of Players in Int'l Ag Development	10
Reflections of Learning (5 X 5pts)	325
Discussion Board Postings (7 X 5 pts)	335
Discussion board facilitation	220
Team RFP Concept PPTx Slide Presentation	330
Team RFP Proposal PPTx Slide Presentation	550
Final assessment of group member	110
Final assessment	110
Total	200 points

Grades will be assigned as follows: A = ≥ 90 , B = ≥ 80 , C = ≥ 70 , D = ≥ 60 , F = < 60 .

Mental Health Statement

- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and tools at your fingertips, available to you at any time.
- If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.
- If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.
- If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Purdue University Nondiscrimination Policy: Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found at: http://www.purdue.edu/purdue/ea_eou_statement.html.

The Disability Resource Center (DRC) is a resource for students and instructors. Students may present a "Letter of Accommodation" to the instructor at any point in the course. Should students or instructors have questions about accommodations, please contact the DRC at: 494-1247. You may also visit the DRC at drc@purdue.edu.

Required Reading: There will be no required texts for this course. Assigned readings are listed in the weekly grid above and are posted on Brightspace Content for each speaker. Students are expected to review the readings prior to beginning of each lesson and be prepared to reflect on the readings in weekly discussion boards and reflections on learning.

Other Suggested Reading:

AID

- Everett Rogers Communication and Development
- familytree Change Theories
- FIFTY_KEY_THINKERS_ON_DEVELOPMENT
- Journal of Peace Research-1971-Galtung-81-117

Gender

- gender-tool-integrate-gender-perspective-into-research-cooperation
- GirlsGrowReportFinal_v9
- IFPRI Data needs for gender analysis
- IJBPE_Vol7_Issue1_24sep_Swan
- SMIL Gender Guidelines for Proposal Development

Anthropology

- Show Farmers CAFÉ

Outcome Mapping

- Earl et al. 2001 ~ Outcome Mapping
- Jones & Hearn 2009 ~ Outcome Mapping

Academic Integrity

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace table of contents, under University Policies.

Academic Misconduct: Academic misconduct of any kind will not be tolerated. Assignments with evidence of academic misconduct will receive zero credit and the student will be reported to the Dean of Student Affairs. Information on Purdue policies can be found at http://www.purdue.edu/studentregulations/student_conduct/regulations.html

Undergraduate Honors Contract: This course provides an alternative work assignment and regular meetings throughout the semester with the faculty/instructor to create an honors version of this course. **Contact an instructor before the 2nd week of class** and follow the <https://honors.purdue.edu/assets/other/courses/contract-procedure-spring-2019.pdf>. Undergraduate student honors credit will require the student to create two presentations that will actually be shared in undergraduate classes. One will describe this course at an overview level and the other will share your team's final presentation and explain why this process can be used as an engagement strategy for any project or community.