Community Engagement in the Global South Internship Option

**COURSE DESIGNATOR** MSID 4003

**NUMBER OF CREDITS** 4 credits

**Language of Instruction** English/Kiswahili

**Contact Hours** 60 hours

**COURSE DESCRIPTION**
This course provides students an opportunity to engage with rural communities and agencies by exploring links between grassroots organizations and ‘development’ at the theoretical, policy and practical levels. In the first seven weeks of the semester students are introduced to scientific research methods to enable them locate, critically evaluate and communicate development related issues that they will observe and experience during their internships. In the following six weeks the course will offer students to have a meaningful grassroots experience working with a development agency or project.

**INSTRUCTOR**
Prof. Mohamud Jama and Dr. Mohamed Karama.

**COURSE OBJECTIVES**
The specific objectives of the course are to enable students to:
1. experientially learn methods for documenting and analyzing relationships, patterns of interaction, networks and critical events;
2. recognize and document the particular symbols, histories, and temporal and spatial contexts that inform and inspire beliefs and practices, as well as the possibilities and evidence for change;
3. exposure to and awareness of organizations and communities at grassroots level;
4. gain insights into their agencies and communities.
5. explore issues of social justice and development as experienced at the level of the individual and the community;
6. strengthen knowledge of a particular sub-field of development within the host country and;
7. polish skills related to the internship.

**LEARNING OUTCOMES**
At the conclusion of this course, it is expected that students would be able to:
1. understand ideas, concepts, or theories related to the internship agency and community served by the agency;
2. acquire among others, intercultural communication skills (both written and oral), improved organization, interpersonal relations, group dynamics, problem solving and decision making skills;
3. appreciate diversity, overcome stereotypes;
4. improved understanding of academic content;
5. personally grow and develop in terms of self-confidence, self-esteem, independence, self-criticism and;
6. understand self leading to informed career planning, work place preparedness and career building.

**METHODOLOGY**
The qualitative research methodology module offered during the classroom phase is experientially based on peer teaching and peer learning with students making presentations, discussing and critiquing each others work under the guidance of MSID instructors. Learning at the internship phase is based on observation, listening, interpreting and synthesizing activities and events taking place at the internship agency and the community it serves. Attendance and participation in both the research methodology module classes and internship, self evaluation, supervisors evaluation among others will constitute the mode for evaluating students’ performance.
in this course.

**COURSE PREREQUISITES**

NIL

**REQUIRED READING/MATERIALS**

District Development Plan 2008-2012: Kenya Vision 2030 (for respective district/county)
Materials available at the internship agency’s resource centers.
MSID Kenya Research Packet.
Uwe Flick (2009) *An Introduction to Qualitative Research* 4th Edition: SAGE publications

**GRADING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>C</td>
<td>73-76</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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Summary of how grades are weighted:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Class attendance and Participation (Research module)</td>
<td>10%</td>
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<tr>
<td>Class written assignments (Research Methods)</td>
<td>25%</td>
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<tr>
<td>Self assessment based on Student Learning Contract</td>
<td>10%</td>
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<tr>
<td>Internship Supervisors Assessment</td>
<td>20%</td>
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<tr>
<td>Agency Analysis Report</td>
<td>25%</td>
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<tr>
<td>Participation/Presentation in Final Seminar</td>
<td>10%</td>
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<tr>
<td>Overall grade</td>
<td>100%</td>
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## CLASS SCHEDULE

### Classroom phase:

#### WEEK 1
- Pre-semester survey
- Introduction to scientific research
  - Research characteristics (What research is and what it is not)
  - Research pitfalls

#### WEEK 2
- The research cycle
  - Selecting a topic,
  - Choosing a title for your research project,
  - Formulating the research question/problem
  - Selecting an appropriate design for your research

#### WEEK 3
- Background information
- Annotated bibliography
- Literature Review
- Research ethics

#### WEEK 4
- Types of research (Qualitative, Quantitative, basic and applied research)
- Concept paper /research proposal

#### WEEK 5
- Data collection instruments
- Analyzing data

#### WEEK 6
- Writing the final report

#### WEEK 7
- Reviewing the research cycle
- Post semester survey

### Internship phase:

#### WEEK 8
- Community engagement research (Hands on experience)
<table>
<thead>
<tr>
<th>WEEK</th>
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<tbody>
<tr>
<td>WEEK 9</td>
<td>• Community engagement Internship (Hands on experience)</td>
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<tr>
<td>WEEK 10</td>
<td>• Community engagement Internship (Hands on experience)</td>
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<td>WEEK 11</td>
<td>• Community engagement Internship (Hands on experience)</td>
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<td>WEEK 12</td>
<td>• Community engagement Internship (Hands on experience)</td>
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<td>WEEK 13</td>
<td>• Community engagement Internship (Hands on experience)</td>
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<td>WEEK 14</td>
<td>• Reflection and debriefing</td>
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**ATTENDANCE POLICY**

Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

**UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

**SCHOLASTIC DISHONESTY:**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

**STUDENT CONDUCT**

The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.