Course description

This seminar course introduces students to a range of geographical and interdisciplinary perspectives on issues and explanations of global development, poverty, livelihoods, and environmental sustainability. The geographical emphasis is on regions often referred to as the third world, developing countries, or the global south. Examples will be drawn mainly from East Asia and other rapidly industrializing countries, in accordance with the instructor’s research background.

Development, a much contested term, is considered both as an uneven process of historical and geographical change and as a ‘project’ of planned interventions, in the post-WWII era, orchestrated by states and development agencies. By examining the roles of key actors—the state, market, and civil society—and associated development strategies, the course provides students with a critical understanding of how social, economic, political, and environmental processes operating at various scales shape opportunities and constraints for sustainable livelihoods.

This course is recognized as a PACS Content Course that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. For information about doing a PACS concentration (Major, Minor or Option) visit: http://grebel.uwaterloo.ca/academic/undergrad/pacs/plans.shtml.

Intended learning outcomes

Upon completion of this course, you should be able to analyze and critically explain:

- The sources of inequalities and uneven economic development outcomes, globally and within countries
- Common development policies and strategies, and the roles of key development actors—states, markets, and civil society organizations—within these
- Common outcomes and trade-offs (between social, environmental, and economic development priorities) associated with these development interventions and approaches over the past half century
- Some of the contrasting interpretations of what ‘development’ means
- How ways of representing the global south reflect relations of power
Course schedule, content, and readings

Most of the assigned readings will be available through the library website (for journal articles) or as e-reserves (for book chapters).

Week 1 (May 2 & 4) Course introduction: Uneven and contested development
Optional ‘reading’ this week: Watch “Intro to ‘doughnut economics’” (TED talk by Kate Raworth): https://www.youtube.com/watch?v=1BHOflzxPjI

Week 2 (May 9 & 11) An Economy for the 1%; Take back the economy
Tuesday, May 10, 3pm: READING RESPONSE due (based on Week 2 reading)

Week 3 (May 16 & 18) The Development Project (Late 1940s to Early 1970s)
Video (in class): Taking Root (re. Wangari Maathai)
May 18: Case study activity (review assigned questions on this week’s readings & come prepared to discuss)

Week 4 (May 25) Trading primary commodities, industrialization, and the global division of labour
Tuesday 3pm: READING RESPONSE due

Week 5 (May 30 & June 1) Land struggles, frontiers, land booms, titling & conservation
Hall, Derek. 2013. Land. New York: Polity. [Read chapter 1 and either chapter 3, 4, 5, or 6] [Ch.1 is on e-reserve; hard copy book is on 1-hr reserve]
June 1: Case study activity

Week 6 (June 6 & 8) State, society and environment in China: Rural and Urban transformations
Tuesday 3pm: READING RESPONSE due
June 9: PROJECT OUTLINE due

Week 7 (June 13 & 15) Poverty, vulnerability, & exclusion / Gender & development
June 13: MIDTERM TEST
June 15: Case study activity

Week 8 (June 20 & 22) Geographies of malnutrition and food entitlements
Tuesday 3pm: READING RESPONSE due

Week 9 (June 27 & 29) Global wellbeing, health, and the environment
Readings TBC
June 29: Case study activity

Week 10 (July 4 & 6) Decolonizing development
2nd Reading TBC: re. Teresa Caldeira's work on urban Sao Paolo
July 4: students to give oral updates on their term projects
Tuesday 3pm: READING RESPONSE due

Week 11 (July 11 & 13) Geopolitics of oil / De-growth, solidarity economy, and sustainability transitions
June 13: Case study activity
July 14: (optional) term project ABSTRACT due

Week 12 (July 18 & 20) Term project presentations
No readings this week
Assessment of learning & due dates

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<thead>
<tr>
<th>Assessment &amp; Due Dates</th>
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<tbody>
<tr>
<td>Sparks (0.5% x 10 weeks)</td>
<td>5 % at the start of class every Wednesday</td>
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<tr>
<td>5 Reading responses @ 2% each</td>
<td>10 % 3pm Tuesdays in alternate weeks</td>
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<tr>
<td>5 Case study activities @ 4% each (in groups of 4)</td>
<td>20 % In class on alternate Wednesdays</td>
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<tr>
<td>Leading a class discussion (in groups of 4)</td>
<td>10 % Wednesdays (in reading response weeks)</td>
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<tr>
<td>Midterm test</td>
<td>15 % June 13</td>
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<tr>
<td>Final take-home exam</td>
<td>20 % Aug 5</td>
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<tr>
<td>Term project outline</td>
<td>5 % June 9</td>
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<tr>
<td>Term project presentation and/or class activity (20-mins) &amp; 2-page report (in groups of 3-4)</td>
<td>15 % July 18 and 20 (and July 4 if needed); report is due one day after your presentation</td>
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<tr>
<td>Group self-assessment for term project</td>
<td>-- One day after your report</td>
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Sparks

Every Wednesday (starting in Week 2) you are expected to write a ‘Spark’ and bring it to class. A Spark is a question or brief comment about the reading that will prompt or spark a discussion. We’ll start each class (when we don’t have a case study activity) by spending a few minutes sharing our Sparks, which will enable us to get into a discussion. You need to write your Spark on an index card (to be provided by me), and label it with your name and the date. For weeks when we have a case study activity, we may discuss the Sparks later in that class, or in the following. You will need to be present in the class when your Spark is discussed in order to be credited.

One of the main expectations of this seminar course is that you arrive for each class prepared to discuss the core issues in the readings, and the aim of the Sparks (and reading responses) is to help you do this constructively. If you submit at least 8 of 10 Sparks over the term, you will get the 5% credit. As long as you give evidence of having engaged with the readings, you get full credit. On occasions when you are not sufficiently prepared to bring a Spark to class (when life gets in the way), you can just write “Pass” on your Spark card, along with your name & the date. You are allowed to “pass” twice. If you “Pass” or are absent more than twice (without an excused absence), you will receive 0 out of 5. Sparks cannot be handed in late, and except under extraordinary circumstances, absences due to illness count as a “Pass”. If you think your circumstances are extraordinary, contact me (in advance of the class in question, if possible).

Reading responses

In alternate weeks (when we are not doing a case study activity), you are asked submit a short reading response of 300-350 words (total), which makes reference to each of the readings for that week. Each response should respond to three questions. First, identify the conclusion and summarize the argument of the reading. Second, identify the element of the reading that you found most interesting, persuasive, well-argued, or thought-provoking, and explain why. Third, identify the element of the reading that you found most problematic, least persuasive, or most in need of further elaboration, and explain why.
The response should be pasted onto the discussion board on Learn by 3pm on alternate Tuesdays. Late submissions will not be marked, and you will not be given the chance to make up missed submissions.

Case study activity

On alternative Wednesdays through the term, we will have a case-based learning activity. Typically you will have a set of questions to think about in advance as you do the readings, and then we will have several rounds of small and large group discussion in class to review your answers. You will be assigned to a case study group and will submit a summary of your responses by the end of the class.

Leading a class discussion

On Wednesday during the weeks when students prepare reading responses, in groups of four, you will take on the week’s reading and plan a 30- to 40-minute session to (i) recap key points from the readings; you could also include a relevant short video clip to reinforce or build on key points, (ii) present some highlights from the reading responses submitted by the rest of the class (for discussion/critique), and (iii) lead the class in a short interactive (small or large group) activity to engage with ideas from the readings.

Suggested prep: Seven days in advance, your group should submit to me (via email, with Geog 426 in the subject line) a two-page outline of your presentation plan. List the key points from each reading that you plan to present (this should be about one page), and an explanation of the activity that you will facilitate. Then meet with me during my office hours six days prior to your presentation (or at another agreed-upon time, but not right before class) to discuss my feedback and suggestions. Alternatively, we can discuss over email if preferable.

Term project (outline / presentation / mini-report)

To build skills in research, analysis, and presentation, you are asked to prepare a term project (presentation and two-page report). Guidelines will be provided on Learn.

Teamwork: All members of a group are expected to contribute to all aspects of the project. It isn’t appropriate to divide the work in such a way that certain aspects of the project are mostly or entirely the responsibility of one person. Group projects can be extremely rewarding when individuals pull together and contribute fairly to the collective effort. At the same time, they can be extremely frustrating when some people don’t pull their own weight. All members of the team are individually and collectively responsible for keeping the instructor informed of how the team is functioning.

A group self-evaluation process will be used to ensure that individual contributions to the group project are evaluated fairly. People who do not pull their own weight will not receive the full mark assigned to the project. Every group member is required to submit a score with written justification for themselves and each member of their group (see guidelines on Learn). We may exclude or make adjustments for evaluations that have very weak written justification or if the written justification does not support the numeric score given (especially if the numeric grade given is low) or if one student’s evaluation is way out of line with others’ evaluations of the same student.

Mid-term test (in class) & take-home final exam

These tests will assess material from the readings, class discussions/presentations, and videos. The format for the midterm will likely be short essay questions (likely about 4-6). The final exam will be cumulative, but with more emphasis on the latter half of the course. The questions will be more reflective, asking you to make connections between material covered in various weeks.
Creating a positive learning environment: Mutual expectations

What you can expect of me, and the course format: Your learning is my priority, and I recognize that teaching does not necessarily imply learning. To cater to diverse learning styles, my course exposes you to ideas in different formats (readings, seminar discussions, lectures, videos, real world experience from guest speakers) and encourages you to engage with the material through reflective writing, interaction with peers and the instructor, and the preparation of various learning tasks (written assignments and oral presentations).

I welcome your participation, comments, and questions, since I believe that your participation contributes to a much more interesting class and valuable learning experience for all. My teaching style is interactive. As this is a seminar course, most classes will engage you in large or small group discussions. At some points I will lecture, to provide background information and concepts that I think are important for developing effective knowledge of development processes.

What I expect of you: You are expected to arrive on time, attend all classes, and invest on average 8-10 hours per week in this course, in and outside of class. Since class discussions and assignments will require you to apply information obtained from the readings, you are expected to complete the assigned readings, and to participate actively and consistently in class. I recognize that not everyone feels comfortable speaking out in front of the whole class, but oral communication is a fundamental skill for most jobs. Moreover, if you might approach me later for a letter of reference (e.g., for a grad studies application), your name and face will stand out to me much more if you have been vocal in class.

Laptop/mobile device policy

If you feel the need to use your laptop, tablet or phone during class, limit your use to course-related activities. Checking email, browsing web sites, using social media, texting, etc. during class time is disruptive to your classmates and to the instructor.

Email policy (➔ put Geog 426 in the subject line of your email)

I will use the ‘News’ tool in Learn to post important updates regarding the course. Please check this section of the site regularly. You can also subscribe to receive email notifications.

If you’d like to contact me outside of my scheduled office hours, please direct course-related questions to me through Learn. I prefer this to my regular email inbox, where your email may get lost amongst other messages. Be sure to put Geog 426 in the subject line of your email. I will try to respond to your emails within 2 working days. If you do not hear back from me within three days (excluding weekends), feel free to contact me again in case your message got overlooked.

Note that email is the official channel of communication between the University and its students. You are required to check your uwaterloo.ca email account regularly; I recommend that you check for course-related emails at least twice a week. If you use another email service (e.g., gmail), it is your responsibility to ensure that mail sent to your uwaterloo.ca account is forwarded to your other account.

Submission of assignments

Assignments only need to be submitted on Learn, not in hard copy.

For citing references in your assignments, please use APA style or another standard referencing format.

By submitting an assignment for this course, you are agreeing to the following:

- You have properly referenced all ideas, words or other intellectual property from other sources used in the completion of this assignment.
• You have included a proper reference list, which includes acknowledgement of all sources used to complete this assignment.
• The assignment was completed by your own efforts. You did not collaborate with any other person for ideas or answers (with the exception of group projects).
• This is the first time you have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Turnitin: Plagiarism detection software (Turnitin) will be used to screen assignments in this course for proper citation, referencing and instances of plagiarism. This is being done both as an educational activity for you and to verify that use of all material and sources in assignments is documented. You will be able to submit your assignments to Turnitin multiple times so that you can see how the software has analyzed your writing, and so that you can make adjustments if portions of your text are flagged as being problematic. If you have objections to having your work submitted to Turnitin, please inform me by May 22 to discuss alternative arrangements.

Consequences of Academic Offences:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University’s guiding principles on academic integrity can be found here:

http://uwaterloo.ca/academicintegrity/

ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students:

http://uwaterloo.ca/academicintegrity/Students/index.html

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage:

https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline,

https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71

Within ENV, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties that may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.

Definition of Plagiarism: “The act of presenting the ideas, words or other intellectual property of another as one's own.” - Source: University of Waterloo, Policy 71.

The bottom line: it is inappropriate (and constitutes plagiarism) to have more than 5 words taken word-for-word from a source, if it is not listed as a direct quote. Thus, even if you have cited a source, you must sufficiently paraphrase the material or else present it in quotation marks.

To Avoid Plagiarism: The use of other people's work must be properly acknowledged and referenced in all written material such as take-home examinations, essays, laboratory reports, work-term reports, design projects, statistical data, computer programs and research results. The properly acknowledged use of sources is
an accepted and important part of scholarship. Use of such material without complete and unambiguous acknowledgement, however, is an offence under policy 71.

Please visit the on-line tutorial at http://www.lib.uwaterloo.ca/ait/. See ‘Check your understanding’ to learn more about what constitutes an academic offence.

**Late policy:** You are expected to take account of the possibility of computer or printer failure in planning your time. Emailed assignments will not be accepted. The penalty for late assignments is 5% of the total possible mark per day, including weekends and holidays. I will not accept assignments more than 5 days after the due date unless we have a prior arrangement.

**When You Cannot Meet a Course Requirement Due to Illness or Other Reasons:** There will be no unpenalized extensions on assignments except for illness, severe personal extenuating circumstances, or weather emergencies. When you find yourself unable to meet a course requirement because of medical, compassionate or other reasons, please advise me in writing by Learn email; make sure to include your full name in your message. Where possible, you must contact the instructor in advance of the assignment due date, but otherwise as soon as possible after the due date. As a rule, you must provide appropriate documentation, for example, a note from your doctor indicating the dates during which you were ill, and describing the severity of your illness. *Manage your time carefully. Pressure of work alone is not an acceptable reason for seeking an extension without penalty.*

**Waterloo Learn** (course website): Waterloo Learn is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students, drop boxes for submissions, discussion boards, course e-mail, etc.), and provide feedback (grades, comments, etc.).

**Logging Into Waterloo Learn:** Users can login to Learn via: http://learn.uwaterloo.ca/. Use your WatIAM/Quest username and password. If you still cannot get on after checking your password, please confirm with your instructor that you are on the class roster.

**Strongly recommended sources on writing skills**

For a fourth-year human geography course, you are expected to have a high level of writing competency. To further hone your skills, I strongly recommend the sources below to all students.

*Writing Effective Essays and Reports*, by Rob de Loe (free online resource): http://www.environment.uwaterloo.ca/u/rdeloe/writing_booklet/

*Style: Lessons in Clarity and Grace* by Joseph Williams (free PDF online, or in the library)

& www.grammarbook.com (free online resource).

Two of my pet peeves are the use of term ‘the locals’ (in place of ‘local people’) and the incorrect use of ‘however’, as in the following sentence: “You have found good sources to draw on, however, they were not referenced properly.” (It should be broken into two sentences.)

I suggest you review the sources above for tips on addressing grammar issues such as this one, as well as and many other helpful hints to improve your writing—and your grades.

**Missed tests/exams**

The midterm test is mandatory, and thus, every effort should be made to attend. The only exceptions to this are those students who have a valid medical reason, personal or family emergency, etc.:

- Valid medical reason such as illness or accident (proof such as a note from Health Services is required);
- Significant personal or family emergency, death in the family, etc. (with suitable proof where possible);
• Other valid reasons beyond the control of the student (to be approved on a case-by-case basis at the discretion of the instructor). If you know in advance that you will not be able to make a test, please contact the instructor as far in advance as possible to discuss alternatives.

If you miss a test or exam for any reason:

1. Communicate to the instructor the reason you missed the test.
2. IMPORTANT! As soon as possible, please obtain a valid medical, counselor’s or other ‘proof of absence’ note explaining the reason for your absence, degree of incapacitation, dates covered by the note, etc. Please make a copy of this note and give the copy to your instructor in person, or scan and submit it by email.
3. Due to the time consuming nature of creating a make-up test, tests can only be written on the day originally scheduled. Do NOT assume a make-up test is possible.

If you miss a test but do NOT have a doctor’s/counselor’s note or other valid explanation for your absence, explain the reason for your absence to the instructor (ideally during office hours or by email). The instructor will determine on a case-by-case basis whether an alternative arrangement can be made, or whether to assign a zero on the test.

**University policies**

**Unclaimed assignments** will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

**Students with disabilities:** AccessAbility Services located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register at the beginning of each academic term.

**Mental Health:** The University of Waterloo, the Faculty of Environment and our Departments consider students’ well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services [http://www.uwaterloo.ca/counselling-services](http://www.uwaterloo.ca/counselling-services) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

**Religious Observances:** Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact your Undergraduate Advisor for details.

**Appeals:** A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)