

PACS 311

Doing Development: Issues of Justice and Peace Winter 2018

We acknowledge that we live and work on the traditional territory of the Attawandaron (Neutral), Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.

INSTRUCTOR: Mary Lou Klassen, MTS, Sessional Lecturer
Conrad Grebel University College
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CLASSROOM: CGC 1300

CLASS MEETING TIMES: Tuesdays, 6:00 - 8:50 pm

OFFICE HOURS: By appointment is best. I will be in my Grebel office (Rm 2113) most Tuesdays between noon and 6:00 pm so you may also drop by then as well.

COFFEE BAR: The Common Ground Coffee Bar in the level 2 Atrium is open until 9 pm Mon-Thurs nights. You are welcome to get a snack or drink before class or during a break. All items are \$1.50 (cash) and if change is required that can be obtained at the reception desk (before 7:30 pm) or from the Atrium Monitor (after 7:30 pm). They offer coffee, tea, hot chocolate, as well as an assortment of soda, juice, and snack items.

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COURSE DETAILS

Course Description (Taken from Undergraduate Calendar)

This course introduces a variety of theoretical and practical perspectives on international development. It examines current and alternative development programs in terms of their contribution to justice and/or peace at local, national, and global levels.

Descriptive Image for PACS 311



Source: *unicnetwork*¹

Context for PACS 311

This course will be based on three assumptions:

1. That development is a trajectory that all societies seek – but is most effective when derived from each one's dreams of what constitutes a more sustainable peaceful society.
2. That sustainable development is an agenda for the whole world and all societies
3. That “without peace, stability, human rights, and effective governance ... we cannot hope for sustainable development.”²

This course intends to study how development and peacebuilding interact. We now speak of sustainable development since the adoption of the UN Sustainable Development Goals as global (and comprehensive/holistic) goals that are intended to take us from where we were in 2015 to the year,

¹ “[SDG Infographic](#),” *United Nations Information Centre Yaounde*, accessed 2 January 2017.

² “[Goal 16. Peace, Justice, and Strong Institutions](#),” *Sustainable Development Goals, UNDP*, accessed 28 December 2016.

2030. SDG 16 sets out a strategy for achieving “peace, justice, and strong institutions” as part of a development path. This innovation arises from experience where development activities were curtailed due to violent conflict in a community not surfaced in project planning. It arises from the awareness that humanitarian and development aid should consider how its activities might “cause, enable, or exacerbate violent conflict.”³ Finally, there is a growing awareness that development activities can be carried out in support of peacebuilding, creating positive peace or healthy conditions for human flourishing.⁴ Essential concepts of sustainable development and the relationship between conflict and development will be explored through course readings and class discussions.

The SDG’s and a conflict analysis approach to development is often considered the purview of governments, the UN institutions, INGO’s and international donors. However, development is part of human experience and is lived out in local communities made up of families and individuals. Hence, the course intends to explore the (sometimes) tension between outside planning and local community values through in-class experiences, discussions, case studies, and exercises that will provide a more local and personal understanding of the issues.

Note: This syllabus represents, in part, a development approach to course planning. This means, that the class has been involved in developing learning outcomes, in deciding upon topics for group presentations, and shaping the final project design. A draft syllabus that outlined most of the key elements of the course, was available from the first class. However, the process means that the “official” syllabus arrives later in the semester than is usual.

Learning Outcomes

By the end of the semester, you should be able to:

- 1) Identify key concepts and terms related to sustainable development, the SDG’s, and peace
- 2) Identify international organizations that focus on community involvement and empower community members. (Student identified outcome)
- 3) Explain the relationship between peacebuilding and sustainable development
- 4) Develop the practice of regular reflection on learning as a tool of development activity
- 5) Design with a team a presentation that investigates a sustainable development issue or activity through a peacebuilding lens.
- 6) Reflect on the skills, knowledge, and attitudes that you might bring to development practice
- 7) Apply course concepts to practical needs at the personal, local, community, or international level. (Student identified outcome)

Course Teaching Methodology

This is a course that invites your full involvement. We are all learners together. Hence, you are expected to actively participate and contribute to our personal and collective learning through doing the assigned

³ Eleanor O’Gorman, *Conflict and Development* (New York: Zed Books, 2011), 14.

⁴ *Ibid.*, 13-15.

readings, participating in class discussion, and collaborating on group presentations and group projects. Instructors and guests will provide additional information based on their experience and expertise.

Required Readings

The assigned readings are meant to provide background to the issues to be discussed in class. The Sachs text will give you a broad overview of the development field as well so it is likely that the content of the readings may not always be covered directly in class. For those who have studied international development in depth, some of this may be familiar to you. The O’Gorman text summarizes some of the key theories and debates about the connection between development and conflict, hence peacebuilding. Other readings are chosen for their particular relevance to a class or to a theme to which I want you to be exposed. The books are available through the bookstore. They are (or will be) on reserve in the Milton Good Library at Grebel.

- O’Gorman, Eleanor. *Conflict and Development*. New York: Zed Books, 2011
- Sachs, Jeffrey D. *The Age of Sustainable Development*. Columbia University Press, 2015.

Additional required or recommended readings will be posted on LEARN – either as links or as scanned and uploaded material. Some are indicated in the [course schedule](#) below. Others will be announced later in class as appropriate.

Course Assessment

Assignment	Due Date	% of Total Grade
1. Online Weekly Quizzes or Alternative Reading Report	30 minutes before each class, from Week 2-11.	20%
2. Weekly Assignment/ Reflections	Due by Friday noon after each class (unless otherwise noted), or unless it is an in-class assignment, then it is due at the end of class, at latest by midnight the day of class	20%
3. Group Presentations	Varies. Sign-up for groups and topics will occur in class and then be posted on LEARN	20%
4. Final Assignment	April 9, 2018	40%

1. Online Quizzes (20% of overall grade)

Each week, a reading quiz that could include multiple choice, true/false, matching, or fill-in-the-blank questions, will be set for you to take. Most quizzes will be available from Saturday, January 13 at noon or the Saturday noon prior to the class of the week the quiz is due. You will be given 35 minutes to complete each quiz once it is opened on LEARN. The highest eight (8) scores will count.

Alternative to Online Quiz: Reading Report

An alternative to the online quizzes is available. These will be submitted to a “Quiz” box where you will write in the answer. Instead of writing the quizzes each week, you can submit a report on the readings of no more than 500 words (submit the word count) that fulfills the following criteria:

- List 3 to 4 main points from the Reading
 - Since there are often many main points, explain why you chose them
- Grapple with one of the ideas. Is it new to you? Is it one with which you disagree? Is it one that connects to other topics or research you are doing? Explain.
- If you could dig deeper into a topic that came up, what would it be and why?

These reports will be graded out of 10. Satisfactory effort that covers all the questions will be graded with 7.5/10. The more insightful, evaluative, analytical submissions will be graded higher. Submissions that are late or miss a component will be graded lower. Students who prefer this option must inform me by January 24 at 5:00 pm.

2. Weekly Assignment/Reflections (20% of overall grade):

Each week (Weeks 1-11), you will be asked to reflect on some aspect of the class or submit an assignment that was completed in-class. The assignment after the first class is required. The highest eight (8) scores of the remaining ten (10) will count.

Reflection assignments will be graded out of 10. If you show up in class and meaningfully discuss the reflection question or discuss at least two key learnings that integrate class discussion and course readings, you should get a B+/A- grade (eg. 7.5-8/10). Reflections should be no more than 500 words. These will be submitted through a Quiz box labelled “Reflection.”

In-class assignments will also be graded out of 10. Normally it is expected that they will be completed in class. If they are completed by hand, they will be submitted at the end of class. If there is an option to submit them electronically, they will be due by midnight, the night of the class.

3. Group Presentations (20% of overall grade)

Beginning in Week 8, there will be group presentations. These will be both peer and instructor evaluated. This assignment will be carried out by groups of 3-4 (7-8 groups) who will be responsible for leading the class’s learning on themes we develop in the first weeks of class. In addition to presenting, each member of your group will also evaluate another group’s presentation. Groups will be formed through an in-class process, but will also be posted on LEARN.

Each group will have 45 minutes to facilitate the class’s learning, centering on the chosen theme and its related reading. Each presentation will also draw on other sources (books, journal articles, newspapers, magazines, audiovisual, internet, personal experience) to highlight the major issues. Beyond summarizing key points from the reading, the presentation should include:

- A two-page handout that includes the main points (may be bullet points) and a Bibliography in Chicago Style that references all sources for the presentation.
- Two examples or stories that show how the development theme, idea, or strategy interacts with

conflict theory, conflict analysis, or a peacebuilding tool (cf O’Gorman, chapters 2-3), or relates to peacebuilding. One example should come from a Canadian context and the second from a context in the global south (outside of Canada.)

- An elevator pitch (1-minute summary) of the key takeaways from the research. (What got you excited about what you learned? What worried you? What might motivate you or your classmates to get involved in some way?)
- Questions that will lead to group discussion, or a class activity that illustrates the theme and gets the class engaged in the issues.

This is an opportunity to highlight key concepts and to go deeply into case study examples as well as exercise your creativity. Draw on but do not simply outline the chosen reading. Provide some level of critical analysis. Be creative so you get your messages across and so that your fellow students are engaged with the topic in more than an intellectual way (e.g. use interactive activities). Powerpoint can be a helpful tool, but is not always necessary for good teaching or learning.

Peer and instructor evaluation will be based on the following: clarity (format/organization, speaking/communication), creativity, timekeeping, content covered, utilized resources beyond class readings, involved whole group/participation and the quality of the handout. A rubric for evaluation will be available on LEARN and handed out to the evaluators in class. Your grade will consist of:

- 13% will come from the peer evaluation of your group presentation
- 5% will come from your personal reflection on the presentation and your experience of the group process (graded by the instructor)
- 2% (10/5/0 out of 10) will come from your participation in evaluating another group’s presentation.

Ten topics were chosen for presentations by a class process. Groups will choose among the following:

- Food Security (cf Chapter 10 in Sachs, *Sustainable Development*)
- Education for All (cf Chapter 8 in Sachs, *Sustainable Development*)
- New Economy Thinking
 - Considering Colonialism ...
- Planetary Boundaries (Environment) (cf Chapter 6 in Sachs, *Sustainable Development*)
- Fragile States: Limits of Peacebuilding (cf Chapter 6 in O’Gorman, *Conflict and Development*)
- Ending (Extreme Poverty) (cf Chapter 5 in Sachs, *Sustainable Development*)
- Aid Policies and Architecture of International Development (cf Ch 4 in O’Gorman, *Conflict and Development*)
- Cultural, Racial, Gender Conflict
- Inter-generational (Conflict) Reconciliation
- Role of Civil Society in Peacebuilding
- Additional Topics (with some interest - could be included in some of the above)
 - Sustainable Development in developing countries without harm
 - Models for Measuring Peace

4. Final Assignment (40% of overall grade)

There will be two options for the product of the final project, with two choices within those two options, best illustrated by the following diagram. You can produce a paper or a develop a presentation. For those two products, you can research a topic or a use a case study where you apply course themes.

Row Title: Type of Product Column Title: Kind of Research	Paper	Presentation (and small paper)
Research on a topic	Option A	Option B
Case Study applying course themes	Option C	Option D

There will be two parts to the final assignment.

The first part (worth 5%) will involve a no-more-than 250-word (one-page) proposal that outlines the following:

- The topic to be researched
- Course theme(s) addressed
- Why the topic is relevant to you
- What kind of product you propose to submit
- A potential bibliography of 10 sources.

The second part of the final project (worth 35%) and involves a choice among the options above.

Research or Case Study Papers (Options A or C)

- 3,000-3,500 word paper (approximately 12-14 pages, double-spaced) inclusive of a no-more-than-one-page executive summary or abstract.
- Not included in word count:
 - Title page with your name, student ID, course name and number
 - Table of contents or outline
 - Bibliography

Research or Case Study Presentations (Options B or D)

- 8 – 10-minute presentation. This may be a live presentation (in class – TBD) or a youtube (or other media) submission directly to me.
- A 4-5 page paper that outlines and summarizes the presentation and includes important additional details that are not easily part of the presentation but are deemed essential for understanding the presentation. This would also include the final bibliography.

Other Course Expectations

Communication with Instructor: I will try to respond to emails in a timely manner. However, I do not monitor email continuously so do not expect an immediate response. If there is an emergency, you can also text my phone. However, you must say who you are if you do so.

Required Citation Style for Assignments: The citation style for writing in this course is Chicago Style, Notes and Bibliography. A helpful source with useful examples is available from Purdue University's COURSE AND ASSIGNMENT [Online Writing Lab](#). Make sure you open the underlying tabs for information and examples on how to cite different kinds of works including web sources.

Written Assignments:

Submission of the Quizzes and Reflections will occur to a "Quiz" box unless otherwise noted.

Other assignments will be submitted to the relevant Dropbox on LEARN

Late assignments

- 5% for the first day (24 hours)
- Additional 5% for the rest of the first week (days 2-7) (total 10%)
- Additional 10% for anything submitted after one week (total 20%)

Please be in touch with me at least 24 hours PRIOR to the assignment due date if there is legitimate need for accommodation. If you are ill, please communicate as quickly as you are able.

Additional Course Policies

Excused absences: If you are ill and cannot make it to class, please take care of yourself and get better as quickly as possible. Please let me know as soon as possible so that we can address missed assignments (if any and if possible). Since there is no exam in the course, other uWaterloo policies do not apply.

COURSE SCHEDULE

The following course schedule may change from time-to-time to reflect the actual pace of class discussion and movement through course topics. There may also be periodic adjustments to the assigned readings to better tailor the readings to the course content. Any changes to this course schedule will be announced in class at least a week in advance, and an announcement circulated on LEARN. Readings can be found in the course texts or on LEARN for each week. LEARN will either include a link to an internet source, or an uploaded, scanned document.

Date/ Lecturer	Topic	Readings/Quiz	Assignments
Week 1			
January 9	Introduction	No Reading Assignment	Personal profile and learning outcome assignment due as

Date/ Lecturer	Topic	Readings/Quiz	Assignments
	<i>Development is personal and for/with the community</i>		<u>Reflection A</u> , Friday, January 12, noon.
Week 2			
January 16	Sustainable Development <i>Setting our goals and working as a group</i>	<ul style="list-style-type: none"> ● <u>Quiz 1</u>: Sachs - Chapter 1 "Introduction to Sustainable Development." 	Reflection B
Week 3			
January 23	Connecting Development and Peace	<ul style="list-style-type: none"> ● <u>Quiz 2</u>: Sachs - Chapter 14 "Sustainable Development Goals" ● <u>Reading in Class</u>: <ol style="list-style-type: none"> 1. O’Gorman, Ch 2 – 3 “Greed, Grievance, and Poverty: The Politics of Analyzing Conflict,” and “Using Conflict Analysis Frameworks.” 2. John Paul Lederach, “On Simplicity and Complexity,” in <i>The Moral Imagination: The Art and Soul of Building Peace</i>, (Toronto: Oxford University Press, 2004), 31-40 3. Institute for Economics and Peace, “SDG16 Progress Report,” <i>Vision of Humanity</i> (2017). 	In-Class Assignment or Reflection C
Week 4			
January 30	Colonial History - The Blanket Exercise with Kandace Boos, Mennonite Central Committee	<ul style="list-style-type: none"> ● <u>Quiz 3</u>: (Readings posted on LEARN) The following readings are taken from: Woelk, Cheryl, and Steve Heinrichs, eds. <i>Yours, Mine, Ours. Unravelling the Doctrine of Discovery</i>. Special edition of <i>Intotemak</i>. (Fall/Winter, 2016). Winnipeg, MB: Mennonite Church Canada. 	Reflection D due

Date/ Lecturer	Topic	Readings/Quiz	Assignments
		<ul style="list-style-type: none"> ○ Miller, Robert J. "The International Law of Colonialism." Pages 21-25. ○ Heinrichs, Steve. "Dates of Discovery and Dispossession." Pages 26-27. ○ Li Xiu Woo, Grace. "Is Exorcism Necessary? Casting Out Colonial Ghosts." Pages 38-41 ○ Gehl, Lynn. "Reconciling the Nation-to-Nation Relationship." Pages 56-59. 	
Week 5			
February 6	A Development Practitioner	<ul style="list-style-type: none"> ● <u>Quiz 4:</u> (Reading posted on LEARN) Sarah Parkinson, "Facing Ourselves," <i>Finding a Way in International Development</i> (Boulder, CO: Kumarian Press, 2013), 85-103 	Reflection E or In-class Assignment
Week 6			
February 13	Group Formation and Team-Building: Tools for the Development Worker	<ul style="list-style-type: none"> ● <u>Quiz 5:</u> The Fourth Barefoot Guide Writer's Collective, "Through the Gathering Storms: From Community to Societal Change," <i>The Barefoot Guide 4: Exploring the Real Work of Social Change</i>, (March 2015), 87-112 	Reflection F
Reading Week February 19-23			
Week 7			
February 27	Gender, Development, and Peace Possible Guest	<ul style="list-style-type: none"> ● <u>Quiz 6:</u> O'Gorman – Ch 4 "Women, Peace and Security: The Gendering of International Conflict and Development" 	Reflection G
Week 8			
March 6	Group Presentations 1 & 2	<ul style="list-style-type: none"> ● <u>Quiz 7:</u> Sachs - Chapter 2 "An unequal world" 	Reflection H
Week 9			

Date/ Lecturer	Topic	Readings/Quiz	Assignments
March 13	Group Presentation 3 Guest: Brandon Sloan, City of Kitchener in second half	<ul style="list-style-type: none"> • <u>Quiz 8</u>: Sachs - Chapter 3 "A Brief History of Economic Development" 	Reflection I
Week 10			
March 20	Group Presentations 4 & 5	<ul style="list-style-type: none"> • <u>Quiz 9</u>: Sachs - Chapter 4 "Why some countries developed while others stayed poor" 	Reflection J
Week 11			
March 27	Group Presentations 6 & 7	<ul style="list-style-type: none"> • <u>Quiz 10</u>: Sachs - Chapter 12 "Climate Change" 	Reflection K
Week 12			
April 3	Conclusion	<ul style="list-style-type: none"> • What have we learned? 	
April 9	No Class		Final Assignment Due

PACS RESEARCH SUPPORT

University of Waterloo/Milton Good Libraries

The library has created a subject guide to help you carry out peace-related research. You can access this guide [here](#). If you need more specialized assistance, the Peace and Conflict Studies liaison librarian, Lauren Harder-Gissing (lhardergissing@uwaterloo.ca), is available for consultation at the Milton Good Library, Conrad Grebel University College. Lauren works with PACS faculty to order library resources and to create the subject guide. See the guide for research tips and ways to contact Lauren.

Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit their [website](#). Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you.

OFFICIAL UNIVERSITY OF WATERLOO POLICIES

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (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. 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](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

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. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

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](#).

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (1401), 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 with the AS office at the **beginning** of each academic term.