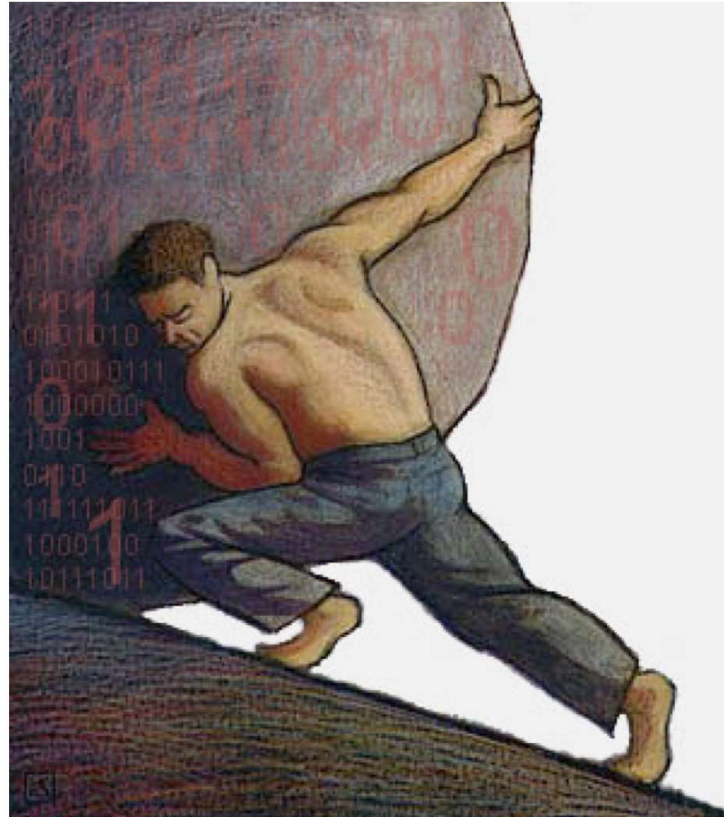


**UNIVERSITY OF WATERLOO
FACULTY OF ENVIRONMENT
SCHOOL OF ENVIRONMENT, ENTERPRISE AND DEVELOPMENT**

The Political Economy of Development

INDEV 200 FALL 2021



Man is born free, but everywhere in chains

- Jean Jacques Rousseau

The purpose is not just to understand the world, but to change it

- Karl Marx

While America is going to the Moon, Africans are still trying to reach the village

- Julius K. Nyerere

Introduction:

If you are a student of development, then, you are a political economist – what kind of political economist, however, is another question altogether. How is it that you came to be a political economist? Well, if you believe in ‘development’ it logically follows that you believe in change: changing from an undesirable condition to an improved condition is commonly thought of as ‘development’. If you believe in change, then you believe in agency; that is, having the human capability to alter the condition in which you find yourself, possibly for the better. But planned change rarely turns out as initially conceived. No matter how you manipulate your plans, the outcome often times is ‘more of the same’ – as the saying goes, *plus ça change, plus c’est la même chose*! Now you have run up against structure, some sort of seemingly immutable force that thwarts your every effort. Is there nothing you can do to change this situation?

As a student of development, you are most interested in access and allocating resources (natural, financial, technical, human) in such a way that it improves the livelihoods of individuals that are grouped together in some sort of collective. The scale often differs: family, community, state, region, the world. You might also be concerned with preserving the environment for future generations and achieving some sort of broad-based equality across the collective. Effecting change in such a situation require a combination of **social acceptance** and **economic capacity**. Your approach may emphasize one or the other, but without the buy-in of key social actors your plan will fail no matter how well-equipped you are financially, technologically, or in terms of the resource base; conversely, without the ability to marshal key resources, all the buy-in in the world cannot lead to successful implementation of your plan.

In other words, **development outcomes are a consequence of political economy** – the relationship between socio-political and socio-economic variables. When plans fail, you try again. You change the balance by altering the focus. In effect, you are theorizing about the relationship between and among your key variables: you are constructing a theory of political economy! Perhaps you feel that with a little better information, people will accept the planned development intervention. Or perhaps you feel that without a fundamental alteration in the political structure of a society, or with the current unequal allocation of resources, there can be no broad-based positive change. In the former, you are emphasizing agency; in the latter, structure. What’s a development practitioner to do?!

In this course you will be introduced to political economy’s (i) **key concepts**; and (ii) different **theoretical approaches** in historical and contemporary context. You will also gain an overview of (iii) the **main actors and issues** in international development as they have evolved over time. You will also learn to see these actors and issues through (iv) the **analytical lens of political economy**. We do this not just to give you an overall description of the world of international development, but to assist you in understanding why things are the way they are, why different actors have tried to change the situation in particular ways, and what perhaps still remains to be done.

Objectives:

At the end of this course, students will have

- demonstrate a solid understanding of theories of political economy;
- demonstrate a good general knowledge of the main issues in the political economy of international development;
- show deeper understanding of the key actors, forces and factors in international development;

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- exercise a capacity to differentiate the development challenges facing people, groups, communities and states in different parts of the world;
- critically differentiate among various options for dealing with particular development challenges; and
- employ an improved set of analytical skills for informing better policy making be it for a state, a civil society organization or a private sector company.

Readings:

There is no textbook for this course. There are two types of readings for this course. There are the course notes. I have spent much of the last two summers writing an undergraduate textbook based on this course. The draft chapters are what you are reading from me (accompanying the powerpoints or specific slides) each week. The other type of readings consist of peer-reviewed journal articles or book chapters selected specifically for each topic. The readings are not meant to be just a colorful background to the lectures. The lectures and group discussions are shaped around the readings. For students to get the most out of this course, therefore, they must do their readings. **All readings have been uploaded for the student onto the LEARN platform.**

Evaluation:

- Participation: 30%
- 2 Critical Reflections: 20%
- Essay Step 1: 5%
- Essay Step 2: 10%
- Essay Step 3: 35%

Overview of Topics (Note that all readings and related materials are updated on Learn):

Module 1: Overview, concepts, models, tools

In the first week you will be familiarized with the course philosophy, content, and requirements. Here you will be exposed to the two dominant heuristic devices that we use throughout the course – the ‘developmental triangle’ and the ‘constellation of social forces’. You will also learn about different models of political economy and how these different models lead to different perspectives on the global political economy and possibilities for change.

Module 2: The State

The sovereign state is the dominant actor in the global political economy. States are not created equal. In theory they have the same set of attributes, but in practice they differ greatly. In this module we examine the nature of the state.

Module 3: The development of underdevelopment: Central America

If you examine the Human Development Index, you will notice that a great many states in Latin America and the Caribbean, Africa and South Asia are far less well-off than North American (Canada and the U.S.), European, and East/Southeast Asian countries. Why is this so? In this module we theorize underdevelopment and focus on Belize as a case study.

Module 4: The development of underdevelopment part 2: Sub Saharan Africa

Africa is sometimes said to be 'rising'. At other times it is said to be 'falling'. What accounts for these narratives? Based on last week's discussion of the characteristics of underdevelopment and development in relation to Central America, this week I would like our discussion to focus on (a) what accounts for the seemingly constant 'rise' and 'fall' of (sub-Saharan) African states? What does Taylor say about this phenomenon?

Module 5: Dependent development: Latin America

Some states have managed to get out from underdevelopment. While having managed to overcome some of the worst characteristics of underdeveloped states, they nevertheless are not quite 'developed' in the sense that they show a full set of characteristics of our so-called 'good state'. Brazil and Mexico are two examples of this type of state, which Immanuel Wallerstein characterizes as 'the semi-periphery'.

Module 6: The developmental state: Asia

Thus far we have examined the nature of the state and how states have performed in different world regions. The late developers - i.e. South Korea, Taiwan, Hong Kong, Singapore - share many of the same socio-economic qualities as the early developers - i.e. Europe and the United States. Why is this so? What is it about the so-called 'developmental states' that have helped them not only escape underdevelopment, but to emerge as some of the wealthiest and most powerful states in the world?

Module 7: Civil Society

The state is not the only actor in international development. There is also the private sector and civil society. Civil society has expanded dramatically around the world, in particular non-governmental organizations, community based organizations, faith based organizations and so on. At the same time, social movements have been on the rise, emerging in response to numerous pressures faced by people around the world. What accounts for the rise of civil society? What is its importance and potential in delivering 'development'?

Module 8: Private Sector

In a global capitalist system, the private sector has increased in prominence at every level of human society. In particular, companies have increasingly 'gone global', developing value/commodity chains to take advantage of the relative costs of the factors of production. How do you account for the increased power of the private sector in the global political economy? What can states and civil societies do to ensure that this increase in wealth and power leads to mutually beneficial outcomes, and not a 'race to the bottom'?

Module 9: The Civil Society and Private Sector in Shared Space: palm oil case study

Private companies and civil society organizations often operate in the same physical space but are often on opposite sides of an issue. Think of extractive industries and their impacts on local communities. Companies and their shareholders are interested in the profits to be generated from their enterprise; civil society groups are usually interested in social and environmental justice and lobby in support of local groups against these companies. Based on what we have learned over the last several weeks about states, civil societies, private sectors and their interrelationship, are you hopeful or pessimistic with regard to our capacity to ensure that transnational enterprises pursue productive activities that are socially equitable, environmentally sustainable and economically efficient? What evidence can you show in support of your argument?

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Module 10: Global Change and Neoliberal Globalization

Out of the ashes of the Keynesian world arose a neoliberal world order, or, perhaps more accurately, disorder. With the roll back of the state, the worldwide freeing of the factors of production (except labour), led to a particular type of economic, political, social and cultural globalization. Suddenly, companies were free to structure their production processes in order to maximize value. A key element of this new world order was thus the industrialization of the Global South. As with production so with finance – suddenly 'greed' became 'good', to paraphrase a famous Hollywood movie.

Module 11: Globalization and the Rise of China

China's rise in the NIDL has been nothing short of dramatic. What accounts for its rapid growth? Is there a 'Chinese model' of economic development? How does China's strategy differ from other states such as the Soviet Union or South Korea? What lessons are there to learn from this approach to development? What accounts for China's rapid growth? Is there a 'Chinese model' of economic development? How does China's strategy differ from other states such as the Soviet Union or South Korea? What lessons are there to learn from this approach to development?

Module 12: Platform Capitalism and the Future of International Development

The digital universe is expanding, touching down almost everywhere in the world, impacting daily life in myriad ways: some simple; many more highly complex. Supporters of platform capitalism argue that life is improving dramatically. Others argue that it is deepening inequalities and widening the socio-economic gap between the high consumption and low consumption parts of the world. Digital capitalism is ever-changing so presenting a 'moving target' for those who wish to steer its development toward sustainable, equitable, and inclusive forms of development. What are we to make of the rise of Amazon, Facebook, Google, Apple and Alibaba, to name the obvious global giants? Can these forces be regulated to the benefit of all? Should they be regulated? Or should they be left to their own 'devices'?

INDEV 200 ASSIGNMENTS FOR FALL 2020

Participation (30%)

Participation is essential in an e-course. Class discussions are an important part of this course. Your participation in the weekly discussions will count 20% toward your participation mark (30%). The twenty percent will be assessed via the rubric below. The instructor will assess you (10%) and you will assess yourself (10%) based on the criteria set out in the rubric. The final 10% is based on the degree to which you met the posting/responding criteria each week (i.e. 1 post by 11:55pm Wednesday; no fewer than 2 responses by 11:55pm Sunday).

Before contributing to the discussion topics, please read the following sections.

- Discussion Description and Expectations
- Accessing the Discussion Forum
- Discussion Assessment Rubric
- Discussion Topics

LATE SUBMISSIONS WILL BE ACCEPTED BUT PENALIZED 5% PER LATE DAY.

Description and Expectations

There are discussion questions for each module related either to the videos for the week or/and to the main topics in the course. These prepared discussion questions give you a chance to reflect on the course material and apply what you have learned but are **meant to function only as starting points for discussion**.

To participate effectively in the discussion students must have done the following:

- Read the assigned readings
- Listened to the prepared lecture
- Watched the video(s) if there is one

The order in which you do these things is not important, although you will find that following the order above will yield the best learning outcomes. After each of these steps, you should prepare discussion notes that include observations regarding the case studies, reflections and critiques of particular perspectives, and no doubt many questions.

Minimum Criteria and Guidelines

Each module requires you to contribute to a discussion by posting once to the discussion and responding to two other posts. Your initial post must be minimum 100 words in length. Your post should move the existing discussion forward in some way. It is preferable for the student to cite course material where applicable, either in the form of 'According to Petch (1986) Belize has a complex history' or as a bracketed reference at the end of a sentence: 'Belize has a complex history (Petch, 1986)'.

You must **post and respond** by the specified deadlines; late posts and responses will not be graded. As stated above, your contribution to each discussion (post and responses) will be graded according to the rubric below.

Initial posts are due no later than 11:55pm on the Wednesday of the relevant week (e.g. Week 1 post is due September 9th; Week 2 is due September 16th). Responses must be posted no later than 11:55pm on the Sunday of the relevant week.

Accessing the Discussion Forum

You can access all of the discussion forums by clicking **Connect** and then **Discussions** on the course navigation bar above.

Groups

You will be working in **Weekly Discussion** groups of approximately 5-8 students. You will remain with the same group throughout the course for the weekly discussions. To find out which **Weekly Discussion** group you are in, click **Connect** and then **Groups** on the course navigation bar. If you are not in a **Weekly Discussion** group by 9:00 a.m. on 9 September please contact the instructor at lswatuk@uwaterloo.ca.

Individual Discussion Topics: Refer to the Participation page on LEARN under the Activities and Assessments topic folder (questions may differ from below)

Overview of Weekly Discussion topics and questions

Module 1 – Answer the following:

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In relation to the different models, concepts and theories for explaining world orders and events, discuss the following question: What is political economy and why does it matter for international development?

Module 2 – Answer the following:

Discuss the genesis of the 'sovereign state'. Discuss the different factors that generate 'good' and 'bad' performance. Discuss the metrics of state performance: how do we know that one state is performing 'better' than other? In your experience, where has there been 'balanced' development?

Module 3 – Answer the following:

Last week we looked at the 'sovereign state' as a social phenomenon: its genesis, theories about its

In this week's discussion I want you to focus on the drivers of underdevelopment: what factors contribute to underdevelopment?

Module 4 – Answer the following:

What accounts for the seemingly constant rising and falling of sub-Saharan African states? What does Taylor say about this phenomenon? What do Mkandawire and Kieh say about the possibility for the emergence of a developmental state in Africa?

Module 5 – Answer the following:

What distinguishes the semi-periphery from either the core or the periphery? What makes these states particularly vulnerable despite their rapid economic growth and relatively diversified economies?

Module 6 – Answer the following:

What are the key characteristics of a 'developmental state'? Why have states such as Hong Kong, South Korea, Taiwan and Singapore emerged as some of the wealthiest and most powerful states in the world? Can other less successful states mimic their path to economic development?

Module 7 – Answer the following:

What is civil society? What does it do? How does civil society differ from and relate to social movements? What accounts for their rise as influential social phenomena in international development?

Module 8 – Answer the following:

How do you account for the increased power of the private sector in the global political economy? What can states and civil societies do to ensure that this increase in wealth and power leads to mutually beneficial outcomes, and not a 'race to the bottom'?

Module 9 – Answer the following:

Based on what we have learned over the last several weeks about states, civil societies, private sectors and their interrelationship, are you hopeful or pessimistic with regard to our capacity to ensure that transnational enterprises pursue productive activities that are socially equitable, environmentally sustainable and economically efficient? What evidence can you show in support of your argument?

Module 10 – Answer the following:

What characterizes the 'new' in the new international division of labour? How is this round of globalization different from previous iterations of it?

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Module 11 – Answer the following:

What accounts for China's rapid growth? Is there a 'Chinese model' of economic development? How does China's strategy differ from other states such as the Soviet Union or South Korea? What lessons are there to learn from this approach to development?

Module 12 – Answer the following:

What are we to make of the rise of Amazon, Facebook, Google, Apple and Alibaba, to name the obvious global giants? Can these forces be regulated to the benefit of all? Should they be regulated? Or should they be left to their own 'devices'?

Discussion Rubric Using Numbered Grading: total marks possible = 20

Criteria					
	5	4	3	2	0
Discussion Interaction (how student acts in the discussion forum)	Student interacts with others in a respectful way, supports the views of others, and comments or critiques the ideas of others in a constructive way	Student interacts with others in a respectful way, usually supports the view of others but may have some difficulty when his or her own ideas are challenged	Student interacts with others but not in a respectful way and sometimes attacks others while in discussion	Student participates but interacts with others in a consistently disrespectful way, often argues or attacks others during discussion, and does not respect the ideas of others	Student does not participate at all
Conversation Leadership (how student acts as a leader in the discussion forum)	Student usually leads the discussion and encourages others to participate; student provides feedback to others using constructive criticism or questions	Student leads the discussion and encourages others to join the discussion but is not always successful	Student rarely leads discussion and when he or she does lead, the student prefers his or her own views and does not include the views of others	Student follows the discussion but does not lead; student may disrupt conversations or stop the flow of discussion	Student does not participate at all

Development of Argument or Viewpoint (well-formed and substantiated arguments or positions)	Student's comments or arguments are well formed, logical and always supported by course material; student uses secondary research sources and makes valuable contributions to the course discussion	Student's comments or arguments are well formed, logical and mostly supported by course material; student makes valuable contributions to the course discussion	Student's comments are opinions that are not backed up with evidence from the course; student's comments demonstrate confusion or a misunderstanding of the course material	Student's comments or arguments do not make logical sense and are not backed up with evidence; student criticizes the readings without explaining why; others cannot follow along	Student does not participate at all
Discussion Focus (student follows along with the discussion)	Student always follows the discussion, adds valuable information, and keeps the discussion focused on the topic	Student usually follows the discussion, often adds valuable information, usually keeps the discussion focused on the topic, and asks questions when unsure	Student often does not follow the discussion properly and may repeat information already discussed; student rarely adds valuable information	Student participates but does not follow the discussion at all and adds irrelevant information to the discussion	Student does not participate at all

Individual Critical Reflections

Description and Expectations

There are two critical reflections in this course. Each reflection is worth 10%. You can achieve a maximum mark of 20% in total.

Reflections are intended to enable the student to delve deeper into particular topics of interest to her or him, such as Africa in underdevelopment, the rise of the state, Globalization and the NIDL or some other key issue area. Each reflection should be no less than 500 and no more than 750 words, i.e., about the length of an op-ed piece written for a newspaper or a well-written blog posting. Each week, a new issue is presented. At the end of every 6 modules, you will choose one of the issues and prepare a critical reflection based on your choice. You will reflect on the lecture, readings, video, and discussion for each issue. You will then shape your reflection as a type of critical insight into the issue based on these elements adding your own insights as you see fit. It is not necessary to include a bibliography. However, it should be clear to the reader that your insights derive from knowledge gleaned from the sources provided for the chosen module, i.e. readings, videos, discussions, lectures.

Reflection 1

Write a 500-750 word reflection paper on one of the topics from modules 1 - 6. **Due 1 November at 11:55pm.**

Reflection 2

Write a 500-750 word reflection paper on one of the topics from modules 7-12. **Due 17 December at 11:55pm.**

Presentation and Submission

Reflections should be double-spaced, use 12 point font, and one-inch margins.

The following information should appear in the top-left corner

- your full name
- your student ID number
- the course name and number (Political Economy of Development, INDEV 200)
- the date you are submitting it

The paper should also have a title: what is it that you are writing about?!

Tips

Please have a look at the writing style of

- [George Monbiot](#)
- [Doug Saunders](#)
- And the contributors to [The Conversation](#) and The Wilson Center's [New Security Beat](#) for ideas regarding form and content of the reflection.

How Your Assignment Will Be Graded

Assessment of the reflection is based on the following criteria:

- Professional presentation
- Substantive content
- Demonstrated ability to integrate information across sources
- Clarity, brevity and relevance of the content (One of the most difficult but important skills for a writer is the ability to say a lot with a limited number of words; in other words, not sacrificing content due to brevity)

How To Submit Your Assignment

Please note that the following instructions pertain to this specific assignment. Instructions for other assignments may differ.

Your critical reflections must be submitted online to the appropriate **Critical Reflection** dropbox by the deadline specified in the Course Schedule. Dropboxes can be accessed by clicking **Submit** and then **Dropbox** on the course navigation bar above.

Your assignment must be submitted in one of the following file types:

- Microsoft Word (DOC or DOCX)
- Rich Text Format (RTF)

Please refer to the Activities and Assessments folder for general guidelines and how to submit to a dropbox.

LATE SUBMISSIONS WILL BE ACCEPTED BUT PENALIZED AT 5% PER DAY.

Research Essay (50%)

Knowledge is power. It is essential that you learn how to conduct proper research as a student of international development. The essay topic will be chosen by you. This is because I want you to write about a topic that is both related to the topic of the course (i.e. the political economy of development) but is also something about which you have a passionate interest. The research essay will be completed in 3 steps.

Essay Requirements:

Step 1 (10%): Due 8 October, 11:55pm

This first step is designed to help you identify a topic, initiate your research, and delve into it by identifying sources, reading them, thinking about them, and then telling us why you think they will help you in putting your story together. To achieve this, you must do the following:

- Provide a title for your paper;
- Provide a thesis statement regarding the topic;
- Provide a short statement of the motivation for writing a paper on this topic;
- List 10 academic sources (i.e. books, peer-reviewed journal articles, government/intergovernmental reports/documents) that you will use in preparing your essay; and
- Write a brief precis -- i.e. 3-5 sentences for each -- explaining the particular value of 3 of these 10 sources: why is it that each of these 3 are particularly useful for your essay?

Step 2 (15%): Due 5 November, 11:55pm

The second step is designed to ensure that you have an appropriate structure to your essay, that it flows logically from beginning to end, and that the supporting evidence is appropriate. To achieve this, you must do the following:

- Provide a refined title and thesis statement;
- Provide relevant topic headings (see peer-reviewed journal article structure for ideas);
- Write three or four sentences under each topic heading, outlining what information will appear here and why, citing links to the sources that you will use in gathering the information shown here;
- Provide a refined bibliography

Step 3 (35%): Due 7 December, 11:55pm

The third and final step is completion and submission of your essay.

A first class essay reflects the format of a first-class peer-reviewed journal article. So, look at the format of your favorite article and try to follow that: appropriate title; appropriate headings and sub-headings; well-constructed content that is sufficient in relation to the essay's stated purpose; appropriate use of footnotes or endnotes; a strong bibliography reflecting the depth of research and understanding that you bring to the topic area; an essay free of grammatical errors and errors of style and syntax; something you are proud of and that anyone would enjoy reading. The final paper should be 3000-3750 words (12-15 pages) in length inclusive of bibliography. It should be typed, 1.5 line spaced, 12 point font.

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Please see the essay rubric below.

INDEV 200 ESSAY RUBRIC FALL 2020

NAME:

MARKED BY:

CONTENT: Value 80%

VALUE		1 INADEQUATE (.30)	2 GOOD (.60)	3 VERY GOOD (.75)	4 EXCELLENT (.85)	5 OUTSTANDING (.95)
Argument (5%)	The paper takes a clear position on a well-articulated issue					
Thesis Statement (5%)	The thesis statement is clear and coherent					
Relevance and sufficiency (20%)	The paper focuses on the topic and covers significant areas sufficiently to support the argument					
Analysis (40%)	The analysis is supported by a strong body of evidence					
Clarity (5%)	The argument and analysis are logically laid out and easily followed					
Research (5%)	The paper uses a good variety of academic sources					

FORM: Value 20%

VALUE		1 INADE- QUATE	2 GOOD	3 VERY GOOD	4 EXCEL- LENT	5 OUT- STANDING
Organisation (5%)	The essay is well-organised in terms of its basic shape, use of headings and sub-headings, use of adequate and proper footnotes or endnotes, and bibliography					
Paragraph construction (5%)	The paper flows smoothly with the argument logically					

	building from beginning to end					
Grammar, spelling, syntax (5%)	The paper is free of errors of grammar, spelling and syntax					
Overall presentation (5%)	The paper's shape and form mirrors research papers as published in scientific journals					

GRADE:

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. Using UW-LEARN course website: See <http://uwace.uwaterloo.ca/> to sign on to UW-ACE. In case of difficulties, contact uwacehelp@ist.uwaterloo.ca.

Academic Integrity: 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. www.uwaterloo.ca/academicintegrity/

All students are encouraged to 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.

Research Ethics: The 'University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see <http://iris.uwaterloo.ca/ethics/>

Note for students with disabilities: The Office for Persons with Disabilities (OPD), 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 with the OPD at the beginning of each academic term.

Religious Observances: Please 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. When in doubt please contact your Undergraduate Advisor for details.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs 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. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check Guidelines for Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm

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

Strongly recommended sources on writing skills: To further hone your skills, I strongly recommend the two 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/
Improve your grammar (free online resource): www.grammarbook.com

Consequences of Academic Offences:

Students are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions.

Students 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, TA, academic advisor, or the Undergraduate Associate Dean.

For information on categories of offenses and types of penalties, students should refer to Policy #71, Student Academic Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

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

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student G