

**UNIVERSITY OF WATERLOO
INTERNATIONAL DEVELOPMENT PROGRAM, FACULTY OF ENVIRONMENT**

**INTRODUCTION TO INTERNATIONAL DEVELOPMENT:
ISSUES, CHALLENGES AND APPROACHES**

INDEV 101

Winter 2021

**THIS COURSE IS OFFERED ENTIRELY ONLINE
(SYNCHRONOUS AND ASYNCHRONOUS COMPONENTS)**

Instructor: Dr. Prateep Kumar Nayak

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Class time: Thursdays 1.30 – 3 PM (Synchronous Meet)

Office Hours: 12.30 – 1.30 PM via Teams (or by appointment)

Course Overview

Development is a process with many dynamics that makes it multidimensional and complex. Like most ideas, ‘development’ is also a contested concept. There are no simple solutions to the challenges it offers to the scholars, policy makers, practitioners and people who need it the most. It is also important to recognize that the current context within which development takes place is ridden with growing uncertainty and change. In order to achieve the goals of development we need to constantly think and work in open, flexible and creative ways. Here, innovation is the key to success. After all, there is no panacea for development. Irrespective of the difference in how different people would like to define development, it is hard to disagree with the general observation that the early 21st Century world faces numerous challenges across many issue areas that should not go unattended.

This course serves as a basic introduction to the subject of international development with specific focus on development issues and problems. It introduces the student to the histories and concepts that have influenced past and current development issues. It draws student’s attention to the importance of analyzing multiple drivers that cause development issues and problems to emerge and also remain responsible for their persistence. The purpose of this course is to explore and critically evaluate the key issues underlying the theory and practice of international development, and how they influence development outcomes and their consequences for society and environment. It draws particular attention to the impact of development on the most vulnerable members of society and creates a debate around what role each one of us can and should play. It presents numerous practical examples based on the course instructor’s research experience with ‘development’. The course also draws heavily from the experience and knowledge of a number of

guest speakers who are engaged citizens in the world of development work. Students will engage in examining a number of development issues by considering their social, economic, political, cultural and environmental dimensions. Overall, students will learn and benefit from ‘how a better understanding of multiple development issues (in addition to theories and concepts), through the use of analytical and ‘inclusive’ lenses, can enhance our ability to address complex development problems and design pragmatic approaches to move towards sustainability. The course is intended to extend and/or supplement the knowledge and learning obtained by students in their fall 2018 course on ‘Introduction to international development: Concepts, theories and actors’.

Objectives

Objectives related to the topic of the course:

At the end of this course, students will have (a) a firm grasp of the meaning and complexity of development and its various components; (b) a good grasp of the main issues in international development; (c) a good general knowledge of the key drivers and actors influencing various issues in international development; (d) a solid understanding of the links between development and environment; (f) a capacity to critically analyze and communicate development challenges and issues facing people, groups, communities and states in different parts of the world; (g) a selected list of options and tools available for dealing with a number of development related issues and the challenges they pose.

Objectives related to communication and language:

At the end of this course, students will have (a) a good grasp of a host of written, verbal and non-verbal communication skills as they relate to articulating and expressing development topics; (b) expertise in various written, verbal, nonverbal communication methods - speaking, reading, writing, listening, observing, and establishing connection between skills in order to be an effective communicator in an international development context; (c) ability to effectively read and write academic papers, develop strategies for conducting critical analysis through literature reviews and annotations; (d) organize and prepare outlines of analytical papers, cultivate good writing habits including accurately citing academic information, and synthesize multiple ideas for making an academic argument.

Expectations

The instructor and students will attend all classes (synchronous). Students will come to class prepared by having read the required text and all supplementary materials provided by the instructor. Students will participate meaningfully through regular structured course work. Students will hand in assignments on time and will abide by the rules of the university regarding plagiarism and academic integrity. The instructor will assess all student work as objectively as possible and deliver grades to students as expeditiously as possible.

Pedagogy

The course will run online with appropriate use of online synchronous and asynchronous lectures. The basic pedagogy of the course will include an interesting mix of conceptual and empirical information delivered through evidence-based learning methods and structured lectures.

Synchronous component: The class will meet once every week synchronously for one and half hours to deliberate on one particular topic or a set of related issues on development. The synchronous time will be used for brief lectures, discussions / Q&A on posted readings and recorded lectures, occasional guest speakers, student presentations and clarifications on assignments. Class discussions will also revolve around a set of readings wherein students will be encouraged to participate in a meaningful way. *The synchronous sessions will be recorded and posted to LEARN as reference material for the course.*

Asynchronous component: The asynchronous component includes recorded course material being posted to LEARN in advance of the class. These materials will be in addition to the weekly readings listed in the course syllabus. While recorded material (such as lectures by the instructor, videos, audios, etc.) will be posted to LEARN by the instructor, it is the responsibility of the students to obtain listed readings through appropriate sources. Students must read and review all material on LEARN including the weekly readings prior to the synchronous meeting of the class on Thursdays as they will be the basis for discussions.

Required Readings

1. There are two required textbooks, each of which takes slightly different approaches to understanding and explaining international development. The texts are:
 - a. Paul Haslam, Jessica Schafer, Pierre Beaudet. 2016. *Introduction to International Development: Approaches, Actors, Issues, and Practice*. London: Oxford University Press. Third Edition.
 - b. Vandana Desai and Robert Potter, eds, 2014. *The Companion to Development Studies*. London: Routledge. Third Edition.
2. Electronic readings posted on Waterloo LEARN.

Student Assessment

- A learning diary on development issues discussed in class which is written over the course of the 12 weeks
 - First Submission of the diary (weeks 1 – 6) due Thursday 4 March (LEARN drop box by 11.59 PM).
 - Second submission (weeks 7 – 11) due Thursday 8 April (LEARN drop box by 11.59 PM).
 - **Total 10 + 10 = 20%**

Details will be provided in the first day of the class (January 14) and subsequently in weekly classes.

- Student (group) blog article and presentation during the synchronous meet time of the class in Weeks 10 and 11.
 - Total (20%).

Details will be provided in the first class on January 14 and further information afterwards.

- Conventional research paper OR a Policy brief (10 + 25 = 35%)

Part 1 (10%): Submission of 300 words abstract and a list of 10 literatures (refereed journal papers and book chapters) that you plan to use in your analysis - Due Thursday 4 February (online submission to drop box in LEARN by 11.59 PM)

Part 2 (25%): Submission of research paper or policy brief - Due Thursday 25 March by 11.59 PM (in LEARN drop box)

Details will be provided in the class and on LEARN.

- Final Exam (25%) - In April (TBD)

Learning diary on issues in development

Students will be required to maintain a **learning diary** on a regular basis and use it as a tool for reflection. The goal of the learning diary is to help students summarize, analyze and comment on the content of the lectures and guest speakers, assigned textbook chapters and reading materials, and other deliberations in the class on specific development issues. Please remember that the purpose of a learning diary is not to create a summary of what took place in the class each week. Rather, it is aimed at empowering students to speak with their own voice, using their own analysis and insights to grasp key learning and also place those learning in a larger development context. The diary should also offer a direction for further discussion on the topic.

Effective the diaries should be short (i.e., minimum a page to maximum two pages, single-spaced, 12size font in Times New Roman, per submission), very clearly written, consistent and to the point. Further instructions on how to write an effective learning diary, suggestions on possible templates and helpful reference material will be posted at Waterloo LEARN. Specific instructions will also be provided in the class.

Conventional research paper or Policy brief

Students have the option of writing either a **conventional research paper** OR **a policy brief**. Both options will require extensive research and careful synthesis of primary and secondary literature. However, there are major differences in how these documents can be structured and organized. The conventional research paper is more academically oriented, focused on the analysis of a particular topic / issue / problem in an orderly, logical manner, and aims to make a scholarly contribution to knowledge. It caters to a specialized audience. A policy brief, however, requires succinct consideration of policy options for a non-specialized audience. It is a focused, professional, evidence-based, practical and feasible document that can act as an impetus for advocacy and action with tremendous potential for contributing to policy and practice.

Further instructions on how to write an effective conventional research paper and a policy brief, suggestions on possible templates and helpful reference material will be posted at Waterloo LEARN. Specific instructions will also be provided in the class.

Student (group) blog article and presentation

A group of students will select a development issue from one of the weekly topics outlined in the course syllabus and work together to develop a blog article. They will also link the blog article to the Case study / Guest speaker / Documentary of the specific week. The group will make a 15-minute presentation of their blog article in weeks 10 or 11 following which it will be posted on SEED website, international development blogs section. Further details on this assignment will be provided in class and on LEARN.

Final Exam

The final exam will be held online during the exam period in April 2021. The final exam will have several sections such as long and short answer questions, etc. Students will have 2.5 hours to write the exam. Further information about the final exam will be available in March 2021.

COURSE TOPICS AND SCHEDULE

Week 1 (January 14)

Topic: INTRODUCTION TO ISSUES AND APPROACHES IN DEVELOPMENT

Readings: Nayak, P. K. and F. Berkes. 2010. Whose marginalization? Politics around environmental injustices in India's Chilika Lagoon. *Local Environment* 15(6): 553–567.

Case study presentation: Prateep Kumar Nayak on '*One lagoon, handful of fishers and a 'sea' of development issues across local to global scales: Politics of marginalization on the Bay of Bengal coast.*'

Synchronous Meet:

- Introductions
 - Introducing the Course – 12 weeks journey
 - Introducing the Assignments and grading
 - Reflections on key development issues
 - Discussion on posted materials
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Week 2 (January 21)

Topic: POLITICS AROUND LAND, WATER AND ENERGY: USE, ACCESS AND STRUGGLE FOR CONTROL AND SURVIVAL

Learning objectives:

- To understand why land, water and energy are precious resources and why shortages occur.
- To compare major sources of energy and water compartments.
- To summarize water and energy availability and use.
- To define how our energy, water and land uses have varied over time.
- To explain the consequences and rewards of using coal, oil, natural gas and nuclear power.
- To explore some of the politics associated with land, water and energy and reflect on some of the alternate measures to tackle resulting problems.

Readings: Desai and Potter, Companion, 3.5, 6.8, 6.9, 6.10; TBD

Case study / Guest speaker / Documentary: Viewing of the documentary '*Salmon Confidential*' (a film on the government cover up of what is killing BC's wild salmon) made by biologist Alexandra Morton.

Synchronous Meet:

- Lecture
 - Discussion on posted materials
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Week 3 (January 28)

Topic: CONTESTATIONS TO CONSENSUS: MANAGING CONFLICTS IN DEVELOPMENT

Learning objectives:

- To understand the role of contestations and consensus in development.
- To discover why and how both contestations and consensus are valued in our efforts towards achieving development outcomes.
- To learn about the importance of managing conflicts for the benefit of society and what are some of the mechanisms through which this is done to negotiate contestations and achieve consensus.

Readings: Desai and Potter, Companion, 9.2, 9.3, 9.5, 9.6, 9.8, 9.9, 9.11; TBD

Re-read / review: Haslam et al, Chapter 21

Synchronous Meet:

- Discussion on posted materials
 - **Case study / Guest speaker / Documentary:** Prof. Nathan Funk, Conrad Grebel University College on ‘*Local Resources for Development and Peace*’
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Week 4 (February 4)

Topic: URBAN FRONTIERS: SLUMS, GENTRIFICATION AND RESILIENT CITIES

Learning objectives:

- To be able to describe contemporary urbanization processes in various regions and understand its main trends and characteristics.
- To become familiar with key concepts and approaches to understand and interpret the transformation of urban areas – slums, gentrification, resilience.
- To appreciate the central development issues in the context of urbanization and sustainability.
- To learn about the major players in urban development - private developers, international agencies, governments, NGOs, and urban movements.

Readings: Desai and Potter, Companion, 5.1, 5.3, 5.5, 5.6, 5.7, 5.8; TBD

Re-read / review: Haslam et al, Chapter 19

Synchronous Meet:

- Discussion on posted materials
 - **Case study / Guest speaker / Documentary:** Dr. Cameron McCordic, School of Environment, Enterprise and Development, University of Waterloo, Canada on ‘*Linking urban origins to development outcomes*’
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Week 5 (February 11)

Topic: CAN SUSTAINABLE DEVELOPMENT GOALS (SDG) SUCCEED WITHOUT 'RURAL' IN IT?

Learning objectives:

- To learn about and evaluate the paradigm shifts in thinking about rural development.
- To understand and be able to explain the key features of 'rurality' and putting 'rural' in the context of SDGs.
- To be able to distinguish between various patterns of rural development.
- To grasp the 'sustainable rural livelihoods' concept.
- To discover the principal challenges to rural development.

Readings: Desai and Potter, Companion, 3.2, 3.3, 3.4, 3.6, 3.7; TBD

Re-read / review: Haslam et al, Chapter 18

Synchronous Meet:

- Discussion on posted materials
- **Case study / Guest speaker / Documentary:** Brock Dickinson, Faculty of Environment, University of Waterloo on '*Shock and Awe: Dislocation, Development and Opportunity in Rural Communities*'. (TBD)

Reading week February 15 - 19

Week 6 (February 25)

Topic: MIGRATION AND DEVELOPMENT

Learning objectives:

- To understand the main trends, patterns, and processes of contemporary international migration.
- To discover the underlying causes of international migration.
- To appreciate the relationship between international migration and development.

Readings: Desai and Potter, Companion, 4.7, 4.8, 4.10; TBD

Synchronous Meet:

- Discussion on posted materials
- **Case study / Guest speaker / Documentary:** Prof. Margaret Walton-Roberts, International Migration Research Centre, Wilfrid Laurier University on '*International nurse migration from India and the Philippines: the challenge of meeting the sustainable development goals in training, orderly migration and healthcare worker retention*'.

Week 7 (March 4)

Topic: CRITICAL APPROACHES TO DEVELOPMENT ISSUES: HUMAN RIGHTS, SOCIAL JUSTICE AND POWER

Learning objectives:

- To understand what human rights is, social and environmental justice and how power dynamics is a pervasive force in society.
- To understand the key concepts and approaches inherent in debates on human rights, social justice and power dynamics.
- To examine how issues of rights, justice and power influence development.
- To compare selected case examples of important human rights violations in the world.

Readings: Desai and Potter, Companion, 1.9, 2.16, 4.10, 6.1, 7.10, 10.16; TBD

Synchronous Meet:

- Discussion on posted materials
 - **Case study / Guest speaker / Documentary:** Prof. Simron Singh, School of Environment, Enterprise and Development, University of Waterloo, Canada on '*Yasunizar and Environmental Justice in the Ecuadorian Amazon*'.
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Week 8 (March 11)

Topic: GOVERNANCE AND DEVELOPMENT

Learning objectives:

- To understand the history of various governance arrangements used to achieve development success.
- To reflect on the key principles and different types of governance models suggested by theory and others those have been used in practice.
- To assess the importance of governance for development in a complex world.

Readings: Haslam et al, Chapter 7: Sections on 'Governance as a Process of Democratization'; Haslam et al, Chapter 9: The World Bank, Good Governance, and Institution-Building'
Desai and Potter, Companion, 1.10, 2.11, 9.12, 10.4, 10.9, 10.10; TBD

Synchronous Meet:

- Discussion on posted materials
 - **Case study / Guest speaker / Documentary:** Ana Carolina Dias, School of Environment, Enterprise and Development, University of Waterloo on '*Environmental governance and development*.'
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Week 9 (March 18)

Topic: INDIGENOUS PEOPLE: A CATEGORY IN DEVELOPMENT (Development Issues in the Global North)

Learning objectives:

- To understand the principal factors shaping the definition of indigenous peoples at the United Nations.
- To learn about the history and the context of the mobilization of indigenous peoples at the international level.
- To appreciate the main issues surrounding indigenous rights claims at the international level from the perspective of indigenous peoples as well as that of the states in which they reside.

Readings: Desai and Potter, Companion, 2.9; TBD

Synchronous Meet:

- Discussion on posted materials
 - **Case study / Guest speaker / Documentary:** Sisir Kanta Pradhan, School of Environment, Enterprise and Development, Waterloo on *'Forest rights Act, 2006- a democratic instrument to correct historical injustice to Tribals (Indigenous People) in India'*.
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Week 10 (March 25)

Topic: TRADITIONS, CUSTOMS AND CULTURAL ISSUES IN DEVELOPMENT

Learning objectives:

- To understand tradition, custom and culture and to dispel the many myths surrounding these.
- To understand the relationship between tradition, customs and culture and their significance for development.

Readings: Desai and Potter, Companion, 1.11; TBD

Re-read / review: Haslam et al, Chapter 23

Synchronous Meet:

- Discussion on posted materials
 - Blog article presentation by student groups
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Week 11 (April 1)

Topic: TECHNOLOGY, INFORMATION AND DEVELOPMENT

Learning objectives:

- To understand the challenges in transplanting appropriate technologies for development.
- To develop a critical understanding of the good and bad effects of technologies on societies, institutions, work, and individuals.
- To appreciate the growing role played by information and communication technologies (ICTs) in the development of today's society.
- To discover the causes of the 'digital divide' that exists between and within nations and its implications on development and people's rights.

Readings: Haslam et al, Chapter 22; Desai and Potter, Companion, 1.12, 7.7

Synchronous Meet:

- Discussion on posted materials
 - Blog article presentation by student groups
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Week 12 (April 8)

Topic: WHERE TO FROM HERE? THE FUTURE OF DEVELOPMENT (COURSE WRAP UP)

Readings: Haslam et al, Chapter 29; Desai and Potter, Companion, 1.2

Nayak. P. K. and F. Berkes. 2012. Linking global drivers with local and regional change: A social-ecological system approach in Chilika Lagoon, Bay of Bengal. *Regional Environmental Change*.

Case study / Guest speaker / Documentary: Prateep Kumar Nayak on '*Vicious cycles of poverty, marginalization and underdevelopment: Multilevel Drivers of Change.*'

Synchronous Meet:

- Discussion on posted materials
 - Course wrap up
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Important Information

Late policy: *Assignments are to be handed as instructed in course outline and on the date highlighted above.* You are expected to take account of the possibility of computer or printer failure in planning your time. Emailed or faxed 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 ACE email; make sure to include your full name in your message. Where possible, you must contact me 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.

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: Users can login to LEARN via: <http://learn.uwaterloo.ca/>. Use your WatIAM/Quest username and password.

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.

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> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counseling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

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

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Intellectual Property: Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes

items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository). Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be willing to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

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

Recording Lectures:

-Lectures recorded by the instructor will be available to the students enrolled in this course.

-Any other form of recording is only allowed with explicit permission of the instructor of the course.

-If allowed, video recordings may only include images of the instructor and not fellow classmates.

-Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

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 Grievance,

<http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

Grades

The following Faculty of Environment guidelines are useful in interpreting your grade (see also <https://uwaterloo.ca/environment/undergraduate/student-support/exams-and-grades>).

80 – 100: Student has demonstrated a full understanding of the subject matter, has capacity to analyze, and has demonstrated critical thinking, shows evidence of creative thinking, familiarity with literature and previous work in the area, highly developed communication and presentation skills. The work is of outstanding quality according to the criteria established for the evaluation.

70-79: Student has shown good comprehension of subject matter, evidence of critical and creative thought, familiarity with literature and previous work in the subject area, competence in communication and presentation skills, but none of the above to the degree found in the ‘A’ category. The work is of very good quality according to the evaluation criteria.

65-69: Student has demonstrated some understanding of subject matter and can assimilate and communicate basic aspects of the subject matter. The work is of satisfactory or adequate quality according to evaluation criteria.

50-64: Student has demonstrated minimal or weak understanding of the subject matter, poorly developed communication skills, inability to apply subject matter understanding in other contexts, and little evidence of critical or creative thinking. The work is of unsatisfactory but passable quality according to evaluation criteria.

0-49: Inadequate understanding of subject matter, failed to complete course requirements, no demonstration of critical thought, communication skills very poor. The work is clearly of unacceptable quality according to evaluation criteria.