INDEV 100: Introduction to International Development

FALL TERM 2021

THIS COURSE IS OFFERED ONLINE WITH OPTIONAL IN-PERSON TUTORIALS

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

Instructor

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Office hours: Tuesday 10-12am; or by appointment. To set up a time, please email the instructor.

Teaching Assistants

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Regarding Office Hours

Where feasible and in compliance with public health guidelines on campus, office hours will be held in-person. However, when in-person contact is not an option, or where a student may prefer an online meeting, this will be arranged. Virtual office hours remain an option throughout the term and the mode for doing this will be communicated with students by the instructor and TAs for their specific office hours.

Course Information

- Calendar description: "Students obtain an overview of the multi-dimensional and transdisciplinary nature of development. Themes include theories and strategies of development; history of development; relevance of context (culture, economics, and politics); the impact of law and international regulatory bodies; environmental influences; urbanization; the factors of health, literacy and violence; development agencies. Reference is made to particular development problems in specific developing countries."

- Course location: Online and remote using LEARN (login via http://learn.uwaterloo.ca/. Use your WatIAM/Quest username and password).

- Course timing: Lectures posted on the LEARN course website weekly on Tuesdays by 4:00pm.

COVID-19 Information

Covid-19 Protocols
- Students shall not attend the in-person tutorial if they are ill, have been in close contact with someone who is ill, or have travelled outside of Canada within the past 14 days.
- Wearing of face-covering/mask is a requirement in common use areas on campus and must be worn in the classroom.
    - As such, no food is allowed to be consumed during the class. Beverages are allowed if a straw is used or if the mask is lowered only for a brief period.
    - When a student asks or answers a question it may be difficult for them to be heard if they are asking from the back of these large classrooms while wearing a mask. A student may briefly lower their mask to ask/answer the question and then the mask must be replaced.
- Students are expected to practice frequent hand hygiene (handwashing with soap and water or use of hand sanitizer) before coming to class.
- Students may sit where they wish but should maintain 2 meters of distance from others.

Covid-19 Course Schedule Changes (all changes will be announced on LEARN)
It may become necessary to alter the delivery of this course to accommodate changes in public health guidelines. If such alterations become necessary, the following changes will be made:
- ***Short-term (one-week) cancellation of in-person classes***: The in-person tutorials will be held online via LEARN during the same timing for the week of cancelled in-person classes. Existing online tutorials will continue as scheduled.

- ***Long-term cancellation of in-person meetings***: The in-person tutorials will be held online via LEARN during the same timing until in-person classes are reinstated or until the end of the semester. Existing online tutorials will continue as scheduled.

Course Overview

While other nations try to reach the moon, we are trying to reach the village.
Julius Nyerere (in UNESCO, 1974).

What is development? And what is *international* about it? Is development a process with an endpoint, or a marker of the ability to adapt and change through time? Like most ideas, 'development' is a contested concept: what it means depends on who is describing it. And like many powerful ideas, 'development' has set in motion numerous processes that link together people, communities, states and regions across time and space. Irrespective of how you define development for yourself, it is hard to disagree with the general observation that the world in the early 21st Century faces numerous challenges across many issue areas that should not go unattended. For example, sub-Saharan Africa faces a fundamental challenge in providing adequate health services to all citizens. Is this an issue requiring a global response? Or is it an issue that should be addressed by the people of sub-Saharan Africa alone? Or perhaps even left to each country? How you answer this question says a lot about what you think 'development' is. What if we scale down to an issue such as the persistent presence of arsenic in the groundwater consumed by most Bangladeshis for household use? Or scale up to the level of the biosphere and wonder about the impact of climate change, not only for life on earth as we know it, but about its varied localized impacts as well. What are we to do? … And who are 'we'?

This course serves as a basic introduction to the subject of International Development. It introduces the student to various histories, concepts, theories and actors of 'development'. It presents numerous practical examples based on the course instructor's research experience with 'development'. The course also draws from the experience and knowledge of a number of guest speakers to the course. The course is intended to give the students both a survey of the history of the subject as well as a broad overview of the many issues that fall within its rubric.

Course Learning Objectives

- To identify and critique the history of International Development concepts, theories, actors and institutions
- To explain and assess key development issues in the field of International Development

Key Questions to Structure Learning

- What is International Development?
- Is International Development legitimate?
- Where does International Development come from?
- Where is International Development going?

You should refer regularly to these four questions as you progress through the course. In seeking answers to these questions, you will be better able to make connections between the various themes and topics of this course, and to see the 'big picture' of International Development.

Course Structure

The course is structured around the textbook. Each week's material reflects selected readings from the textbook (as outlined below under Course Schedule). These readings are supplemented with weekly lectures and accompanying PowerPoint slides. Additional resources may be added in some weeks, such as video talks, film, and articles.

Tutorials

Tutorials are scheduled weekly. You have a choice of in-person or online formats for which you preregister. Your TA responsible for your particular scheduled tutorial will provide details on format, content and expectations for the tutorials. These are intended to provide the opportunity for you to discuss the course themes and materials in greater depth.

You are encouraged to use LEARN to engage with your TAs by email and online (where feasible) during office hours with constructive insights and questions. All interaction must be professional, respectful, and courteous to peers, TAs and the instructor. Racist, sexist, homophobic, and other intolerant language is unacceptable, but openness about these complicated issues is encouraged using thoughtful and respectful language.

You can expect TAs and the instructor to respond to emails within 48 hours, exclusive of weekends and holidays.

Course Text and Learning Materials

Haslam, P., Schafer, J., & Beaudet, P. (2016/7). *Introduction to International Development: Approaches, Actors, Issues and Practices*. Oxford: Oxford University Press.

Digital e-version may be purchased at : https://www.redshelf.com/accounts/login/?next=/library/ Other materials will be made available via LEARN.

Evaluation

The evaluation consists of four (4) multiple-choice quizzes through the term, each worth 25%. Of these four quizzes, only the three (3) best quizzes (your highest grades) will be counted, totalling 75% of your final grade. The final 25% of your grade will be based on a written test.

- Quiz #1: 25%
    - Week 3: September 20-24
    - Covering Haslam et al. (2016) Chapters 1, 2, 3, 4

- Quiz #2: 25%
    - Week 7: October 18-22
    - Covering Haslam et al. (2016) Chapters 7, 8, 9, 10, 11, 12

- Quiz #3: 25%
    - Week 10: November 8-12
    - Covering Haslam et al. (2016) Chapters 14, 15, 17, 18, 19, 20

- Quiz #4: 25%
    - Week 13: November 29 – December 03
    - Covering Haslam et al. (2016) Chapters 5, 16, 21, 23, 24

- Written Test: 25%
    - Week 13: November 29 – December 03
    - Cumulative

Any quiz/test accommodations or extensions must be requested via an email to the course instructor at least 48 hours before the start of the assignment. Valid reasons for exam extensions include religious observances, medical illness or injury (supported by a doctor's note), catastrophic events, or family funeral arrangements (supported by a copy of the death certificate or obituary). Alternative evaluation arrangements will be made on a case by case basis. Without supporting documentation, failure to complete a quiz/test will result in a grade of zero (0) for that quiz/test.

Lecture Schedule

Please Note:

- Lectures are posted on the LEARN course website weekly on Tuesdays by 4:00pm. Normally, there are two topics covered in a given week.
- This schedule may change if unforeseen circumstances arise. Notice of changes will be announced through LEARN.

Important Dates:

- Classes Start: 8 September, 2021
- Reading Week: October 9 to October 17, 2020
- Thanksgiving Day: October 11, 2020
- Classes End: December 7, 2020

Weekly Schedule 8 September – 7 December, 2020

- WEEK 1: September 8-10
  Overview of Course Outline and Introduction to the Course
    - Readings: Course Outline

- WEEK 2: September 13-17
  What is 'Development'?
    o Readings: Haslam et al. (2016), Chapter 1

- WEEK 3: September 20-24
  History and Theories of Development
    o Readings: Haslam et al. (2016), Chapter 3

  Colonialism and Post-Development
    o Readings: Haslam et al. (2016), Chapters 2 and 4

Quiz #1: Weeks 2-3 (25%)

- WEEK 4: September 27 – October 1
  The Role of the State in Development
    o Readings: Haslam et al. (2016), Chapter 7

  Architectures of Development and Aid
    o Readings: Haslam et al. (2016), Chapter 8

- WEEK 5: October 4-8
  International Financial Institutions
    o Readings: Haslam et al. (2016), Chapter 9

  Multilateral Actors in Development
    o Readings: Haslam et al. (2016), Chapter 10

WEEK 6: October 9 – 17: READING WEEK

- WEEK 7: October 18-22
  Civil Society and Development
    o Readings: Haslam et al. (2016), Chapter 12

  Private Industry and Development
    o Readings: Haslam et al. (2016), Chapter 11

Quiz #2: Weeks 4-7 (25%)

- WEEK 8: October 25-29
  Debt and Development
    o Readings: Haslam et al. (2016), Chapter 14

  Trade and Development
    o Readings: Haslam et al. (2016), Chapter 15

- WEEK 9: November 1-5
  Environment in Development
  - Readings: Haslam et al. (2016), Chapter 17

  Development and Health
  - Readings: Haslam et al. (2016), Chapter 20

- WEEK 10: November 8-12
  Urban Development
  - Readings: Haslam et al. (2016), Chapter 19

  Rural Development
  - Readings: Haslam et al. (2016), Chapter 18

Quiz #3: Weeks 8-10 (25%)

- WEEK 11: November 15-19
  Conflict and Development
  - Readings: Haslam et al. (2016), Chapter 21

  Culture and Gender in Development
  - Readings: Haslam et al. (2016), Chapters 5 and 23

- WEEK 12: November 22-26
  Democracy in Development
  - Readings: Haslam et al. (2016), Chapter 16

- **From Basic Needs to the MDGs and now SDGs**
  - Readings: Haslam et al. (2016), Chapter 24

- WEEK 13: November 29 – December 03
  Final Quiz #4 and Written Test

Quiz #4: Weeks 10-12 (25%)

WRITTEN TEST - cumulative, designed to offer you an opportunity to demonstrate your understanding of the four (4) Key Questions to Structure Learning (see page 3 of this document) (25%)

Important Information

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. [Check the Office of Academic Integrity for more information.]

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.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity]() for more information.] 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 instructor, 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](). For typical penalties, check [Guidelines for the Assessment of Penalties]().

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]().

Note for students with disabilities: [AccessAbility Services](), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services]() 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: Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Unclaimed assignments: 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.

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).

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 <u>explicit written permission</u> 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.

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, then please contact the course instructor for guidance and see
https://uwaterloo.ca/research/office-research-ethics

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username and password.

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.