

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

**INTRODUCTION TO INTERNATIONAL DEVELOPMENT:  
CONCEPTS, THEORIES AND ACTORS  
INDEV 100, Fall 2018**

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**Class time:** Tuesday and Thursday 11.30 AM – 12.50 PM

**Offices Hours:** Tuesday/Thursday 10.15 AM – 11.15 AM (or by appointment)

**Teaching Assistants:** Sisir Pradhan: [sisir.pradhan73@gmail.com](mailto:sisir.pradhan73@gmail.com), Tara Atleo: [tdsatleo@umeek.com](mailto:tdsatleo@umeek.com), Rauf Muhammad: [madilrauf@gmail.com](mailto:madilrauf@gmail.com), Kayla Little: [kaylia.little@gmail.com](mailto:kaylia.little@gmail.com)

TA Office Hours: TBD

**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 train numerous processes that link together people, communities, states and regions across time and space. Irrespective of how you yourself define development, it is hard to disagree with the general observation that the early 21<sup>st</sup> Century world faces numerous challenges across many issue areas that should not go unattended. For example, sub-Saharan Africa faces a fundamental challenge in the form of HIV/AIDS. 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? 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 used 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 crash course in the history of the subject as well as a broad overview of the many issues that fall within its rubric.

**Objectives:**

At the end of this course, students will have (a) a firm grasp of the meaning and complexity of 'development'; (b) a good general knowledge of the main issues in international development; (c) a good general knowledge of the key actors, forces and factors in international development; (d) a good basic knowledge of world geography; (e) a solid understanding of the links between development and environment; (f) a capacity to differentiate the development challenges facing people, groups, communities and states in different parts of the world; (g) some idea of the various options available for dealing with particular developmental challenges.

**Expectations:**

The instructor and students will attend all classes. 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 group 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 basic pedagogy of the course involves two weekly lectures devised around a set of required and recommended readings wherein students will also be encouraged to participate in a meaningful way. The course outline provides students with numerous internet links to a mix of scholarly and popular websites. It is expected that the student will equip him/herself with a variety of forms of information: after all, knowledge is power! The internet is a powerful multimedia tool – and we will employ it to our advantage – but there remains no substitute for reading. An informed opinion is light years ahead of an opinion lightly formed. There will be weekly tutorials for this course. The course instructor will make every effort to add on a weekly or bi-weekly question and answer session, preferably as part of the tutorials, provided there is the time, popular will and physical room for this.

**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, *Introduction to International Development: Approaches, Actors and Issues* (Oxford University Press, 2017), Third Edition.

- b. Vandana Desai and Robert Potter, eds, *The Companion to Development Studies* (Routledge, 2014), Third Edition.
2. Electronic readings posted on Waterloo LEARN.

**Newspapers and online material:** In addition to the required readings, students are expected to read newspapers and relevant online material regularly in order to be able to discuss current events in both lectures and tutorials. A useful English-language newspaper for those interested in development issues is *The Independent* available online at <http://www.independent.co.uk>. Also, *The Guardian Weekly* is another useful paper, available in the library or by subscription at: [www.guardianweekly.com](http://www.guardianweekly.com). Other good important sources of information on developing countries are the left-leaning *New Internationalist* (monthly) and right-leaning *The Economist* (weekly). The *Globe and Mail* ([www.theglobeandmail.com](http://www.theglobeandmail.com)) also regularly carries longish articles on key development issues and students should make a habit of reading the paper, especially its Saturday edition.

**Assessment:**

1. Participation in tutorials / class and creative assignments: 10% (TUTORIALS START Monday 10 September 2018)
2. Action Assignment Step 1 and 2: 10% + 5% = 15% (Due Thursday 4 October)
3. Research Essay Step 1: 5% (Due Thursday 11 October)
4. Mid-term test (In class): 20% (Tuesday 18 October, IN CLASS)
5. Research Essay Step 2: 20% (Due Thursday 22 November)
6. Final Exam: 30% (TBA)

**Note:** Make sure you submit each assignment to your respective TAs who will be present in the class.

**Action Assignment**

This assignment requires students to take a concrete action (in the form of a letter) to address a contemporary development related issue. The assignment involves two parts with one due date:

- 1) Write a short (i.e. 1500 words) analysis of a contemporary development issue related to the policies and/or practices of the Canadian government, the government of another country, an international development organization, a private business, or a Civil Society Organization. The analytical report should be based on both academic and / or reliable current media sources and should include proper citations and references. The report should be prepared in a format that analyses key aspects of the issue, highlights the importance of the issue you have analyzed and provides a direction for further discussion on the topic.
- 2) Based on your research, write and send an one / two pages letter to an appropriate government, business or civil society leader that outlines the position and/or action you

believe their respective government, business or civil society organization should take regarding the issue you researched.

Both the analytical report and a copy of the letter should be submitted in class by the due date indicated in the course outline. **BE SURE TO STAPLE YOUR PAGES TOGETHER AND TO PUT YOUR NAME AND STUDENT NUMBER ON YOUR TITLE PAGE!** Only the original letter should be mailed. TAs will collect the letters in stamped envelopes to mail collectively. Possible examples from past years include letters to the Prime Minister (and appropriate Cabinet Minister(s)) about Canadian foreign policy issues and Canadian development assistance; letter to the President of a grocery store chain requesting more fair-trade products in the store; letter to the president of a foreign country about specific human rights abuses that are part of an Amnesty International campaign, etc. You may wish to discuss possible issues and destinations for your letter with your TA and/or the instructor.

Effective letters should be short (i.e. a page to a page and a half, single-spaced), very clearly written, and to the point. For suggestions on effective letter writing, see the two readings posted at Waterloo LEARN “How to Write a Protest Letter” by Jennifer Pozner.

**\* YOUR FIRST TUTORIAL WILL BE DEVOTED TO THIS EXERCISE.**

### **Research Essay: Historical Routes of Development and Underdevelopment**

Choose a particular country in Asia, Africa, Latin America, the Caribbean or the Middle East. How has the contemporary situation of that country been shaped by colonialism and / or neo-colonialism? Essays should either focus on particular aspects of the country in question, e.g. economy, political situation, environment, gender relations, language, culture, etc. or a logical combination of more than one aspect.

**\* ONE OF YOUR TUTORIALS IN OCTOBER WILL BE DEVOTED TO ‘HOW TO WRITE AN EFFECTIVE ESSAY’**

### **Instructions:**

The essay assignment involves two steps with two separate due dates:

#### **Step 1**

- Identify the country or region that will be the focus of your essay
- Identify 10 academic sources (i.e. academic books or journal articles) that are relevant to the country or region you will write about and that are available in University Library
- Prepare annotations of the three most useful sources. Annotations should include: a concise summary of the main argument(s) of the source and explain how they relate to the main arguments of the two other sources (150 words each). Annotations are not just a summary of a book or article but a concise presentation of the core arguments of the source.
- Tentative thesis statement (a one sentence statement of the tentative argument of your paper). This is not an outline of the paper, but a statement of its core argument or position.

## Step 2:

- Research Essay, with proper academic citations, title page, and full bibliography.
- The essay requires library research and students are expected to use at least 10 scholarly books and journals.
- The essay should be primarily analytical (as opposed to descriptive) and must develop a clear argument (thesis) with your response to the essay question, supported by evidence from at least 10 academic sources.
- Statements in the essay that use outside information must include proper references, and sources referred to in the paper must be included in a bibliography (see documentation guidelines below). Sources not used in the paper should not be referred to in the bibliography.
- The essay will be assessed for both content (argument, thesis statement, analysis, clarity, originality) and form (organization, paragraph construction, grammar, spelling, etc.)
- Format: 10 to 12 typed pages, double spaced, 12 pt. font, 1-inch margins

*\* Step 1 with the Teaching Assistant's comments must be attached to the final essay.*

## **Final Exam**

The final exam will be held during the exam period beginning in December 2018. The date, time and place of the exam will be announced when the exam schedule is published. The final exam will have a number of sections such as Multiple Choice, True/False, Short Essay questions and others. Students will have 2.5 hours to write the exam.

## **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>*

**Email Addresses:** University policy requires that official email correspondence is to be addressed to **UW user ids**. Please make sure that you use an active ENV email account in correspondence with the course manager and TAs.

**Laptop é internet use in-class:** Students are expected to access course material only while in-class. Anybody found accessing the internet for other purposes (e.g. checking email, visiting non-course sites, playing on-line games, etc.), or using laptops off-line for non-course purposes (e.g. games, movies, music), will be asked to leave the class.

**Cell phones, etc.:**

Please make sure that cell phones, iPhones, Blackberries, iPods or similar devices are turned off while in-class.

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## WEEKLY TOPICS

### **Week 1 (September 6 and 11): What is Development?**

**‘Introduction to the Library Resources’,** Guest Lecture by Agnes **Zientarska-Kayko**, Librarian, Information Services and Resources on 11<sup>th</sup> September 2018

This week we will explore the various meanings and measures of ‘development’ and their implications for ‘international’ development. There is no shortage of opinion on what constitutes being ‘developed’ and measures to prove it: from MDGs to BHNs to GDP and GNH, a long list of acronyms serves as markers of development. This week we will take a closer look at both the nomenclature and scorecards of development.

Readings:

Haslam et al, *Introduction to International Development*, Chapter 1.

Desai and Potter, *Companion*, 1.2, 1.5, 1.12, 1.14

Recommended:

[http://www.idrc.ca/en/ev-114151-201-1-DO\\_TOPIC.html](http://www.idrc.ca/en/ev-114151-201-1-DO_TOPIC.html) Link to IDRC web page that provides a concise discussion of ‘development’.

<http://www.irinnews.org/Theme.aspx?theme=EDU> Link to IRIN web page on education

<http://www.irinnews.org/Theme.aspx?theme=CHI> Link to IRIN web page on children

<http://www.irinnews.org/Theme.aspx?theme=GEN> Link to IRIN web page on gender

<https://sustainabledevelopment.un.org/sdgs> Link to Sustainable Development Goals

### **Week 2 (September 13 and 18): A history of ‘development’**

Throughout history human communities have changed form and location: in other words, they continue to vary across space and time. Why? To what end? Why have some communities evolved in one way, while others in another? So-called ‘voyages of results, the most significant of which has been the rise of imperialism and colonialism. Since the end of WW II, ‘development’ has become equated with industrialization and

modernization and has focused primarily on the behaviour of states as collective entities. Lately, there has been a backlash against such approaches to ‘development’, with writers in this latter category being labeled ‘post-development’.

Readings:

Haslam et al, Chapter 2.

Desai and Potter, *Companion*, 1.1, 1.15, 3.3

Recommended:

<http://www.globalissues.org/article/239/sugar> Link to Global Issues web page on the history of the sugar industry

<http://www.irinnews.org/Theme.aspx?theme=ECO> Link to IRIN web page on the economics of development

<http://www.irinnews.org/Theme.aspx?theme=PEA> Link to IRIN web page on conflict

### **Week 3 (September 20 and 25): Development Theories and Approaches**

Why are some countries, people, communities and places materially well-off while others are not? Why is the world both infinitely varied (in language, culture, and geography) but disturbingly similar (in consumer goods, pockets of wealth, and zones of poverty)? Is there anything to be done about this? This week presents a brief introduction to the key theories and theorists of development and underdevelopment.

Readings:

Haslam et al, Chapters 3-4.

Desai and Potter, *Companion*, 2.1, 2.3, 2.4, 2.5, 2.6, 2.8, 2.10, 2.11, 2.12, 2.13, 2.14, 3.1, 3.4

Recommended:

[http://en.wikipedia.org/wiki/Johan\\_Galtung](http://en.wikipedia.org/wiki/Johan_Galtung) Link to Wikipedia article on Johan Galtung

[http://en.wikipedia.org/wiki/Andre\\_Gunder\\_Frank](http://en.wikipedia.org/wiki/Andre_Gunder_Frank) Link to Wikipedia article on Andre Gunder Frank

[http://en.wikipedia.org/wiki/W.W.\\_Rostow](http://en.wikipedia.org/wiki/W.W._Rostow) Link to Wikipedia article on W.W. Rostow

[http://en.wikipedia.org/wiki/Dependency\\_theory](http://en.wikipedia.org/wiki/Dependency_theory) Link to Wikipedia article on dependency theory

<http://www.globalissues.org/issue/198/human-population> Link to Global Issues web page on population

### **Week 4 (September 27 and October 2): The Natural World: Resources and Environment in Development**

**Guest lecture by Prof. Jeremy Pittman on 18<sup>th</sup> October 2018 (TBD)**

All human life is dependent upon the natural world for survival. Until the industrial revolution, our ecological footprint on the earth was small, although there have been many examples through history of local ecological disaster brought on by unsustainable human socio-economic practices. Industrialization has long considered the environment as an

unchanging source of wealth and sink for waste. This perspective must change if 'development' is to be sustainable.

Readings:

Haslam et al, Chapter 17.

Desai and Potter, *Companion*, 6.2, 6.3, 6.6, 6.7, 6.10

Recommended:

<http://www.irinnews.org/Theme.aspx?theme=ENV> Link to IRIN web page on the environment

<http://www.globalissues.org/issue/235/consumption-and-consumerism> Link to Global Issues web page on consumption and consumerism

## **Week 5 (October 4 and 11): Actors and Architectures of Development and Aid I**

**Prof. Simron Singh guest lecture on 4<sup>th</sup> October 2018**

Since WW II, a global organizational architecture has been created in order to address questions of development and underdevelopment. This week, students will be introduced to the various actors and structures of the 'aid business'.

Readings:

Haslam, et al, Chapters 7, 8.

Desai and Potter, *Companion*, 10.1, 10.2, 10.3, 10.4, 10.6, 10.8, 10.10

Recommended:

<http://www.irinnews.org/Report.aspx?ReportId=85256> link to IRIN story on NGOs.

Singh, S. J. (2009). Complex disasters: the Nicobar Islands in the grip of humanitarian aid. *Geographische Rundschau - International Edition*, 5, 48-56. (Available on LEARN)

Ramanujam, R. V., Singh, S. J., & Vatn, A. 2012. Institutional change in the post-tsunami central Nicobar Islands, India. *Society and Natural Resources*.

## **Week 6 (October 16 and 18): Actors and Architectures of Development and Aid II**

Over time, the 'playing field' of international development has become increasingly crowded. From the original focus on state-to-state 'bilateral' assistance, since the 1970s a number of other actors have become central to development: IFIs, the United Nations and other multilateral actors, MNCs, and, most recently, civil society. This week we will focus on a case study to show the student how all of these actors are involved in development, how they interrelate, and what the outcomes of development interventions often look like.

Readings:



Haslam et al, Chapters 9-12.

Desai and Potter, *Companion*, 10.1, 10.2, 10.3, 10.4, 10.6, 10.8, 10.10

Recommended:

<http://www.irinnews.org/Theme.aspx?theme=POL> Link to IRIN web page on aid policy

**\*MIDTERM EXAMINATION ON THE 18<sup>th</sup> OCTOBER 2018 (IN CLASS)**

## **Week 7 (October 23 and 25): Gender and Development**

**Guest lecture by Prof. Larry Swatuk**

The data regarding how men and women are situated differently within processes such as 'international development' reveals extensive and often deeply entrenched inequalities. How is this inequality relevant to the study and practice of international development? Unlike sex (the biological distinction between males and females), gender refers to socially learned behavior and expectations that distinguish between masculinity and femininity. We are born into our sex but we are socialized into our genders. What does this mean for those of us interested in international development? This week presents an important discussion of key gender and development issues.

Readings:

Haslam et al, Chapter 5.

Desai and Potter, *Companion*, 7.1, 7.4, 7.5, 7.6

## **Week 8 (October 30 and November 1): Democracy and Civil Society**

There is much debate about the role and form of democracy in development. In the post-Cold War world, democracy is widely regarded as a prerequisite for economic development. At the level of the community, democracy is invoked in terms of 'participatory development'. However, there are those who regard democracy as an impediment to economic and ultimately social development: grow the economy first, before you open up to popular processes. Here we look at the debates surrounding democracy and civil society.

Readings:

Haslam et al, Chapters 12, 16.

Desai and Potter, *Companion*, 10.5, 10.7, 10.11

Recommended:

Review Haslam et al, Chapters 4, 5.

## **Week 9 (November 6 and 8): Poverty, Food and Human Development: From basic needs to the MDGs and now SDGs**

## **Prof. Bruce Frayne guest lecture on 8<sup>th</sup> November 2018**

Poverty has long been the measure of human development. What is poverty? How do we measure it? What is different about poverty today from, say, 50 or one hundred years ago? What do we do about it?

Readings:

Haslam et al, Chapter 24, 25, 26.

Desai and Potter, *Companion*, 1.6, 1.13, 1.14, 4.1, 4.2, 4.3, 5.5

Recommended:

<http://www.undp.org/content/undp/en/home/mdgoverview/post-2015-development-agenda.html> Link to Sustainable Development Goals

[http://www.undp.org/content/undp/en/home/mdgoverview/mdg\\_goals.html](http://www.undp.org/content/undp/en/home/mdgoverview/mdg_goals.html) Link to Millennium Development Goals

<http://www.globalissues.org/issue/2/causes-of-poverty> Link to Global Issues web page on poverty

## **Week 10 (November 13 and 15): Education**

As with health, so with education: in high-consumption countries one's income varies directly with a certain minimum threshold of education – the high school diploma. In many parts of the world, families are so poor that they must make deliberate choices about which child gets to attend primary school – in almost every case, it is the boy child while the girl child is kept at home. We all know the axiom, 'knowledge is power'. It is exceedingly difficult to bring about meaningful change without the capacity to read and write, in fact I would go so far as to say it is impossible. Education is a force for liberation, a necessary tool for generating fundamental social change.

Readings:

Desai and Potter, *Companion*, 8.7 – 8.10

<http://www.irinnews.org/Theme.aspx?theme=EDU> IRIN link to Education theme.

<http://www.irinnews.org/Report.aspx?ReportId=85561> Link to IRIN story on HIV testing in schools in South Africa.

## **Week 11 (November 20 and 22): Health**

Health is regarded as a fundamental marker of an individual's or a societies' 'level' of development. Where 1 in 7 women in Malawi risk dying from complications of pregnancy or childbirth, the risk is only 1 in 8,700 for a woman in Canada. The risk is also zero for men everywhere. The poorest societies are usually those where people of all ages are at risk of dying from a disease that should in fact not be life threatening – such as diarrhea. This week is devoted to some of the key issues of health in the world today.

Readings:

Haslam et al, Chapter 20.

Desai and Potter, *Companion*, 8.1 – 8.6

<http://www.irinnews.org/Report.aspx?ReportId=85799> IRIN link to story on H1N1 flu and population density in Bangladesh

<http://www.irinnews.org/Theme.aspx?theme=HEA> IRIN link to Health and Nutrition theme

## **Week 12 (November 27 and 29): Looking Ahead: Major Learnings and Future Directions**

Development is multidimensional and complex. There are no simple solutions to the challenges it offers to the scholars, policy makers, practitioners and people who need it the most. In order to achieve the goals of development we need to constantly think and work in open, flexible and creative ways. Using the past twelve weeks as a reference, this class will deal with some of the major learnings and future directions in development theory and practice. Emerging approaches, actors and issues will be discussed.

Readings:

Relevant readings to be assigned prior to the class.

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### **EXTREMELY USEFUL WEBSITES**

**Please search online (e.g., google) if you find that some of the links have changed or may be broken.**

#### **MACRO DATA:**

UNDP Human Development Reports: <http://hdr.undp.org/en> These are free to download at this website.

<http://hdr.undp.org/en/reports/global/hdr2007-2008/> (UNDP HDR 2008)

<http://www.worldbank.org/> (World Bank – can download World Development Report and other data from website; also has a specific link to Africa)

<http://polisci.wisc.edu/users/Tripp/datasets.htm> (extremely useful link to a massive number of datasets available for research on Africa; from University of Wisconsin at Madison)

#### **DEVELOPMENT:**

<http://www.marxists.org/subject/africa/rodney-walter/how-europe/index.htm>

This website allows you to download all of Walter Rodney's seminal study, HOW EUROPE UNDERDEVELOPED AFRICA (1973).

[http://en.wikipedia.org/wiki/International\\_development](http://en.wikipedia.org/wiki/International_development) Wikipedia article on international development

## **ECONOMICS AND GLOBALIZATION:**

<http://exploringafrica.matrix.msu.edu/teachers/curriculum/m9/> (excellent website of a course module on African Economies from MSU)

<http://www.usp.nus.edu.sg/post/africa/akindele1.html> (paper by S.T. Akindele, et al, 'Globalisation, Its Implications and Consequences for Africa')

<http://www.newint.org/issue355/contents.htm> (New Internationalist web link to issue on privatization)

<http://www.newint.org/issue296/contents.html> (New Internationalist web link to issue on globalization)

<http://www.unctadxii.org/en> UNCTAD XII website

California Newsreel: <http://www.newsreel.org/nav/topics.asp?cat=49> lists titles related to globalization

<http://www.uneca.org/index.htm> UN Economic Commission for Africa

<http://www.eclac.cl/default.asp?idioma=IN> UN Economic Commission for Latin America and the Caribbean

<http://www.unescap.org> UN Economic and Social Commission for Asia and the Pacific

<http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/0,,contentMDK:20040614~menuPK:41699~pagePK:43912~piPK:44037~theSitePK:29708,00.html> World Bank

link to the African, Asian, European and Inter-American Multilateral Development Banks

## **HEALTH:**

<http://www.avert.org/aafrica.htm>

<http://www.undp.org/africa/hiv.shtml> (UNDP HIV/AIDS web site)

<http://www.newint.org/issue346/contents.htm> (New Internationalist link to HIV/AIDS issue)

<http://www.unicef.org/health> (UNICEF site on health)

## **FOOD:**

<http://www.fao.org/giews/english/af/index.htm> (Global Information and Early Warning System – on food and agriculture)

<http://www.fao.org>

<http://www.newint.org/issues/2007/04/01/> (New Internationalist web link to issue on Cotton)

<http://www.newint.org/issue363/contents.htm> (New Internationalist link to issue on sugar)

<http://www.newint.org/issue304/contents.html> (New Internationalist link to issue on cocoa)

<http://www.newint.org/issue271/contents.html> (New Internationalist link to issue on coffee)

## **ENVIRONMENT**

[http://www.wilsoncenter.org/index.cfm?topic\\_id=1413&fuseaction=topics.home](http://www.wilsoncenter.org/index.cfm?topic_id=1413&fuseaction=topics.home)

Woodrow Wilson Center for Scholars programme on Environmental Change and Security

<http://www.fs.fed.us/global/globe/africa/> (US Forestry Service on Africa)

[http://www.panda.org/news\\_facts/newsroom/index.cfm](http://www.panda.org/news_facts/newsroom/index.cfm) (WWF environment news)

<http://www.library.utoronto.ca/pcs/state.htm> (Trudeau Centre at U of Toronto on resource scarcity and conflict)

<http://link.library.utoronto.ca/pcs/search.cfm> (U of Toronto database on environmental security)

<http://www.unep.org/publications/> (UNEP publications – some freely downloadable – on a variety of things, including environmental issues in Africa)

<http://www.globalwitness.org/pages/en/forests.html> (Global Witness on forests)

<http://www.undp.org/africa/energy.shtml> (UNDP environment/energy website)

<http://www.newint.org/issue278/contents.html> (New Internationalist web link to issue on Building a Green Economy)

<http://www.rightsandresources.org> Link to an initiative for forest dwellers/users rights

<http://www.earthtrends.org> World Resources Institute website

<http://www.un.org/esa/sustdev/documents/agenda21/index.htm> Agenda 21

<http://www.iisd.ca/email/mea-l.htm> Multilateral Earth Agreements (UNEP newsletter)  
Canadian Environmental Assessment Agency

[http://www.ceaa-acee.gc.ca/013/index\\_e.htm](http://www.ceaa-acee.gc.ca/013/index_e.htm)

<http://www.cela.ca> Canadian Environmental Law Association:

<http://www.ecologyaction.ca/> Ecology Action Centre

<http://www.foei.org> Friends of the Earth International

<http://www.greenpeace.org> Greenpeace

<http://www.ipcc.ch/> Intergovernmental Panel on Climate Change

<http://www.nrtee-trnee.ca/> National Round Table on the Environment and Economy

<http://www.wbcasd.org> World Business Council for Sustainable Development:

<http://www.world-nuclear.org> World Nuclear Association

<http://www.un.org/events/wssd/> World Summit on Sustainable Development

## **GENDER**

<http://unicef.org/> (UNICEF searchable database leads to many downloadable publications)

<http://www.gwsafrica.org/> (Gender and Women's Studies for Africa's Transformation)

[http://www.uneca.org/eca\\_programmes/acgd/default.htm](http://www.uneca.org/eca_programmes/acgd/default.htm) (UNECA site on gender and social development including useful publication called GenderNet)

<http://newint.org/issues/2004/11/01/> (New Internationalist link to issue on Women's Rights)

## **POVERTY:**

<http://unicef.org/> (UNICEF searchable database leads to many downloadable publications)

<http://www.undp.org/africa/poverty.shtml> (UNDP website on poverty)

## **POPULATION:**

<http://www.newint.org/issues/2006/12/01/> (New Internationalist link to issue on Urbanisation)

<http://www.newint.org/issues/2006/05/01/> (New Internationalist link to issue on Two Decades in an African Village)

<http://newint.org/features/2005/04/01/introduction/> (New Internationalist link to issue on Street Children)

<http://www.newint.org/issue379/index.htm> (New Internationalist link to issue on diasporas/migration out of Africa)

Additional resources (links to materials and websites) on each topic may be provided at Waterloo LEARN from time to time.