

# INDEV 387 – Global Cities in Global Development

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## INSTRUCTOR

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## SCHEDULE

**Lectures:** Mondays 2:30 – 5:20pm, STP 201A

**Office hours:** Tuesdays 11:00am – 1pm (Sept 11 – Nov 27; no office hours Oct 9<sup>th</sup>)

## CALENDAR COURSE DESCRIPTION

More than half of the world's population resides in urban areas, with the bulk of this growth taking place in the mega-cities of the global South. Many cities in the world are now truly 'global' in their reach and orientation: New York, Shanghai, Mexico City, Johannesburg. Thus, urbanization presents key developmental challenges that face the world's urban population, and highlights the search for sustainable solutions in select cities.

Pre-requisites: INDEV 200

## COURSE STRUCTURE AND DELIVERY

The class meets once a week for three hours. During these periods, a combination of lectures, structured discussions and exercises, and relevant audio-visual material will be used to explore and understand the themes of this course. The course structure is guided by scholarly articles, key reference books, research and policy documents, and the popular media. Case studies are an important component of the course content, helping to ground the approaches/views related to the challenges of urban development that the course addresses. Directed discussions are integral to the course's pedagogical approach, which requires timely and thoughtful preparation of material and the active participation of students in class.

## DELIVERY OF COURSE MATERIAL

1. Material for this course will be delivered by the LEARN system. Go to <https://learn.uwaterloo.ca/>

2. All readings will be made available through either Course Reserves or LEARN. There is no textbook for this course.
3. The course syllabus is available on the course website (through the LEARN system). We will discuss the syllabus in detail in our first class.
4. I will aim to put up the PowerPoint Presentations up on LEARN before lecture. Please note that the PPT files will not provide ALL of the information that will be delivered in the lecture, as the intention is that you will augment the slides as the content is discussed.
5. I will also use the LEARN system to deliver information to students in the course. I expect you to be checking the course website regularly (at least every working day).

### LEARNING OUTCOMES

The overarching learning objective of this course is to understand the historical, demographic, social, political, economic, environmental dynamics, and challenges facing cities of the South, and the inter-connections with cities of the North. More specifically, by the end of the course you should be able to:

1. Understand the diversity and complexity of cities as well as the root causes and possible solutions to urban poverty;
2. Articulate a selection of theories, concepts, frameworks and models used in relation to the theme(s) of cities and development, including approaches to sustainable urban development;
3. Critically assess case studies that illustrate real-world conditions, challenges and opportunities for development.

All course readings are made available through the library course reserves.

### TIPS FOR SUCCESS

1. Attend all sessions.
2. Come prepared for all sessions, and follow up on all sessions.
3. Check when deliverables are due and plan accordingly.

### COURSE ASSESSMENT

<b>Deliverable:</b>	<b>Weighting:</b>	<b>Due:</b>
Participation	20%	Assessed weekly in-class (over 11-weeks, drop lowest)

Essay Proposal	10%	Friday, September 28, 11 pm (Dropbox)
Draft Proposal	20%	Friday, October 19, 11 pm (Dropbox)
Final Research Paper	30%	Friday, November 23, 11 pm (Dropbox)
Sustainable City Proposal - Poster	20%	In-class on the last day (Dec 3 <sup>rd</sup> )

### Participation (20%)

Each class member is expected to actively participate in class and thus be prepared to discuss and comment on all of the required readings for each session. Pre-class preparation involves reading the required materials as well as reflecting upon the discussion questions assigned for that session.

As you do the readings, consider some of the following questions: *What are the interesting ideas in the paper? If you disagree with an argument, what would it take to convince you? Are there critical differences between this author's arguments and those of others we have read? What is the relationship between this article and the others in the same session, or between this and other articles in other sessions?*

- 12 weeks of class
  - Sept 10-Dec 3 (except Oct 8<sup>th</sup> - No class as it is Thanksgiving)
- First class is a practice run (graded but not recorded)
- Lowest grade of 11 classes will be dropped.
- Grade is calculated as 2%/week over 10 weeks = Total 20% possible

Grade	Category	Components of participation
<b>2</b>	<b>Significant</b>	<ul style="list-style-type: none"> <li>• Comments add value to the discussion, beyond facts</li> <li>• There is evidence of analysis rather than just the expression of opinion (although some espousal of opinion is acceptable, even necessary at times)</li> <li>• Comments linked to those of others, facilitating the flow of the discussion</li> <li>• Student demonstrates knowledge of readings and other relevant course material</li> <li>• Student incorporates relevant insights from other courses or current affairs</li> <li>• Adds energy and enthusiasm to the class</li> </ul>
<b>1</b>	<b>Good</b>	<ul style="list-style-type: none"> <li>• Comments advance the flow of the discussion (including responses to questions from the instructor)</li> <li>• Student demonstrates clear grasp of material</li> <li>• Information presented is relevant to the discussion</li> <li>• Asks a relevant to the discussion</li> </ul>

<b>0</b>	<b>Neutral</b>	<ul style="list-style-type: none"> <li>• Statement of facts; relevance not made clear</li> <li>• Present, listening, but silent</li> <li>• Absent from class, without cause</li> </ul>
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**Essay Proposal (10%) Due: Friday, September 28, 11 pm (in Dropbox)**

Students are required to submit an essay topic and outline, including key references for approval. The proposal must demonstrate the link between theory and practice in its structure and topic. You must also identify the journal that you will be using for your essay's format guide and attached the article from that journal that you have identified (see format above). A rubric will be made available for this assignment.

**Draft Essay (20%) Due: Friday, October 19, 11 pm (in Dropbox)**

The draft essay should be taken seriously (as reflected by the grade proportion) and should be well developed by the submission date. The draft essay should be 1500-2000 words long, with a complete reference list on a relevant topic approved by the course instructor (in the essay proposal). Students will get feedback from the instructor on the draft essay, with the aim of ensuring that you have the opportunity to benefit from guidance before the final essay is handed in. An outline and class presentation of the expectations and structure of academic essays will be provided and should be used as a guideline.

**Final Essay (30%) Due: Friday, November 23, 11 pm (in Dropbox)**

The final essay should be of high quality and reflect consideration of the instructor's feedback on the earlier draft. The final essay should be approximately 2500-3000 words long, with a complete reference list and must follow the journal style that you have selected (see proposal and important information above).

**Sustainable City Proposal – Poster (20%) Due: Poster in class, Tuesday, December 3<sup>rd</sup> (last day of class)**

This assignment is designed to 1) introduce you to ideas of how cities could be built in the future, and 2) to encourage you to think reflectively on the question of whether or not these ideas have the potential to address the urban problems of today.

The task is as follows: (1) In groups of 3-4, choose a project that is of interest to you (2) Research the sustainable development issue/theme addressed by the proposed project to answer: • Who's idea/creation is the project? • What sustainable development issue/theme does the project address? • How realistic is this project idea as a solution to the issue/theme? • What might an alternative approach be to addressing the development issue/theme embodied in the project? (3) Present your work in class in a poster format (on final day of class) (4) Your poster should include relevant references to substantiate your project.

## COURSE SCHEDULE

Date	Lecture	Resources:	Discussion Questions:
Class 1 Sept 10	<ul style="list-style-type: none"> <li>Welcome &amp; review of syllabus</li> <li>Introduction to the Course and Perspectives on Urban Development</li> </ul>	<ul style="list-style-type: none"> <li>The Anthropocene and the Great Acceleration: <a href="https://www.youtube.com/watch?v=VWsHLNlobdI">https://www.youtube.com/watch?v=VWsHLNlobdI</a></li> <li>Stewart Brand on Squatter Cities: <a href="https://www.youtube.com/watch?v=OvHjQdc3oNo">https://www.youtube.com/watch?v=OvHjQdc3oNo</a></li> <li>Doug Saunders on the Arrival City: <a href="https://www.youtube.com/watch?v=xqcHJLHF6F8">https://www.youtube.com/watch?v=xqcHJLHF6F8</a> (2:13 – 5:11)</li> <li>Robert Neuwirth on Shadow Cities: <a href="https://www.ted.com/talks/robert_neuwirth_on_our_shadow_cities">https://www.ted.com/talks/robert_neuwirth_on_our_shadow_cities</a> (7:00 - 11:15)</li> <li>Edward Glaeser on the Triumph of the City: <a href="https://www.youtube.com/watch?v=9cESaKSs6uw">https://www.youtube.com/watch?v=9cESaKSs6uw</a></li> <li>Saskia Sassen on Global Cities as Today's Frontiers: <a href="https://www.youtube.com/watch?v=lu-p31RkCXI">https://www.youtube.com/watch?v=lu-p31RkCXI</a></li> </ul>	<ul style="list-style-type: none"> <li>What is a city?</li> <li>How do we define “urban” environments?</li> <li>What are the tensions in this definition based on cultural, geographical, political, historical, and other differences?</li> <li>What are the most pressing global development challenges related to urbanization?</li> <li>What perspectives exist with respect to “urban” cities of the global south?</li> </ul>
Class 2 Sept 17	Urbanization and Development in Historical Perspective	<ul style="list-style-type: none"> <li>Wright, R. 2004. A short history of progress (Part 5). Available at: <a href="https://www.cbc.ca/radio/ideas/the-2004-cbc-massey-lectures-a-short-history-of-progress-1.2946872">https://www.cbc.ca/radio/ideas/the-2004-cbc-massey-lectures-a-short-history-of-progress-1.2946872</a></li> <li>Kelsey-Sung, A. 2018. Syrian architect faults an unlikely culprit for the war that destroyed half her city: its design. Available at: <a href="http://www.abc.net.au/news/2018-09-07/role-of-architecture-in-war-in-syria/10207702">http://www.abc.net.au/news/2018-09-07/role-of-architecture-in-war-in-syria/10207702</a>.</li> </ul> <p>Video: The Legacy of Colonialism</p> <p>Documentary: Urbanized (by Gary Hustwit), 2011</p>	<ul style="list-style-type: none"> <li>Does the ‘physical’ city significantly and sufficiently shape the ‘social’, ‘economic’ city?</li> <li>How important is history to understanding the present plight in cities of the global south?</li> <li>Can a city ever escape its history?</li> </ul>
Class 3 Sept 24	Urbanism and Economic Development	<ul style="list-style-type: none"> <li>Graeber, D. 2013. A Practical Utopian's Guide to the Coming Collapse, excerpt from <i>The Democracy Project: A History, a Crisis, a Movement</i>. Random House. Available at: <a href="https://thebaffler.com/salvos/a-practical-utopians-guide-to-the-coming-collapse">https://thebaffler.com/salvos/a-practical-utopians-guide-to-the-coming-collapse</a>.</li> <li>Parnell, S. 2016. Defining a global urban development agenda. <i>World Development</i>, 78, 529-540.</li> <li>Latendresse, A., &amp; Bornstein, L. 2013. Urban development: Cities and slums in</li> </ul>	<ul style="list-style-type: none"> <li>What are the social and economic drivers behind global urban development?</li> <li>What new opportunities and vulnerabilities might accompany the global urban transition?</li> <li>Why is the rate of urban growth</li> </ul>

		<p>the Global South. In P. Haslam, J. Schafer, &amp; P. Beaudet (Eds.), Introduction to international development: Approaches, actors, and issues (2nd ed.) (pp. 355-372). Don Mills: Oxford University Press.</p> <p>Documentary: The Economics of Happiness (International Society for Ecology &amp; Culture, 2011)</p>	<p>quicker in the Global South when compared to the Global North?</p>
Class 4 Oct 1	Migration and Poverty	<ul style="list-style-type: none"> <li>Anh, N.T., Rigg, J., Huong, L.T.T., &amp; Dieu, D.T. 2012. Becoming and being urban in Hanoi: Rural-urban migration and relations in Viet Nam. The Journal of Peasant Studies, 39(5), 1103-1131.</li> <li>Shih, Mi. 2013. Making Rural China Urban. The China Story Journal, Australian Centre on China in the World, Australia National University. Link: <a href="http://www.thechinastory.org/2013/06/making-rural-china-urban/">http://www.thechinastory.org/2013/06/making-rural-china-urban/</a></li> </ul> <p>Documentary: Last Train Home (Eye Steel Film, 2009)</p>	<ul style="list-style-type: none"> <li>What specific challenges do migrants face when they move to a city?</li> <li>How do ethnic, religious, racial, sexual, political and other minority groups experience urban poverty differently than the majority groups?</li> <li>Does the urban environment, economy, or culture exacerbate these differences and inequalities?</li> <li>In what ways are gender equality and urbanization linked?</li> </ul>
<p><i>Thanksgiving (no class on Oct 8<sup>th</sup>)</i>  <i>STOP-START-CONTINUE Survey (Oct 10<sup>th</sup> – 17<sup>th</sup> on LEARN)</i></p>			
Class 5 Oct 15	Housing and Settlements	<ul style="list-style-type: none"> <li>Datta, A. 2012. Construction of squatter settlements. In The illegal city: Space, law and gender in a Delhi squatter settlement (pp. 49-66). Burlington, VT: Ashgate.</li> <li>Huchzermeyer, M. 2014. Troubling continuities: Use and utility of the term 'slum'. In S. Parnell &amp; S. Oldfield (Eds.) The Routledge handbook on cities of the Global South (pp. 86-96). London: Routledge.</li> </ul> <p>Documentary: Dear Mandela (Sleeping Giant Productions, 2011); Bay of All Saints(2012)</p>	<ul style="list-style-type: none"> <li>What are some specific challenges of providing adequate housing to urban residents?</li> <li>What are some of the specific causal factors of the formation of informal or squatter settlements?</li> <li>How do people living in these settlements find shelter and how do they advocate for change?</li> <li>What are some examples of progress in providing secure and adequate housing for poor urban residents (and what development actors were involved)?</li> </ul>
Class 6 Oct 22	Food Security	<ul style="list-style-type: none"> <li>Davies, F. and Garrett, B. 2018. Tech can sustainably feed developing world cities of the future: Here's how. SingularityHub. Available at: <a href="https://singularityhub.com.cdn.ampproject.org/v/s/singularityhub.com/2018/09/05/tech-can-">https://singularityhub.com.cdn.ampproject.org/v/s/singularityhub.com/2018/09/05/tech-can-</a></li> </ul>	<ul style="list-style-type: none"> <li>How do residents of cities access food?</li> <li>How do urban food systems function</li> </ul>

		<p><a href="https://singularityhub.com/2018/09/05/2Ftech-can-sustainably-feed-developing-world-cities-of-the-future-heres-how/amp/?_gsa=1&amp;_is_v=0.1#_tf=From%20%251%24s&amp;_share=ht">sustainably-feed-developing-world-cities-of-the-future-heres-how/amp/?_gsa=1&amp;_is_v=0.1#_tf=From%20%251%24s&amp;_share=ht</a>  <a href="https://singularityhub.com/2018/09/05/2Ftech-can-sustainably-feed-developing-world-cities-of-the-future-heres-how/2F">tps%3A%2F%2Fsingularityhub.com%2F2018%2F09%2F05%2Ftech-can-sustainably-feed-developing-world-cities-of-the-future-heres-how%2F</a></p> <ul style="list-style-type: none"> <li>• Frayne, B. 2010. Pathways of Food: Migration and Food Security in Southern African Cities. <i>International Development Planning Review</i>. 32(3-4):291-310.</li> <li>• Rocha, C., &amp; Lessa, I. 2009. Urban governance for food security: The alternative food system in Belo Horizonte, Brazil. <i>International Planning Studies</i>, 14(4), 389-400</li> </ul> <p>Documentary: Growing Change: A Journey Inside Venezuela's Food Revolution (2011)</p>	<p>and whose needs do they serve?</p> <ul style="list-style-type: none"> <li>• What are the emerging concerns about nutrition-related illnesses in cities and how are these linked to the food system and to urban lifestyles?</li> <li>• What are the public health implications of food insecurity in cities?</li> <li>• What are some examples of progress toward food security in cities (and what development actors were involved)?</li> </ul>
Class 7 Oct 29	Water and Sanitation	<ul style="list-style-type: none"> <li>• Nallari, A. 2015. 'All we want are toilets inside our homes!': The critical role of sanitation in the lives of urban poor adolescent girls in Begaluru, India. <i>Environment &amp; Urbanization</i>, 27(1), 73-88.</li> <li>• Hulland, K. R., Chase, R. P., Caruso, B. A., Swain, R., Biswal, B., Sahoo, K. C., ... &amp; Dreibelbis, R. 2015. Sanitation, stress, and life stage: a systematic data collection study among women in Odisha, India. <i>PloS one</i>, 10(11), e0141883.</li> </ul> <p>Documentary: Global Water Wars (2017)</p>	<ul style="list-style-type: none"> <li>• What are some specific challenges of providing adequate water and sanitation to urban residents?</li> <li>• How do urban residents in under-served areas find water and how do they advocate for improved access?</li> <li>• What are the gendered effects of the deprivation of water and sanitation? What are the public health implications of inadequate water and sanitation in cities?</li> <li>• What are some examples of progress in providing a safe and reliable supply of water and/or sanitation facilities for poor urban residents (and what development actors were involved)?</li> </ul>
Class 8 Nov 5	Employment and Livelihoods	<ul style="list-style-type: none"> <li>• Gough, K., Chigunta, F., &amp; Langevang, T. 2016. Expanding the scales and domains of (in)security: Youth employment in urban Zambia. <i>Environment and Planning</i>, 48(2): 348-366.</li> </ul>	<ul style="list-style-type: none"> <li>• How do residents of cities make a living?</li> <li>• What are the changing dynamics of employment in different urban</li> </ul>

		<ul style="list-style-type: none"> <li>Meagher, K. 2018. Taxing times: Taxation, divided societies and the informal economy in Northern Nigeria. <i>The Journal of Development Studies</i>, 54:1, 1-17, DOI: <a href="https://doi.org/10.1080/00220388.2016.1262026">10.1080/00220388.2016.1262026</a>.</li> </ul> <p>Documentary: Poto Miton: Haitian Women Pillars Of The Global Ecology (2009)</p>	<p>contexts?</p> <ul style="list-style-type: none"> <li>What are the public security implications of high unemployment in cities?</li> <li>What are some specific challenges of providing employment to urban residents?</li> <li>What are the gendered and generational differences in urban livelihood opportunities?</li> <li>What are the roles of organized labor, different levels of governments, different types (and scales) of business in providing employment in cities?</li> <li>What has been the impact of microfinance, skills training, and other development interventions in specific cities in the Global South?</li> </ul>
Class 9 Nov 12	Disasters and Environmental Change	<ul style="list-style-type: none"> <li>Button, C., Mias-Mamonong, M.A.A., Barth, B., &amp; Rigg, J. 2013. Vulnerability and resilience to climate change in Sorsogon City, the Philippines: Learning from an ordinary city? <i>Local Environment</i>, 18(6): 705-722.</li> </ul> <p>Documentary: Before the Flood (2016) <a href="https://media3.criterionpic.com/htbin/wwform/006?T=192066">https://media3.criterionpic.com/htbin/wwform/006?T=192066</a>.</p>	<ul style="list-style-type: none"> <li>Who is most vulnerable to the effects of environmental change in developing cities?</li> <li>What are the specific geographical, economic, political, social, and environmental reasons for this vulnerability?</li> <li>What are the roles of different levels of government, NGOs, residents, and global environmental organizations in reducing vulnerability to environmental change and natural disasters in cities?</li> </ul>
Class 10 Nov 19	Human Security in Cities	<ul style="list-style-type: none"> <li>Mahadevia, D., Desai, R., Sanghvi, S., Vyas, S., and Parmar, V. 2017. Women's security, safety deeply impacted by urban poor's resettlement to peripheral Ahmedabad. <i>Counterview.org</i>. Available at: <a href="https://counterview.org/2017/06/06/womens-security-safety-deeply-">https://counterview.org/2017/06/06/womens-security-safety-deeply-</a></li> </ul>	<ul style="list-style-type: none"> <li>What are root causes of threats to security urban environment?</li> <li>What connection are there, if any, between the natural environment</li> </ul>



		<p><a href="#"><u>impacted-by-urban-poor-resettlement-to-peripheral-ahmedabad/</u></a>.</p> <ul style="list-style-type: none"> <li>Selby, J., Dahi, O.S., Frohlich, C., and Hulme, M. 2017. Climate change and the Syrian civil war revisited. <i>Political Geography</i>, 60, 232-244.</li> <li>Vanderschueren, F. 2013. The evolution and challenges of security within cities. <i>UN Chronicle</i>. Available at: <a href="https://unchronicle.un.org/article/evolution-and-challenges-security-within-cities"><u>https://unchronicle.un.org/article/evolution-and-challenges-security-within-cities</u></a>.</li> </ul> <p>Special Guest: Joe Battikh, PhD Candidate (SEED)</p> <p>Documentary: Last Men in Aleppo (2017)</p>	<p>and security?</p> <ul style="list-style-type: none"> <li>What do we strive for, security or peace? How do we get security? How to we achieve peace?</li> <li>What mechanisms are most effective in increase security, especially in low-resource areas?</li> </ul>
Class 11 Nov 26	Urban Planning, Governance and Politics	<ul style="list-style-type: none"> <li>Myers, G. (2011). Governing Africa's cities. In <i>African cities: Alternative visions of urban theory and practice</i> (pp. 104-137). London: Zed Books.</li> <li>Satterwaithe, D., &amp; Mitlin, D. (2014). The work of local, national, and international agencies. In <i>Reducing urban poverty in the Global South</i> (pp. 73-130). New York: Routledge.</li> </ul> <p>Documentary: Cities on Speed: Bogota Change(2009)</p>	<ul style="list-style-type: none"> <li>Who and what are the stakeholders in urban governance?</li> <li>How do different state and non-state bodies acting at various scales shape urban poverty and development?</li> <li>Who defines the urban agenda?</li> <li>What are the political challenges in addressing urban poverty?</li> <li>What tools can be utilized to affect change?</li> </ul>
Class 12 Dec 3	Sustainable cities and development	<ul style="list-style-type: none"> <li>Pieterse, E., &amp; Parnell, S. (2017). The 2030 agenda: Sustainable urbanisation and the research-policy interface – issues for the G20. Bonn: Deutsche Gesellschaft fur Internationale Zusammenarbeit (GIZ) GmbH.</li> <li>Vyas, K. 2018. 11 Most eco-friendly cities in the world. <i>Interesting Engineering</i>. Available at: <a href="https://interestingengineering.com/11-most-eco-friendly-cities-of-the-world"><u>https://interestingengineering.com/11-most-eco-friendly-cities-of-the-world</u></a>.</li> </ul> <p><b>Poster Presentations in-class</b></p>	<ul style="list-style-type: none"> <li>What priorities should be made with respect to development of cities in the Global South?</li> <li>In light of what we have discussed throughout the course, can urban development of Global Cities in the Global South be sustainable?</li> <li>Where do we go from here?</li> <li>Where do we start?</li> </ul>

## Course Policies

### ADDRESSING YOUR INSTRUCTOR

When addressing your instructor either verbally or in writing, a good rule of thumb to follow is to use the title “Professor” followed by the last name. This holds for all instructors irrespective of whether they have their PhD (where the title “Doctor” is warranted) or not.

### COURSE READINGS

All readings can be acquired and downloaded through the LEARN system at the “Library e-reserves” section. These are identified in this course schedule below.

### POLICY ON LATE SUBMISSIONS

In the interests of equity in the class, assignments must be handed in by the date and time that they are due (as outlined in this calendar). Therefore, a doctor’s note is required for any assignment that cannot be handed in on time as a result of medical reasons. In the case of non-medical/personal reasons, please discuss these with the instructor as soon as you are able to and before the assignment is due. Any late assignments not supported by valid medical or non-medical reasons will be penalized at a rate of five (5) percent per day, for a total of seven (7) days, where after the assignment will not be accepted and a grade of zero (0) will be given for that assignment. There are no make-up assignments in this course.

### NOTE ON DIGITAL SUBMISSIONS

**Only digital submissions in MS-WORD or PDF will be accepted.** Any other format will not be graded. All assignments must be submitted through Dropbox on the course website.

### PROTOCOL FOR CONTESTING GRADED ASSIGNMENTS

Upon receipt of your graded assignment (all of which will be graded by our graduate TAs) should you wish to contest the grading of your assignment (outside of simple errors in the addition of marks) the following protocol must be followed:

1. Submit an email to the course instructor detailing why your assignment warrants a review. Please be sure to provide specific examples and justification as to why you feel your grade should be reconsidered. Be sure to include a copy of your graded assignment in the email.
2. The instructor will then review the stated reasons and then decide whether re-grading of the assignment is warranted.

3. Should the instructor deem that re-grading is warranted, the instructor will then ask the student whether they would like their assignment re-graded, recognizing that the student's grade could go up or down depending on the instructors' assessment.
4. The student can choose to either have the instructor go ahead with re-grading the entire assignment or stick with their original grade.

### **COURSE MATERIAL IS INTELLECTUAL PROPERTY FOR YOUR USE ONLY**

All materials included in the course (e.g., PowerPoint slides) are made available digitally for your convenience, and are accessible through the LEARN course page. **THIS IS NOT A RIGHT BUT A PRIVILEGE.** Please note that the use of these materials is intended for students currently enrolled in INDEV 387 only. As such, the distribution of pdf file, PowerPoint slides or any other media, either to individuals or to third-party websites (e.g., CourseHero) is strictly prohibited. If there is any evidence that students have distributed said materials, the instructor will remove posted materials, and cease posting intellectual property (e.g., PowerPoint slides) online and may pursue disciplinary action against the students in question.

### **ELECTRONIC COMMUNICATIONS**

- Electronic communication with TAs and Course Instructors must be sent through your official UWaterloo email account. The instructor will not respond to any requests or messages sent via personal email accounts or social media.
- The instructor will try to reply to inquiries from students within two business days. Please ensure that you include a meaningful email subject and be sure to include your name. Queries made near the due dates of assignments or tests may not be answered.
- Make sure you consult the course outline/syllabus, LEARN and other course materials before submitting inquiries through LEARN.
- Laptop use in-class
  - Laptops, smart phones and tablets are permitted in class for course-related purposes only. Anyone who is distracting to other students for off-task activities (e.g. checking email, chatting, social media, non-course sites, playing on-line games, etc.) will be asked to leave the class.
- Devices should be silent in-class.

### **TURNITIN**

Turnitin.com: Text matching software (Turnitin) may be used to screen assignments in this course. Turnitin is used to verify that all materials and sources in assignments are documented. Students submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about

their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

## **University Academic Policies**

### **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 happy 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).

## 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. The University's guiding principles on academic integrity can be found here:

<http://uwaterloo.ca/academicintegrity>. ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>.

Students are also 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, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial:

<https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial>

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline:

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>.

## NOTE FOR STUDENTS WITH DISABILITIES

AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

## MENTAL HEALTH

The University of Waterloo, the Faculty of Environment and our Departments/Schools 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 counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

### **RELIGIOUS OBSERVANCES**

Students need 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.

### **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. See Policy 70 - Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact your Undergraduate Advisor for details.

### **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](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

### **UNCLAIMED ASSIGNMENTS**

Unclaimed assignments will be retained for 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.

### **RECORDING LECTURES**

- Use of recording devices during lectures 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.

## WRITING AND COMMUNICATION CENTRE

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

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit [uwaterloo.ca/wcc](http://uwaterloo.ca/wcc). Group appointments for team-based projects, presentations, and papers are also available.

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

## Grading Expectations

**SEED grading expectations.** Consistent with SEED policy, assessments are designed to provide fair evaluation of undergraduate performance and avoid grade compression.

Grade (%)	Qualitative description	Expected distribution
90+	Exceptional – in the sense that grades above 90 should be the exception and granted only where the student performance clearly exceeds the course expectations and shows full mastery of the subject matter of the course	10-20%
85 -90	Outstanding – demonstrates excellence and an insightful grasp of the subject matter. Marks here should be awarded to students that clearly exceed the expected performance in the course relative to other students.	
80-85	Excellent – demonstrates a strong grasp of subject matter in all or most areas of the course and ability to produce work of consistently high quality	60-80%
75-80	Very good – demonstrates strong grasp of subject matter across most areas of course and good or satisfactory knowledge in others, as well as ability to produce work above expected level.	
70-75	Good – demonstrates good knowledge of fundamental concepts and satisfactory understanding of more advanced ideas within course. Has ability to produce work at required level.	
65-70	Satisfactory – demonstrates basic understanding of fundamental concepts within course, but lacks advanced understanding of application. Inconsistent quality of work, but overall at required level.	10-20%
60-65	Minimally satisfactory – student achieves minimum expectations in most areas, and produces work that rarely exceeds minimal requirements	
50-60	Marginal performance – student demonstrates superficial grasp of subject matter in many areas of the course.	
Below 50	Fail	