

**SCHOOL OF ENVIRONMENT, ENTERPRISE AND DEVELOPMENT**

**UNIVERSITY OF WATERLOO**

**INDEV 602/GEOG 635**

**THEORIES OF DEVELOPMENT**

Course Instructor: Larry Swatuk

Class Time: Thursday 1130am – 220pm

Class Location: EV 1 - 132

Office hours: 12-2pm Wednesday and 3-5pmThursday/also by appointment

Office Location: EV3-4253

E-mail: [lswatuk@uwaterloo.ca](mailto:lswatuk@uwaterloo.ca)

***Note:** The guidelines in this syllabus are subject to change. Refer to the course website for updates.*

**Course description**

The theory and practice of international development has gone through several phases, with each phase corresponding to a significant period in world events, and each period giving rise to particular ideas regarding the dynamic processes of development and change among social structures and systems. There have been roughly four ‘phases’ of global change since 1945: (i) Phase I: 1945-75 (The ‘Great Boom’, decolonization and socio-economic modernization); (ii) Phase II: 1975-1989 (Global economic crisis, structural adjustment and the fall of the Soviet Union); (iii) Phase III: 1990-2001 (The rise of ‘governance’, neoliberal globalization and the internet of things); Phase IV: 2001-present (The age of global terror, the rise of China, the emergence of ‘platform capitalism’ and the return to earlier debates).

The meta-theoretical question driving international development theory is what facilitates social order, personal freedom, and improved standards of living for all people? Given the uneven outcomes of strategies and practices of development, one may say that the concept itself is contested. Many scholars argue that the theoretical approaches informing practice have themselves given rise to uneven development. Others argue that uneven development is a consequence, rather, of the incomplete or incorrect application of development interventions.

This course presents an overview of key theoretical and practical concepts and approaches through the study of the discipline’s seminal texts. It also situates the student (and practitioner) of development within a reflexive context, asking each of you to reflect deeply on two key questions: ‘why am I “doing” development?’ and ‘who am I that I should be able to participate in the world this way?’

**Pedagogy**

The course involves a mix of lectures and seminars that will involve weekly discussions of the assigned readings linked to case studies. The readings are not meant to embellish the topic; rather, the readings are intended to be the centre of discussion. Some of the readings are quite old, but they constitute the foundation of the theory and practice (and heated debate) of international development. Students are being asked to focus on the key concepts, theoretical assumptions, and empirical evidence provided by each author. Try to see the world through the author's eyes for these authors have helped shape the world as it is today. As the saying goes, those who ignore the past will be doomed to repeat it.

### Intended learning outcomes

This course is designed to provide students with a critical understanding of:

1. The meaning of theory
2. The meaning of development to different people, agencies and cultures
3. The 'nexus' between development theory and practice
4. Interdisciplinary approaches to development practice
5. Key scholars in the field of international development and their philosophical stances
6. The role and scope of different actors in international development practice

### Required course texts

There is no required textbook for this course. Readings from journal articles, books, internet sources and newspapers will be assigned on a weekly basis. **It is the responsibility of students to access all journal articles via the uWaterloo Learn course homepage.** Instructions on how to retrieve e-journal articles will be provided in the first week of class. Additional readings, web-pages and points of interest will be posted during the semester.

### Assessment of learning: For details see course website on Learn

| Assignment    | Weight % | Due date                          |
|---------------|----------|-----------------------------------|
| Assignment 1  | 10%      | Variable                          |
| Participation | 20%      | On-going                          |
| Assignment 2  | 20%      | 4 December                        |
| Essay Step 1  | 5%       | 27 September                      |
| Essay Step 2  | 10%      | 25 October                        |
| Essay Step 3  | 35%      | 4 December (late penalties apply) |

**Late policy:** Assignments are to be physically handed in **IN CLASS** 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. Manage your time carefully. Pressure of work alone is not an acceptable reason for seeking an extension without penalty.

## **WEEKLY OVERVIEW:**

### **W1 (Sept 6): What is this course? What is Theory?**

E.H. Carr once said, 'the wish is father to the thought'. What this suggests to me is that theory emerges as a flash of insight derived from a combination of experience and creativity. Theory generally addresses the 'why?' question. Very often we know how things happen, but not exactly why. For instance, we know all of the factors that go into making the Earth orbit the Sun, but why is there an Earth and a Sun in the first place? Offering explanations of phenomena such as that is the role of theory. In this first week we will get organized but more importantly we will read my little 7 page paper on theory and discuss it because it is important that we all start off on the same footing. Why? Because it is my theory that an equally well informed class will perform better overall and make the learning experience more enjoyable than an unequally informed class.

### **W2: Theorizing Development**

According to Haynes, 'The study of development has over time involved a focus on various issues, notably political, economic, social and cultural concerns.' Debates have raged over each of these issues: concerning the appropriate political form (democratic, socialist); economic approach (marketdriven or state-led); social balance (on the individual or the collective); and cultural (Western consumption – be it capitalist or communist – and Southern 'alternative paths'). What do you believe 'development' to be? How do you know this to be true? In order to achieve development, one must theorize the steps to be taken. On what basis do you judge your interventions to be appropriate? This week we begin 'at the beginning', i.e. with two seminal papers on 'development': one by Dudley Seers and one by Amartya Sen.

### **W3: Theorizing Ourselves**

'Development' is a highly contested term. In particular, where the term suggests a dichotomy – I'm developed; you are less or un or underdeveloped – a value judgement is implied. That is, my way of life is correct while yours is incorrect. If this makes you squeamish, good! I find it odd that it didn't make the early Western 'developers' squeamish at all. Even if we define 'development' differently, as a joint effort

among groups and individuals to overcome particular challenges, the coming together of differently enabled groups – in terms of skills and resources – sets up a hierarchy or ‘pecking order’ of sorts. When layered with other aspects of ourselves (e.g. race, class, ethnicity, religion, health and physical differences), the encounter can be fraught with difficulties of understanding, meaning and practice. Let us put ‘development practice’ to the side for a moment, and simply ask the question, ‘what does it take to move through the world on a day to day basis in the body that I inhabit with the values I hold?’ As Kermit the Frog once said: ‘It’s not easy being green.’ Reflexivity is an important technique for the development practitioner: understanding yourself, your perspectives, your values and the messages you send out deliberately and accidentally to others as you move through the world each day. This week we will reflect, like Kermit, for clearly it isn’t easy being green.

#### **W4: Theorizing Theory (Guest Facilitator: Lacey Willmott)**

Theories come in different shapes, sizes and packages. Theories aim at different levels of explanation. Many theories go as quickly as they first came into the world, though they were quite useful at the time. Other theories seem to persist despite a mountain of evidence demonstrating their inutility and wrong-headedness. What gives? As Robert Cox once said, every theory is by and for someone or something. What this means is that theories, though generally framed as objective renderings of something, are in normatively motivated. Where E.H. Carr said ‘the wish is father to the thought’, one might also say, then that means if you believe that the world is a violent place, disordered by design, then your theories will tend to confirm this view rather than challenge it. During this week, our guest facilitator will take us on a journey of theory and theories through her case study research of disaster response (floods and HIV/AIDS in Swaziland). Case studies are excellent ways to investigate at a specific site, more general trends. In this case, they help us reflect directly on the value and place of theory.

#### **W5: Theorizing Engagement: What am I/We doing here?!**

Why are you in this class? Is it because you are interested in helping those less fortunate than you? Is it because you are interested in a career in international development? Is it because you are interested in understanding what makes the world ‘tick’? Or is it because you are, as Bishop Desmond Tutu described himself, ‘a rabble rouser for peace’? Evidence provided by Tiessen and colleagues shows that volunteering can be a useful exercise, both to the volunteer and the host organization. But there are numerous caveats to this observation. This week we will reflect on our own engagement and theorize our practice.

#### **W6: Theorizing Power: Race/Class/Gender**

Development tends to focus on states and societies; rarely does it look inside of these constructs or consider the construction of the world differently, for example in terms of class, race, sex, age, culture, religion and gender. Gender matters: make no mistake about it. Of the 1.2 billion people living in extreme poverty, 70% are women; 85 million school-aged girls are deprived of their basic right to education – this is 57% of the children who do not go to school. Women account for 64% of the adults worldwide who cannot read or write; of the 800 million people suffering from malnutrition, the majority are girls under 5 years of age and women who are pregnant or nursing. Globally women lack access to

political power, are underrepresented in leadership positions in both the private and public sector, and in some places are prohibited from participating fully as 'citizens' of their states either through the denial of the right to drive a car or open and hold a bank account. Such simple things being denied women. Why? But gender is not just about the oppression of women at home, in public, in the workplace. It is also about men – what it means to be 'male' and where 'maleness' places you in the world of development. Nor is 'gender' a stand-alone concept. Intersectionality is an approach which helps us see the links between gender, race and class, as well as the ways in which these different aspects of our being may seriously divide us one from another.

### **W7: Theorizing Structure: 'BIG Change'**

Most development theory and practice today revolves around micro-level or meso-level theorizing. For example, 'asset-based community development'. Most of this theorizing takes the larger context as a given, e.g. that all states are agreed on a set of macro-economic practices to ensure economic growth and stability; that all states have agreed to a process for achieving 'good governance' and creating an 'enabling environment' within which 'development' will then happen. What we need to understand is that this macro context is either assumed (and therefore under-theorized) or contested (but ignored by the mainstream). This week we look at the roots of 'BIG Change' theory: modernization and dependency/world systems.

#### ***Modernization***

Samuel Huntington warned that social change creates the potential for social upheaval. Since the 1940s, 'development' has been preoccupied with changing the way some people live, shifting whole societies away from 'backward' to 'progressive' practices. We continue to call this process 'modernization'. Where did this idea come from? And as squeamish as this concept may make you feel, make no mistake, 'modernization' theory is alive and well in the world of development today.

#### ***Dependency and World Systems***

What happened to 'take-off'? asked many scholars of the global South, when attempts at modernization failed. Dependency theory arose as a reaction to modernization theory and practice and remains very persuasive to many scholars today. A variation on dependency theory, is world systems analysis, which emerged in the early 1970s out of the work of the scholar Immanuel Wallerstein and who introduced the notion of 'long-range cycles of economic growth' in the global capitalist system affecting states organized in terms of core, semi-periphery and periphery. Unlike modernization theory, which combines cultural perspectives of 'underdevelopment' with a great deal of agency, dependency emphasises global socio-economic and political structures that limit a state's or a community's ability to exercise agency in hopes of attaining self-defined development outcomes.

### **W8: Theorizing Nature (Guest Facilitator: Natasha TangKai)**

The relationship between man *qua* man and the environment has a long and often conflicting history, a 'push-pull' relationship. Early thinking in the Enlightenment period saw nature to be tamed and

dominated to serve man. Women, it should be noted, were generally included in this category – hence the notion of ‘husbandry’. The 18<sup>th</sup> Century saw the romantic reaction in Europe to industrialization, with Rousseau’s state of nature as a normative guide. Yet, adherents to such a perspective were never more than a fringe group. As the industrial age trundled on, the era of High Modernity arose with its focus on ‘cornucopianism’: the environment as endless source and sink. The Post WWII period saw environmental responses to earlier thinking and evidence of environmental degradation. The 1960s gave rise to environmental ethics particularly through the publication of Rachel Carson’s seminal study, *Silent Spring*. Today we remain burdened with this push-pull phenomenon: anthropocentric versus biocentric approaches, instrumental versus intrinsic views, and the theory of sustainability and sustainable development in the midst of our addiction to carbon. Across the action landscape of international development, ‘climate change’ is at the centre of almost every proposed intervention. Current environmental trends now seek to take nature seriously in decision-making through ecological development, natural capital accounting, and the governance of ecosystem services to support well-being. This week we try to make sense of the environment in development.

### **W9: Theorizing Agency: Participation**

Perhaps one of the three top ‘buzzwords’ in international development (alongside ‘governance’ and ‘gender’) is ‘participation’. With the publication of Robert Chambers’ *Rural Development: Putting the last first* (Longman, 1983), scholars and development practitioners were exposed as ‘development tourists’. Chambers’ challenge was to engage with those most marginalized from mainstream (urban) society – the rural poor. But how to do so, meaningfully, especially when you do not live in the area yourself? Concepts such as participatory rural appraisal (PRA), rapid rural appraisal (RRA), and sustainable livelihoods frameworks were developed to this end. Many scholars warned that not all participation was necessarily good; that it came in many forms, and that the true challenge for meaningful development intervention was to move ‘up the ladder’ of participation, toward empowering the poor so that they became architects of their own development. But empowering the poor may not help build the wider society; in fact, it may create an alternative source of political power! What is a practitioner to do?

### **10: Theorizing the State I: the liberal/neo-liberal view**

In the early 1970s, the global ‘boom’ of post-World War II expansion came to a screeching halt. Political economies everywhere were brought to their knees, forcing leaders of states to question the accepted orthodoxy that the key to development was a large and active state structure. So began, through Thatcherism, a multi-decade assault on the state, shifting it from a ‘determiner’ of development to a ‘facilitator’ of development. Today, while the examples of East Asia and China suggest that a strong state remains necessary for development, most observers argue that this must be complemented with good governance.

### **W11: Theorizing the State II: the Marxist/neo-Marxist view**

All of this talk about the need for deregulation, free markets and so on, has left me wondering about the role of structure in development. Doesn’t the Bank place too much emphasis on agency and institutions: if you get the set-up right, then development will follow? It seems to me that we need a counterpoint to

the Bank's approach. Why? Because 30 years of structural adjustment has left most parts of the world poorer off than when they were first forced to sign on the Bank/Fund SAP dotted line. But how to show this, rather than just say it? In this week, we focus on the work of the neo-Marxist Robert Cox whose ontological framing of world order yields insights unavailable to liberal theorists of the state.

### **W12: Theorizing the other: Beyond 'Enlightenment' Toward Post-development**

How would you like it if someone came to your house and said they were going to study you in order to change your backward habits and wayward ways? In their view, you are lacking in a variety of features said to be typical of other more successful societies. What would you think if these same people came to your house year after year, telling you to do this and that and the other thing, and after 30 years everyone you knew, including yourself, were worse off. Would you not want to challenge those who purport to know the truth about your 'failings'? Would you not want to reinterpret these development interventions through your own experiences? This is what postcolonial theorists have been doing for decades: attempting to reclaim the narrative of their own lives and societies, in order to determine their own developmental path, a path more appropriate to their own setting, and self-determined socio-economic and political goals.

### **W13: Theorizing the Future: What Next?!**

This is a reflective class to help you revisit and consolidate your understanding of 'development', to keep the debate going, and to help you with your final term assignment.

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## **INDEV 602/GEOG 635/INDEV 404 ASSIGNMENTS FOR 2017**

### **PARTICIPATION (20%): Instruction**

The student will make every effort to attend class. Active and informed participation is a key element of this course. Please read the **Discussion Rubric** at the end of the syllabus for guidance in how to perform in a seminar-style class.

### **ASSIGNMENT 1 (Critical Engagement: 10%): Instruction**

In the form of a short blog (500 words), interpret and reflect upon the statement you selected from the reading.

### **ASSIGNMENT 2 (Take-Home Exam: 20%): Instruction**

In essay form, address ONE (1) of the following items.

1. Choose one of the topics from the syllabus and critically reflect on it.
2. What is your theory of development? Justify your answer with empirical and theoretical examples.

The answer should be no longer than 1500 words and must follow proper essay format, including using appropriate citation.

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### **Essay Requirements:**

#### **Step 1 (5%): DUE 27 September**

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

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

#### **Step 2 (15%):**

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

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

#### **Step 3 (30%):**

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

A first class essay reflects the format of a first-class peer-reviewed journal article. So, look at the format of your favorite article and try to follow that: appropriate title; appropriate headings and sub-headings; well-constructed content that is sufficient in relation to the essay's stated purpose; appropriate use of footnotes or endnotes; a strong bibliography reflecting the depth of research and understanding that you bring to the topic area; an essay free of grammatical errors and errors of style and syntax; something you are proud of and that anyone would enjoy reading.

Please see the essay rubric below.

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**INDEV 602 ESSAY RUBRIC FALL 2018**

**NAME:**

**MARKED BY:**

**CONTENT: Value 80%**

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

**FORM: Value 20%**

| VALUE                             |   | 1 INADEQUATE | 2 GOOD | 3 VERY GOOD | 4 EXCELLENT | 5<br>OUTSTANDING |
|-----------------------------------|---|--------------|--------|-------------|-------------|------------------|
| Organisation<br>(5%)              | The essay is well-organised in terms of its basic shape, use of headings and sub-headings, use of adequate and proper footnotes or endnotes, and bibliography |              |        |             |             |                  |
| Paragraph construction<br>(5%)    | The paper flows smoothly with the argument logically building from beginning to end   |              |        |             |             |                  |
| Grammar, spelling, syntax<br>(5%) | The paper is free of errors of grammar, spelling and syntax   |              |        |             |             |                  |
| Overall presentation<br>(5%)      | The paper's shape and form mirrors research papers as published in scientific journals  |              |        |             |             |                  |

**GRADE:**

**Discussion Rubric Using Numbered Grading: total marks possible = 20**

| <b>Criteria</b>   |   |   |   |   |                                     |
|---|---|---|---|---|-------------------------------------|
|   | 5   | 4   | 3   | 2   | 0                                   |
| <b>Discussion Interaction</b><br>(how student acts in the discussion forum)                           | Student interacts with others in a respectful way, supports the views of others, and comments or critiques the ideas of others in a constructive way  | Student interacts with others in a respectful way, usually supports the view of others but may have some difficulty when his or her own ideas are challenged    | Student interacts with others but not in a respectful way and sometimes attacks others while in discussion  | Student participates but interacts with others in a consistently disrespectful way, often argues or attacks others during discussion, and does not respect the ideas of others    | Student does not participate at all |
| <b>Conversation Leadership</b><br>(how student acts as a leader in the discussion forum)              | Student usually leads the discussion and encourages others to participate; student provides feedback to others using constructive criticism or questions  | Student leads the discussion and encourages others to join the discussion but is not always successful  | Student rarely leads discussion and when he or she does lead, the student prefers his or her own views and does not include the views of others                             | Student follows the discussion but does not lead; student may disrupt conversations or stop the flow of discussion  | Student does not participate at all |
| <b>Development of Argument or Viewpoint</b><br>(well-formed and substantiated arguments or positions) | Student's comments or arguments are well formed, logical and always supported by course material; student uses secondary research sources and makes valuable contributions to the course discussion | Student's comments or arguments are well formed, logical and mostly supported by course material; student makes valuable contributions to the course discussion | Student's comments are opinions that are not backed up with evidence from the course; student's comments demonstrate confusion or a misunderstanding of the course material | Student's comments or arguments do not make logical sense and are not backed up with evidence; student criticizes the readings without explaining why; others cannot follow along | Student does not participate at all |

|  |   |  |  |  |                                     |
|--|---|--|--|--|-------------------------------------|
| <b>Discussion Focus</b><br>(student follows along with the discussion) | Student always follows the discussion, adds valuable information, and keeps the discussion focused on the topic | Student usually follows the discussion, often adds valuable information, usually keeps the discussion focused on the topic, and asks questions when unsure | Student often does not follow the discussion properly and may repeat information already discussed; student rarely adds valuable information | Student participates but does not follow the discussion at all and adds irrelevant information to the discussion | Student does not participate at all |
|--|---|--|--|--|-------------------------------------|

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## University policies

**Unclaimed assignments:** will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures. Using UW-LEARN course website: See <http://uwace.uwaterloo.ca/> to sign on to UW-ACE. In case of difficulties, contact [uwacehelp@ist.uwaterloo.ca](mailto:uwacehelp@ist.uwaterloo.ca).

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/)

All students are encouraged to visit the on-line tutorial at <http://www.lib.uwaterloo.ca/ait/> (see ‘Check your understanding’) to learn more about what constitutes an academic offence.

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

**Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations

for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

**Religious Observances:** Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 – Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://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](http://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](http://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](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

Strongly recommended sources on writing skills: To further hone your skills, I strongly recommend the two sources below to all students. Writing Effective Essays and Reports, by Rob de Loe (free online resource): [http://www.environment.uwaterloo.ca/u/rdeloe/writing\\_booklet/](http://www.environment.uwaterloo.ca/u/rdeloe/writing_booklet/)

Improve your grammar (free online resource): [www.grammarbook.com](http://www.grammarbook.com)

### **Consequences of Academic Offences:**

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

Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about rules for group work / collaboration should seek guidance from the course professor, TA, academic advisor, or the Undergraduate Associate Dean.

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

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

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

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