
CGS 1023G

Introduction to Global Development

Winter 2014
Tue 10.30-11.30 & Thu 9.30-11.30 in
W12

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Overview

The aim of the course is to examine processes of development in the international and global context through a comparative and theoretical examination of societies and cultures undergoing significant change. Course participants will investigate social, environmental and economic manifestations of various approaches to realization of ideas of development.

Goals

By the end of the course the students will be able to:

- To recognize and compare diverse meanings of development, underdevelopment, and poverty
- To relate and explain specific case studies on development
- To critique and justify development practices in the context of development discourse(s) on imperialism, nationalism, and independence

Evaluation

Exam	40%
Term Paper - Proposal 30% - Annotated bibliography - Completed paper 70%	30%
Debate - Annotated bibliography 20% - Oral debate 80%	30%

Required Text

Haslam, Paul A., Jessica Schafer, Pierre Beaudet (eds.)
(2012, 2nd edition) Introduction to International Development: Approaches, Actors, and Issues.
Oxford University Press Canada

Other texts may be placed on the OWL site during the term

Milestones

16th January

Last day to sign up for debate

28th January

Paper proposal

11th February

Annotated Bibliography

11th March

Final Paper

Course Schedule and Readings

Date	Topic	Readings	Assignment
7/1	Introduction to the course		
9/1	Getting ready for assignments		
14/1	Poverty	1, 13	
16/1			Last day to sign up for debate
21/1	Imperialism	2, 16	
23/1			Debate: "Poverty is self-perpetuating"
28/1	Explaining development	3, 4, 14	Submit term paper proposal
30/1			Debate: "Meeting basic needs must be the primary goal"
4/2	Gender	5	
6/2			Debate: "To achieve equality, we will always need women focused development strategies"
11/2			Submit term paper annotated bibliography
13/2			Debate: "Development is economic growth"
<i>Reading Week</i>			
25/2	Globalization	6	
27/2			Debate: "Progress is a fallacy"
4/3			
6/3	No class		Term papers are due next class!!
11/3	State and MNCs	7, 11	Term papers are due <u>both</u> as a hard copy and as an electronic submission
13/3			Debate: "States are obstacles to development"
18/3	Aid and its agencies	8	
20/3			Debate: "Development aid is redundant"
25/3	International Financial Institutions	9	
27/3			
1/4	United Nations	10	
3/4			Debate: "Development is a pre-requisite of wealth"
8/4	Civil Society	12	
10/4	Review		

ASSIGNMENTS

Final Exam

A two-hour exam will be given at the end of the term, covering all materials discussed and used during the course. Students should check the Registrar's Examination Timetable for the day, time and location of the exam.

Term Paper (Please, make sure you familiarize yourself with the grading guidelines on page 5)

Your term paper is an examination of arguments presented in one of the chapters 13-27 of the text book. You will start by identifying your topic and the chapter that is relevant to your topic. Identify the debates related to the topic with which you wish to engage. You need to substantiate your argument with reference to examples found in other scholarly sources, and provide critical analysis of your position with a clear argument. You will write your term paper in three parts:

Proposal: The proposal is due on 28th of January. It will consist of:

- A topic statement for your paper. This should be in the format of "Using case studies/examples of _____, this paper will examine/argue/consider/study *your focus*."
- Your hypothesis (i.e. what is your assumption regarding the topic you want to examine)
- One paragraph explaining the kinds of examples you hope to draw on in order to make your contribution to this discourse

Annotated bibliography: Your bibliography is due on 11th of February, and will include ten annotations of scholarly sources. The annotations will be no more than 150 words each describing the relevance of the text to your argument. Please note that although the annotated bibliography is not graded, not handing it in will disqualify you from any further participation in the course.

The term paper will be c. 1 500 words long and is due by 11th of March or before. The paper needs to be accompanied by a fully referenced bibliography demonstrating the use of a variety of scholarly printed and electronic sources of information not limited to your annotated bibliography. Please, study carefully the grading criteria for written assignments at the end of this section.

Handing in the paper: Both a hard copy and an electronic copy of the paper are due on 11th of March. The electronic copy is handed in through the course site in OWL.

Debate (Please, make sure you familiarize yourself with the grading guidelines on page 5)

Each student will participate in one debate on a pre-assigned topic and date. You are invited to sign up for your participation on a list posted outside the instructor's office (Room A209) by 3 pm on 17th January. Read the following instructions carefully:

- Your initial statement will be 5 minutes long, and you will have an opportunity for a 2 minute rebuttal
- You are expected to participate in the ensuing discussion
- Your statement must clearly reflect your reading of the assigned texts for the module, and demonstrate your reading of at least two other academic sources.
- In order to select your two other sources, you will prepare an annotated bibliography of five sources relevant to the topic. Each annotation should be about 200 words long, explain the relevancy of the source to the topic and indicate whether you have chosen to use the source in your statement, as well as your reasons for this choice. **This annotated bibliography must be submitted to the instructor by 4 pm on the day before your debate.** It can be submitted by e-mail. These five sources cannot include any of the assigned readings for this course.

Those course participants not participating in the debate of the day will take part in the discussion period and the final vote for or against the statement. Although this is not a group assignment, the teams are advised to consult with each other to ensure a coherent presentation of arguments.

NOTE:

Assignments must be handed by the beginning of class on the day assignments are due. Students are responsible for keeping a copy of their work until they have received a final grade for the assignment. Any student who fails to write an examination on the scheduled date and time will be given zero on that examination.

Please, note that late assignments will be penalized as follows:

Within 24 hrs of deadline 10% will be deducted
Within 48 hrs of deadline 20% will be deducted
Within 72 hrs of deadline 30% will be deducted.

Assignments handed in after 72 hrs have passed from the deadline will not be graded.

GRADING GUIDELINES

Grade descriptions

A+	90-100	one could scarcely expect better from a student at this level
A	80-89	superior work which is clearly above the average
B	70-79	good work, meeting all the requirements, and eminently satisfactory
C	60-69	competent work, meeting requirements
D	50-59	fair work, minimally acceptable
F	below 50	fail

All *written* assignments will be graded as follows: 10% Format

- Structure (introduction, synthesis, analysis and conclusion)
- Clear thesis statement expressing in a nutshell what the reader can expect to read in the discussion
- Acknowledgement of all sources of information 10% Style
- General readability
- Grammar and spelling
- Appropriate headings, sub-headings, illustrations and page numbering
- Conciseness 40% Content
- Relevant and up to date material and sources used and indicated
- Use of examples
- Using a variety of appropriate sources for in-depth academic research 40% Process
- Synthesis: demonstrating a knowledge and understanding of current debates and issues
- Analysis: presenting and justifying your views and conclusions on the debates and issues

All *oral presentations* will be graded as follows: 10% Format

- Structure (opening statements, discussion and closure)
- An introduction to capture audience attention 10% Style
- General audibility
- Appropriate use of visual aids (overheads, posters, videos, slides etc.)
- Conciseness 40% Content
- Well researched
- Use of examples
- Using a variety of appropriate sources for in-depth academic research 40% Process
- Synthesis: demonstrating a knowledge and understanding of current debates and issues
- Analysis: presenting and justifying your views and conclusions on the debates and issues

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca/secure/index.cfm> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Program and Academic Counselling

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, mfranke@huron.uwo.ca, 519-438-7224 ext. 242. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered.

<http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>