

**Huron University College
Centre for Global Studies
2013**



**CGS 2002F:
Problems of Global Development**

Instructor: Dr. Arja Vainio-Mattila
Office: A 209
Tel: 438-7224, ext. 205
E-Mail: avainiom@uwo.ca

Class schedule: Mondays 12.30– 2:30 &
Wednesdays 1.30-2.30
Class: W12
Office Hours: Tuesdays 1-3pm

COURSE DESCRIPTION

The aim of the course is to examine problems 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.

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

- to recognize and compare diverse approaches to development interventions
- to relate and explain key development issues and problems
- to critique and justify analytical models for studying development

The course format is interactive. This means that you will have opportunity to participate in class discussions, and partner work. To ensure constructive and lively discussion, the participants will need to have familiarized themselves with the class topic prior to the class by completing the assigned readings.

COURSE SCHEDULE AND READINGS (minor modifications may occur!)

Date	Topic	Reading	Assignment
9/9	Introduction to course		
11/9	Poverty	Haslam 13	
16/9	Debt	Haslam 14	Last day to sign up for debate
18/9	Free Trade and Fair Trade	Haslam 15	
23/9			Debate "Debt cancellation is the only real solution to global poverty"
25/9	Democracy	Haslam 16	Media Portfolio due
30/9	Environment: Resources	Haslam 17	
2/10	Environment: Rural and Urban	Haslam 18 & 19	
7/10			Debate "Local knowledge is more valuable to development than technical expertise"
9/10	Health	Haslam 20	
14/10	Thanksgiving		
16/10	Education	Haslam 21	
21/10			Debate "Canada should invest in developing a leadership role in international development efforts"
23/10	Conflict	Haslam 22	
28/10	Migration	Haslam 23	
30/10	No class		
4/11	No class		
6/11	Indigenous	Haslam 24	
11/11			Debate "Meeting basic needs must be the primary goal of all development efforts"
13/11	Technology	Haslam 25	Media Report due
18/11	Culture	Haslam 26	
20/11	Culture		
25/11	BRICKS	Haslam 27	
27/11	Future of Development	Haslam Epilogue	
2/12			Debate "Canadian aid fails to meet Canadians; expectations"
4/12	Review		

REQUIRED TEXT

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

Electronic copies of all lecture presentations will be available on OWL. Please print these **ahead** of class to use as a note taking guide if you wish. These are **not** complete lectures and not a satisfactory substitute for coming to class, rather a means facilitating your own note taking. Announcements and schedule changes will also be posted here. It is your responsibility to regularly check for announcements, additional readings and emails from the instructor. Please also use the WebCT Email to communicate with me when necessary. If you have trouble getting into WebCt for this course get help from <http://webct.uwo.ca/commonProblems.html>.

COURSE EVALUATION

Participation	10%
Debate	30%
Media Report	30% (portfolio 10%, final 90%)
Final exam	30%

Any student who fails to write an examination or submit an assignment by the scheduled date and time will be given zero on that examination or assignment.

Due Dates:

Debate	please schedule by September 16th
Annotated Bibliography	5 pm, evening before scheduled debate
Media Portfolio	September 25th
Media report	November 13th
Final Exam	Preliminary date: TBA

Participation

Participation is based on random attendance checks and your participation in and out of class (adherence to deadlines, meaningful discussion and constructive critique of the course material).

Debate

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 on my notice board next to rm A 209 by 16th September. In order to participate, you will prepare a five minute presentation either for or against the debate statement.

Please follow these guidelines:

- Your statements should reflect your research on the topic and demonstrate your knowledge of the discursive tensions. This includes readings assigned to the module and at least two other academic sources (but more are always welcome!)
- In order to select your two other sources, you will prepare an annotated bibliography of five sources relevant to the topic. These five sources are in addition to any of the assigned readings for this course. At least 3 of these sources must be from academic journals. 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 this source in your statement, as well as your reasons for this choice. This annotated bibliography must be submitted to the instructor on the **day before the debate (before 5pm)**. It should be submitted by email.
- Each participant will also have a chance for a two minute rebuttal. Those course participants not participating in the debate of the day will take part in the discussion period.
- Although *this is not a group assignment*, the teams are advised to consult with each other to ensure a coherent presentation of arguments.

Please, familiarize yourself with the criteria for grading oral assignments on page 5.

Media report

The Media report is an exercise in comparison of sources of information on which much of our understanding of the international context of global life is based. The assignment is described in detail on page 4. The Media Report is due for submission on November 13th.

Final Exam

A two hour exam will be given on a date TBA, covering all materials discussed during the course. Students should confirm the date and time in the Registrar's Examination Timetable for the day, time and location of the exam.

MEDIA REPORT

In Canada it is easy to get news about the world, but any source of news, even the very best, has a bias that may be cultural, political, or of other kinds. Many observers have noted that the news available to Canadians is quite uniform in its biases and its viewpoints on the world. Fortunately, it is now much easier to access news from other parts of the world, with different biases and viewpoints, than was the case even a few years ago. For example, local cable television carries news services from various parts of Europe and Latin America, in English, French, Spanish, and other languages. In addition, hundreds of newspapers around the world now provide free Internet access.

In this exercise each student will monitor news on international development (defined broadly) from a variety of sources, over a period of six weeks, in order to develop a richer understanding of world events and our access to information about them. You may choose to focus on a particular story or area of international development, or alternatively, do a broad sampling of the news related to development. This may be dictated by the events that occur, so try not to limit yourself too early in the exercise.

Each student will define and monitor a **portfolio** of six news sources with the following characteristics:

- At least two different Canadian sources
- At least three sources from at least three continents in addition to North America (continents are: Asia, Africa, North America, South America, Antarctica, Europe, and Australia)
- At least one source in a language other than English (strongly recommended)
- At least six different sources of news in total

A source of news may be a newspaper, a weekly news magazine, a substantial news programme on television or radio (not just short bulletins), a public Internet site that is updated at least weekly, or an equivalent source approved by the Instructor. Please, do not include monthly (or less frequent) magazines, computer discussion groups (list servers), paid publicity, or collections of official press releases.

The **portfolio** (a list of name, language, frequency and place of publication) of news sources must be submitted to the Instructor by September 25th, and is valued at 10% of the grade for the media report.

Each source of news will be monitored at least once per week for at least six weeks. You may find it useful to record your sources for future reference, especially radio or television broadcasts, although this is not required for the assignment; please do not submit tapes or photocopies. Use the information you collect to submit the following two part assignment:

1. In an **essay of c. 2 000 words**, answer the following questions. These questions are not an outline for your paper, rather they are guidelines of the sorts of ideas I wish you to engage in. Base your analysis on examples from your own research covering both your news sources and **other analytical materials on news coverage**. All essays must have proper **in-text citations** (generally: author/date) and must be accompanied by a **Referenced Cited** list.
 - a. What international development issues do Canadian sources cover? What issues seem not to be covered by Canadian sources?
 - b. What issues are covered by all or almost all of your sources? What seem to be the common factors?
 - c. Explain the differences between Canadian and other sources in terms of how "development" is presented
 - d. **Critically analyze these differences.**
 - e. Give a brief (no more than 250 words included in the 2000 words) analysis of your experience. What are the main conclusions you have made about access to international development news? Be sure to use specific evidence in support of your conclusions.
2. Submit a **journal** (a log) of the sources you monitored, indicating the date (and time where applicable), name of source, and the principle headlines related to international development.

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 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** (such as the debate) will be graded as follows:

10% Format

- Structure (opening statements, discussion and closure)
- An introduction to capture audience attention

10% Style

- General audibility and presentation (e.g. ability to maintain eye contact)
- Appropriate use of visual aids (overheads, posters, videos, slides etc.)
- Conciseness

40% Content

- Well researched (demonstrated by explicit references to texts used)
- Use of examples
- Using a variety of appropriate sources 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/handbook/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> 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/handbook/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/CounselorsCounselingServices>