

BRESCIA UNIVERSITY COLLEGE  
Department of Sociology

Sociology 3332A:  
Community Development in a Global Context  
Fall 2015

Course Director: Lindsay Gladding

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Class Times:

Wednesdays 11:30 – 2:30, in BR-304

Office Hours:

Please make an appointment

**Course Description:**

This course introduces students to the theory and practice of global development. Global issues such as poverty, hunger, discrimination, and environmental degradation will be considered, as well as international responses to them. This course aims to strike a balance between the theory and current discourse surrounding international development and the practice of community development at a grassroots level.

**Course Objectives**

By the end of this course students will have:

- A better understanding of the global issues affecting community development;
- Explored the theory of globalization and the history of international development;
- Reviewed how aid can perpetuate or reduce conflict;
- Become familiar with the language of international development and results based management;
- Practical experience collaborating with others to develop an international project design

**Course Prerequisites:**

Registration in Year 3 or Year 4 at Brescia University College, or permission of the Instructor.

**Assignments and Grading Structure:**

Participation.....	15%
Do No Harm Case Study.....	15%
Midterm Exam.....	30%
Group Presentation.....	15%
<u>Major Assignment</u> – Project Proposal.....	25%

## **Required Readings:**

Anderson, Mary B. 1999. **Do No Harm: How Aid Can Support Peace – or War.** Boulder, CO: Lynne Rienner Publishers.

Ritzer, George. 2011. **Globalization: The Essentials.** Wiley-Blackwell Publishers. (*available online through the library*)

*Online:*

Easterly, William. 2006. **Planners vs. Searchers in Foreign Aid.** Asian Development Review, 23, no.2, 1-35.  
[http://williameasterly.files.wordpress.com/2010/08/49\\_easterly\\_plannersversusearersinfoignaid\\_prp.pdf](http://williameasterly.files.wordpress.com/2010/08/49_easterly_plannersversusearersinfoignaid_prp.pdf)

FAO, IFAD and WFP. 2013. **The State of Food Insecurity in the World 2013: The multiple dimensions of food security.** Rome: FAO.  
<http://www.fao.org/publications/SOFI/en/>

IFRC. 2011. **Project/programme Monitoring and Evaluation (M&E) Guide.**  
<http://www.ifrc.org/Global/Publications/monitoring/IFRC-ME-Guide-8-2011.pdf>

Sachs, Jeffrey D. 2005. **The End of Poverty.** Time Magazine.  
<http://www.earth.columbia.edu/docs/endofpoverty/time031405.pdf>

UNICEF. 2011. **Causes of Malnutrition: Part Two Technical Notes.**  
<http://www.unicef.org/nutritioncluster/files/Module5CausesOfMalnutritionTechnicalNotes.pdf>

Watkins, Ryan et al. 2012. **A guide to assessing needs: essential tools for collecting information, making decisions and achieving development results.** World Bank. [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/01/12/000333038\\_20120112235235/Rendered/PDF/663920PUB0EPI00essing09780821388686.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/01/12/000333038_20120112235235/Rendered/PDF/663920PUB0EPI00essing09780821388686.pdf)

WHO. 2005 **Sanitation and Hygiene Promotion: Programming Guidance.**  
[http://www.who.int/water\\_sanitation\\_health/hygiene/sanitpromotionguide/en/](http://www.who.int/water_sanitation_health/hygiene/sanitpromotionguide/en/)

## **Detailed Course Outline:**

*Students, please note that the following course outline is subject to revision. That is, throughout the term, circumstances may arise that will alter the ordering of the topics, the pace at which we move through the material and so on. **It is your responsibility to do all required readings, to attend class and to participate in all classroom activities as they are scheduled.** If, for whatever*

*reason, you are unable to attend class, please consult your colleagues in order to catch up on any administrative details, or course content that you may have missed*

DATE	THEMES/DUE DATES	REQUIRED READINGS
September 16 <sup>th</sup>	Course Introduction; Administrative Details	<ul style="list-style-type: none"> <li>• none</li> </ul>
September 23 <sup>rd</sup>	Theory of Globalization	<ul style="list-style-type: none"> <li>• Globalization – Ritzer: Chapters 1-3</li> </ul>
September 30 <sup>th</sup>	History of Development; World Bank, IMF & the United Nations; The end of poverty; Sachs vs. Easterly debate	<ul style="list-style-type: none"> <li>• Planners vs. Searchers – William Easterly</li> <li>• The End of Poverty – Jeffrey Sachs</li> </ul>
October 7 <sup>th</sup>	Development Aid in Conflict Settings: conflict analysis framework	<ul style="list-style-type: none"> <li>• Do No Harm – Mary Anderson Part One: Chapters 2-6</li> </ul>
October 14 <sup>th</sup>	Addressing Inequality; Cross-cutting Issues: Gender, Interfaith, Environment	<ul style="list-style-type: none"> <li>• Globalization – Ritzer: Chapter 11 Inequality</li> </ul>
October 21 <sup>st</sup>	Key Development Sectors – Nutrition, Water & Sanitation & Food Security <b>Due: Case Study (15 %)</b>	<ul style="list-style-type: none"> <li>• UNICEF Causes of Malnutrition Technical Note</li> <li>• WHO Sanitation and Hygiene Promotion: Section 1</li> <li>• FAO State of Food Insecurity in the World: Pg. 1-29</li> </ul>
October 28 <sup>th</sup>	Project Planning: Needs Assessment	<ul style="list-style-type: none"> <li>• A Guide to Assessing Needs – Watkins et al.: Sections 1 &amp; 2</li> </ul>
November 4 <sup>th</sup>	<b>Mid-term Exam (30%)</b>	
November 11 <sup>th</sup>	Project Planning: Problem Analysis	
November 18 <sup>th</sup>	Results Based Management: Logic Model	<ul style="list-style-type: none"> <li>• Results Based Management Tools – DFATD website: <a href="http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/NAT-92213444-N2H#all">http://www.acdi-cida.gc.ca/acdi-cida/ACDI-CIDA.nsf/eng/NAT-92213444-N2H#all</a></li> </ul>
November 25 <sup>th</sup>	Monitoring and Evaluation; Risk Management	<ul style="list-style-type: none"> <li>• IFRC M&amp;E Guide: Part 1</li> </ul>

December 2 <sup>nd</sup>	<b>Due: Group Proposal Presentations (15%)</b>	<ul style="list-style-type: none"> <li>• none</li> </ul>
December 9 <sup>th</sup>	Issues in humanitarian response; Final Reflections; Last Day of Classes <b>MAJOR ASSIGNMENT DUE (25%)</b>	<ul style="list-style-type: none"> <li>• The State of the Humanitarian System - to be released September 2015</li> </ul>

### **Course Specific Policies:**

#### 1. Submission of Assignments

- All assignment due dates are firm and subject to a late penalty, except when a student works with academic advising to receive accommodation. When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to make such requests for academic accommodation through an Academic Advisor and include supporting documentation.

#### 2. Cell Phones and Computers

- Out of respect for your colleagues and the instructor, please refrain from using cell phones during class time. Ensure that they have been turned off before entering class. Similarly, computers are to be used for note-taking and class related activities only—NOT surfing the net, chatting, looking at photos, etc.

### **DETAILED OUTLINE OF GRADING AND ASSIGNMENT STRUCTURE**

#### **1) Ongoing Preparation and Participation: 15%**

The success of the teaching and learning process depends on each person's preparation and participation. Being absent, or late, detracts from the learning experience for everyone.

Here are some guiding thoughts about preparation and participation. Regarding preparation, make every effort to read all required readings prior to class. In reflecting on the reading, think about what was positive about the material. What concepts were difficult to grasp? In what ways do you agree or disagree with the author? What questions do you have about how to put into practice what you are reading?

Regarding participation, do your best to offer, each class, your thoughts, insights and questions about the activities and readings of the course. But, allow space for all students to participate. When your colleagues are participating, pose follow-up questions seeking clarification of a point if you need it, respectfully challenge their

points of view (if you disagree), and offer comments that further the conversation.

**2) Do No Harm Case Study: 15%**

**Due:** October 21, 2015

In this assignment you will be provided with a scenario based on a current real life crisis and your task will be to apply the local capacities for peace framework as outlined by Mary B. Anderson. The scenario and a template for the report will be provided to students no later than October 7<sup>th</sup> 2015

**4) Mid-term Exam: 30%**

**Date:** November 4<sup>th</sup>, 2015

This midterm will cover all material (i.e., lectures, & readings) from the beginning of the course up to and including what is covered in class on October 21, 2015

**5) Group Proposal Presentations: 15 %**

**Due:** December 2<sup>nd</sup>, 2015

This presentation is part of your major assignment for this course. In groups of 3 you will form a proposal development team to develop a full proposal for an international development project and community of your choice. You will prepare a 30-45 minute presentation where you will present your project idea to your classmates who will act as the donor agency to whom you are applying for funds. You must “sell” your analysis of the problem and your recommended intervention. In order to secure this meeting with the donors you are required to come with a completed logic model. In this assignment, all team members will receive the same grade for their presentation and are expected to participate in some way in the presentation.

**5) Major Assignment – Project Proposal: 25%**

**Due:** December 9<sup>th</sup>, 2015

You are expected to draw on all of the readings and course lectures to develop a full project proposal for an international development project and community of your choice. A proposal template will be provided to all students for the purposes of this assignment. In this assignment all team members are expected to work together in the development and writing of the proposal. Peer evaluations will be conducted and will represent 15% of the total mark for this assignment

# BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

## 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation on medical grounds will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are not grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm> . If it is not possible to have an SMC completed by the attending physician/nurse practitioner, the student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation. All documentation is to be submitted to an Academic Advisor.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full statement of University policy regarding extensions of deadlines or makeup exams can be found at <http://www.westerncalendar.uwo.ca/2015/pg117.html>

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, [www.registrar.uwo.ca](http://www.registrar.uwo.ca), for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory.

### **3. ABSENCES**

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

### **4. POLICY ON CHEATING & ACADEMIC MISCONDUCT**

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

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

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 Tests/exams:**

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. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Academic Rights and Responsibilities in the Western Academic Calendar.

## **6. PREREQUISITES AND ANTIREQUISITES**

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the 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.

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not

be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

## **7. SUPPORT SERVICES**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/> . The Western Registrar's website is at <http://www.registrar.uwo.ca/index.html> . The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/> . 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.

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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.