UNIVERSITY OF ALBERTA
POL S 360:
POLITICS OF INTERNATIONAL DEVELOPMENT
FALL 2016

TEACHING STAFF

Course Instructor
Jennifer HSU
Office Location: HM Tory Building 12-12
Email: jhsu@ualberta.ca
Office Hours: Tuesdays 9:15-10:30am, by appointment – please sign up via Google docs link.

CLASS TIME AND LOCATION

Tuesdays and Thursdays
12:30-13:50, TB-90

COURSE OVERVIEW & OBJECTIVE

Development is primarily concerned with the economic transformation of countries considered to be less advanced than others. International development as we now know it emerged in the 1950s, drawing on economic development theories from the 18th century onwards. Over time, however, international development has taken on new dimensions, encompassing social and political, as well as economic, transformation. Development is a profoundly political process, shaped by social actors; political institutions at local, national, regional and global levels; international institutions and multinational corporations. This course explores the theories that shape international development, and the actors and institutions involved. We will examine the role of different actors and their involvement and impact on a variety of issues including but not limited to: migration, agriculture and environment.

COURSE GOALS

Upon successful completion of this subject students are expected:

- To understand and have the capacity to critique key theoretical frameworks that shape international development
- To understand and critically engage with the key stakeholders in contemporary international development
- To understand and analyze how key stakeholders are involved in different sectors/areas of development
- To develop the capacity to work individually and as a group in different course related assessments
- To develop the capacity to use political science and wider social science methods to construct future research

POL S 360 COURSE PREREQUISITES

Students without the course prerequisite should speak with the instructor before registering. At the request of an instructor, the Department may cancel your registration if you do not have the required course prerequisites. Policy about course outlines, grading and related matters can be found in Section 23.4(2) of the University Calendar.
COURSE TEXTS

There are no required texts required for the course. It is expected that students will complete all readings that are either provided as web links or uploaded on to Moodle prior to coming to class. For those who wish to consult a textbook for an introduction into development studies, please see the following (available at the Rutherford Library):

COURSE FORMAT

The course will be conducted via a mix of lectures and discussions. This course requires a reasonable amount of readings and students are expected to complete all readings before the start of the class to fully benefit from the lectures and discussions.

The syllabus is subject to modification throughout the semester.

COURSE SCHEDULE

SETTING THE CONTEXT

*Week 1*
September 1, 2016
Welcome
Course outline

*Week 2*
September 6, 2016
Conceptions and Dimensions of Development I
Readings:
» Reflection question: Why is the concept of “development” a subject of debate?

September 8, 2016
Conceptions and Dimensions of Development II
Readings:
» Reflection question: How do we “deconstruct” the notion of development?

*Week 3*
September 13, 2016
*Guest Speaker: Professor Siobhan Byrne, Department of Political Science*
Readings TBD

September 15, 2016
Documentary: *The End of Poverty*
Reflection question: Critically assess the 10 solutions offered in the documentary. Who are the stakeholders responsible for the implementation of these solutions?

THE ROLE OF CIVIL SOCIETY AND INDIVIDUALS IN DEVELOPMENT

Week 4
September 20, 2016
What is Civil Society?
Reflection question: What is the role of civil society in development? Who are the stakeholders in civil society with regards to development?

September 22, 2016
Case Study: NGOs as Development Actors
Reflection question: How are NGOs challenging the notion and practice of development, if at all?

Week 5
September 27, 2016
Case Study: NGOs and Issues of Accountability
Readings:
Reflection question: What does “accountability” mean? What mechanisms are available to NGOs to ensure organizational accountability?

September 29, 2016
Voluntourism: Individuals Making a Difference?
Reflection question: How does voluntourism supplant, enhance or alter notions “development”?

Week 6
October 4, 2016
Guest Speakers: Jennifer Rees and Shirley Ross. University of Alberta’s Green and Gold Community Garden
Connecting Local with Global: Poverty and Community Actions
➤ Reflection question: Consider the impact of community gardening in addressing the issue of food insecurity in both a developing and developed country context.

October 6, 2016
Orphanages and Development
Murdoch, Lindsay. 2015. “Cambodia: too many orphanages. not enough orphans.” 18 December. *Sydney Morning Herald*
➤ Reflection question: To what extent is development—as exemplified by the readings on orphanages—driven by consumers, markets and neoliberalism?

Documentary: *Volunteer Unleashed*
http://www.cbc.ca/doczone/episodes/volunteers-unleashed
➤ Reflection question: Does voluntourism promote a specific type of citizenship?

Week 7
October 11, 2016
The Role of Philanthropy in Development
Readings:
➤ Reflection question: Are philanthropic foundations alternative stakeholders to the state in delivery development? Why or why not?

October 13, 2016
Billionaires, Celebrities and Their Money
➤ Reflection question: To what extent are celebrities and billionaires “disrupting” the traditional practice of development?

**The State and Institutions**
Week 8
October 18, 2016
The State

Reflection question: Are all states “fit” for undertaking development? If not, what conditions are necessary for the state to act as an agent of development?

October 20, 2016
Case Study: State and Industrial Development in East Asia

Reflection question: The “developmental state” is the key to successful development in newly industrialising countries. Discuss.

Week 9
October 25, 2016
Guest Speaker: Heather McPherson, Executive Director, Alberta Council for Global Cooperation
Sustainable Development Goals
UNDP, Sustainable Development Goals

Reflection question: What weaknesses can you identify in the SDGs? What lessons can we draw from the Millennium Development Goals for the SDGs?

October 27, 2016
Aid and Development Agencies

Reflection question: Should aid aim to reduce poverty, jump-start economic growth or otherwise?

Week 10
November 1, 2016
Guest Speaker: Nurse Amy Neufeldt, PICU Stollery Children’s Hospital
Regimes, Debt, Donors and IFs

Reflection question: To what extent are international donors reinforcing undemocratic regimes in the developing world?

November 3, 2016
Documentary: The Debt of Dictators [45 mins]

Reflection question: Should lending institutions rule on the legitimacy of a regime before making loans? Why or why not?
Week 11
November 7-11, 2016
Reading week break

Week 12
November 15, 2016
Case Study: BRICS as Development Actors

- Reflection question: Consider the question Mawdsley asks: "What impact are the (re-) emerging donors/development partners having on economic grow, political and governance structures, poverty reduction, environmental sustainability and social and cultural well-being among poorer people and in poorer countries? In other words, what impacts are they having on development, in its many guises?" (Introduction)

November 17, 2016
Essays due – no class

Week 13
November 22, 2016
Multilateral Institutions


- Reflection question: How central are multilateral institutions like the UN to our understanding of what defines, causes and finding the solutions to development?

November 24, 2016
Case Study: Multilateral Institutions and Migration


- Reflection question: What trends are emerging to dominate the field of migration studies in the 21st century? What characterises the everyday realities for migrants and refugees?

Week 14
November 29, 2016
The Future of Development

- Reflection question: Given the different stakeholders in development explored over the past semester can we expect China to advocate new ways of doing development?
December 1, 2016
Remaining Group Presentations

Week 15
December 6, 2016
Wrap-up and return essays

ASSESSMENTS

Students are assessed via the following methods:

- Research essay 40%
- Group presentation 12.5%
- In class reflection papers x 2 12.5%
- Critical analysis of film/documentary 12.5%
- Attendance and participation 12.5%
- Research essay proposal 10%

Research Essay Proposal & Bibliography
The research essay proposal should be between 400-500 words (not including bibliography). The proposal should provide a solid starting point for your research essay. Your proposal must clearly outline what you plan to do (research question and tentative hypothesis), how you plan to do it (structure and methodology) and also demonstrate your ability to carry it off successfully.

The proposal must also include a tentative bibliography (10 sources, at least 8 academic). The bibliography does not count towards the word count. The proposal should be double spaced, Times New Roman 12 font with 1" margins. Please include a word count.

All research essays must be submitted by or on Friday September 30, 2016, before 4:00pm to the Department of Political Science, 10-16 HM Tory Building, otherwise the late penalty will come into effect (see “Extensions and Late Assignment Submission Policy”). Please note the Department office is open from 9:00am to 12 noon and 1:00 to 4:00pm. Please ensure the front page clearly states your name, the instructor’s name and the course number.

Research Essay Notes
You are required to write a research essay that answer a single research question that directly ties in one of the following institutions or actors with a development topic in the list with ONE country of your choice:

Institutions and Actors (select one):
- State (local or central state; including BRICS)
- International financial institution (e.g. IMF, World Bank, Asian Development Bank etc)
- Multilateral organizations (e.g UN – select one of the UN agencies: WTO etc)
- Non-governmental organizations
- Donor agencies
- Individuals (e.g. philanthropists, billionaires, celebrities or volunteers)
- Or one of your choosing – but must discuss with instructor

Development topic (select one):
- Civil society
- Education
- Health
- Industrial development
- Migration
- Political change
- Or one of your choosing – but must discuss with instructor

For example, you can potentially examine the relationship between non-governmental organizations and the growth of civil society in Egypt; or the role of donor agencies in alleviating poverty in the Philippines. You are required to formulate a question or a hypothesis based on the selections in which you will explore in the essay.

To effectively write the research essay (using the above Egyptian example), students should demonstrate a coherent understanding of the literature regarding civil society and NGOs (i.e. the theoretical foundations) as explored in the readings listed in the course outline. To effectively write the research essay, students are required to have at least 10 sources. Eight (8) of the academic sources must come from academic journals and/or books. Thus a total of 10 bibliographic references are needed, failure to have at least 10 sources will lead to a deduction of 0.5 mark per missing reference. Students are encouraged to go beyond the minimum of 10.

**Formatting and Length**
Papers should be between 2500-3000 words in length, not including bibliography (double spaced. Times New Roman 12 font, 1” margins). There is no preference for referencing style, however consistency is necessary. Please include a word count at the end of your paper. Papers that exceed the word limit will be graded up to the word limit.

**Submission**
All research essays must be submitted by or on Thursday November 17, 2016, before 4:00pm to the Department of Political Science, 10-16 HM Tory Building, otherwise the late penalty will come into effect (see “Extensions and Late Assignment Submission Policy”). Please note the Department office is open from 9:00am to 12 noon and 1:00 to 4:00pm. Please ensure the front page clearly states your name, the instructor’s name and the course number.

**Assessment**
The assessor will expect you to write clearly, to analyze issues carefully and to develop a cogent argument utilizing course and outside materials. They will expect you to be familiar with the relevant literature and to display critical thinking. Given the relatively open nature of the research essay there are no fixed answers. However, the assessor will expect you to do more than simply summarize the literature on the topic. The assessor will want to see evidence that you have thought hard about the issues and are able to develop informed arguments which enable you to answer the question chosen in a clear and rigorous manner. Research essays that demonstrate a highly sophisticated understanding of the issues and display an exceptional degree of insight have a tendency to score the highest grades.

The grading criteria will be based on the following:

1. Clarity and understanding of relevant literature 10 marks
2. Strength of discussion and analysis 25 marks
3. Use of pertinent examples 10 marks
(4) Engagement and use of materials selected  5 marks

Please note, if you wish to have your essay returned at the end of the semester, please submit two copies of your essay.

**Group Presentation**

Students will form working groups of four. The purpose of this exercise is for students to compare and contrast two countries and the countries’ experiences with a particular issue. The presentation should be analytical and issue-oriented, and not solely descriptive. The group work will be an opportunity to explore an issue that has not been a major focus of the course as a way to obtain a broader understanding.

The countries and issue will be assigned during the semester.

Students are recommended to proceed as follows:

- **Issue**
  Using the topics and readings listed in the course outline as a starting point, each working group will randomly select from a pool of nominated issues. For example, compare and contrast poverty urbanization rates between Brazil and Mexico. Past experiences suggest working groups that focus their analysis on one core issue tend to receive the highest marks.

- **A study of two countries**
  Each working group will compare and contrast two countries for the group presentation and paper.

- **Gather information and data**
  There are several options for gathering information and data. For instance, working groups may elect to utilize a range of sources from films, photographs to academic materials. In general, working groups are advised to use a range of sources that will assist in answering the research question directly.

- **Define and outline**
  It is always helpful to define the terminology you are using and also provide. For example, you may have drawn the above topic and countries, to compare and urbanization rates in Brazil and Mexico. It would be appropriate to outline and define major factors that characterize urbanization in both countries, e.g. rural-urban migration, immigration, urbanization rates etc.

- **Analyze the problem or issue**
  Given the information the working group has gathered about the particular issue and the two cities, the next step is to begin analyzing your materials. Your analysis should be clear and logical. Assess what are the key implications.

Presentations will be no longer than **20 minutes**, followed by 5-7 minutes of discussion/question from the class.

The presentation should cover the following:

i) Define terms
ii) Outline of the two countries selected and their experience with the issue
iii) Argument and main findings
iv) Key implications
All working group members must be involved and present on the day of the presentation. You will be evaluated on content, creativity (e.g., visual aids), and exposition of your presentation.

Please submit a hard copy of the group’s presentation slides on the day of presentation.

Managing Working Groups
Working groups are responsible for their internal management, but the instructor is always available for consultation if difficulties persist. In cases where it is clear that an individual has made little or no contribution to the group work, group members are advised to contact the instructor as early as possible to address the matter – confidentiality is assured. Students are advised to keep copies of their individual rough work and emails about the project in order to demonstrate their contribution to the project, if required. In this vein, please note the instructor reserves the right to adjust an individual’s mark on any group-related assessments. However, to minimize any possible disagreements, students will be given a peer evaluation sheet to assess the work and contribution of their group members. This evaluation sheet will be submitted along with the group paper. Only the instructor will be privy to the comments and score will. Nonetheless, if a dispute does arise between group members, the evaluation sheets will be used to facilitate a resolution. All group members must complete and submit their peer evaluation.

In-class Reflection Papers (2)
You will be required to write two short reading reflection papers in class. The dates will be selected at random and will not be announced beforehand. Students will be asked to reflect on one question selected by the instructor and students will have 30 minutes to write a response. For possible questions, see the course outline, where there are questions listed for critical thought. These questions should guide your thinking as you read. It may be that the in-class reflection question will be selected from this pool, but they are also subject to modification. The papers are your reflection on the readings pertaining to that class. The reflection papers are not a summary of the readings, but rather consider, what are the major issues raised by the authors? What are the inter-linkages between the readings? Are they in dis/agreement with each other? Do they reinforce a point or argument?

Assessment
The reflection papers should demonstrate a clear understanding of the issues presented, analysis of the concepts and issues presented. The grading criteria will be based on the following:

(1) Clarity and understanding of the issues presented by authors  5 marks
(2) Strength of discussion and analysis  10 marks
(3) Connecting article with theories and concepts studied  5 marks

If students miss the in-class reflection papers, there is no opportunity for a make-up, unless there is documentation to demonstrate the student’s legitimate absence from class. Failure to provide documentation will result in a mark of zero for the missed paper.

Critical Analysis of Documentary
During the semester we will watch two scheduled documentaries in class: The End of Poverty (September 15, 2016) and Volunteer Unleashed (October 6, 2016). Students will have the option to write a critical reflection of one of the documentary for assessment. Students will answer the question noted in the course outline for the relevant day. If students select to write about:

The End of Poverty (shown in class on September 15) – due date Tuesday September 20, by 4pm
Volunteer Unleashed (shown in class October 6) – due date Tuesday October 11, by 4pm

Critical reflections are to be 900 to 1000 words, answering the relevant question noted in the course outline. Students are encouraged to draw connections between the readings and the relevant documentary to answer the question. Students need only write one paper for the documentary exercise. All papers must be submitted by the relevant deadline, before 4:00pm to the Department of Political Science, 10-16 HM Tory Building, otherwise the late penalty will come into effect (see “Extensions and Late Assignment Submission Policy”). Please note the Department office is open from 9:00am to 12 noon and 1:00 to 4:00pm. Please include a word count. Times New Roman 12, 1 inch margins.

Attendance and Participation
The mark for attendance and participation is a cumulative score which involves the following: attendance, participation in class discussion, small group or individual in-class exercises and other related activities.

COURSE POLICIES

The course requirements are outlined above. Students should note that in all but exceptional situations, all components of the course must be completed to receive a passing grade. Policy regarding missed term work is outlined in Section 23.4(3) of the University Calendar. All assessments will be given a percentage grade however, students can find the corresponding letter grade in the table below. The instructor will not ‘curve’ or adjust final grades according to any preset formula. Due to the transparent and stringent in-term appeals process, final grades ending with a -9 will not be adjusted at the conclusion of the course.

Attendance and Participation
The mark for participation is a cumulative score which involves the following: participation in class discussion, small in-class group exercise and other related activities. You cannot receive a participation mark if you do not attend class. Your participation is assessed in the following manner:

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Attendance</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (5)</td>
<td>All classes</td>
<td>Arrives fully prepared at every class session. Plays an active role in discussions (on-going). Comments are at an advanced level and engages in-depth of dialogue with the materials of the week and of the class. Actively supports, engages, and listens to peers (on-going).</td>
</tr>
<tr>
<td>Good (4)</td>
<td>Almost all classes</td>
<td>Arrives mostly. if not fully, prepared (on-going). Participates constructively in discussions (on-going). Relevant comments are based on assigned material. Makes a sincere effort to interact with peers (on-going).</td>
</tr>
<tr>
<td>Satisfactory (3)</td>
<td>Frequent attendance of classes</td>
<td>Somewhat prepared, but not actively engaged with the readings. Does not regularly refer to the readings in the discussion. Willing to participate but insightful comments and reflection are sporadic.</td>
</tr>
<tr>
<td>Poor (1)</td>
<td>Occasional attendance of classes</td>
<td>Rarely prepared. Not familiar with the assigned readings. Unwilling to participate. Remarks and comments punctuated by misunderstandings. Limited interaction with peers.</td>
</tr>
<tr>
<td>Failure (0)</td>
<td>Rare attendance of classes</td>
<td>Unprepared. Unfamiliar with readings. Rarely contributes to discussion. Virtually no interaction with peers.</td>
</tr>
</tbody>
</table>

Version 31 August 2016
Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar.

Given the cumulative nature of the course, attendance in all class sessions is a requirement. Students who are unable to attend class are responsible for obtaining notes on materials covered, and information on any administrative announcements. The instructor is not in a position to provide detailed notes for any class sessions missed, or waive the non-compliance of relevant administrative matters due to a student’s absence.

**Etiquette**

**Punctuality**
Classrooms are a place for active learning. To this end, students are expected to show up to class on time. Late arrivals are a disruption to the flow of the class and thus students more than 10 minutes late without documentation will not be marked as present.

**Laptops, iPhones, iPads, tablets, mobile phones and all related technology**
While there is no formal policy to prevent students from bringing technology into the classroom, students should be mindful that what they do on their equipment not only affects their attention and overall grade, but it is also a distraction to other students around them. Thus, if students are using their laptops etc. in class please ensure it is relevant to the class.

**Participation**
In-class participation includes contributing to class discussion whether at the class or small group level. Students who are generally quiet should consider the class as an opportunity to challenge themselves to share their thoughts. Inappropriate and disrespectful behavior, such as listening to music, playing with cell phones, sleeping through class, checking Facebook, Instagram etc. will negatively affect their participation grade.

**Communications**
The course website will be available via the e-Class Moodle system. Students are responsible for any content posted on the website and thus, should check the website regularly.

For all electronic communications to the instructor and/or teaching assistant, students are advised to always use their university email address. This has been implemented to ensure a quick response to your email by reducing the possibility of emails re-routed as spam. Please be judicious in email communication – use it only for questions that are brief and specific. If your query requires a more detailed response, please make an appointment via Googledocs to see the instructor. The standard set for responding to student emails is within 48 hours during the business week.

**Email etiquette**
Please remember that email communication for all courses should be formal and professional. Please use proper spelling, grammar, and punctuation; and be sure to include your name in the email.

**Extensions and Late Assignment Submission Policy for Essay Proposal, Research Essay and Group Paper**

Version 31 August 2016
All essay proposals, research essays, and group presentation papers must be submitted by the relevant due date. Late submissions will be penalized at 10 per cent a day. For example, any submissions received after a Monday 4pm deadline will incur the 10 per cent penalty until Tuesday 4pm, after which a 20 per cent penalty applies and so forth. Only late submissions should be handed to the Secretary of the Department (10-16 H.M Tory Building). The date of your late submission must be verified. It is also advisable to email the instructor when handing in your assignment to the Department to ensure it is received and subsequently, examined. Electronic or fax submissions are not accepted.

Petitions for a delayed submission are only considered by the instructor for medical reasons or documented assertions of casus fortuitous. The instructor is not in a position to consider extensions for any other circumstances. For all petitions, proper documentation should be submitted (see the ‘Official Documentation’ section for further details).

Before an extension is granted, you must show that you have satisfactorily started the assessment. As the due dates for all assessments are given at the beginning of the course, you should have already made good progress prior to the deadline. Thus, an extension can only be granted if, i) satisfactory progress is made and ii) official documentation is supplied.

**Missed Group Presentation Policy**

All students must be present and participate in the group presentation. Students who miss the presentation will automatically be assigned a mark of zero unless a written petition for special consideration is submitted with appropriate documentation to the instructor within 72 hours of the group presentation date (see the ‘Official Documentation’ section for further details).

**Official Documentation**

All petitions must be submitted with relevant documentation: death or medical emergency—submit obituary notice or doctor’s certificate.

Appeals due to minor illnesses (e.g. headache, common cold) on the day or prior to the assessment are generally not successful.

All forms of documentation must explicitly state the exact dates precluding you from conducting any university studies. All documentation must be received within 72 hours of the assessment date. Electronic and fax documentations cannot be accepted.

**Grading and Appeals**

All assessment appeals must be accompanied by a 500 word petition discussing the discord between the mark assigned, the marker’s comments and the requirements as listed in the grading scheme (and elaborated further in class). Without exceptions, students should attach and submit the 500 word appeal AND assessed evaluation to the Secretary of the Department of Political Science, 10-16 H.M. Tory Building (for relevant dates see ‘Important Dates’ section). Please email the instructor when handing in your appeal to the Department to ensure it is received and subsequently, examined. Electronic and fax appeals cannot be accepted. Please note your mark may increase or decrease as a result of the appeal.

Due to the transparent and stringent in-term appeals process, final grades ending with a -9 will not be adjusted at the conclusion of the course.

**Academic Integrity**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to
uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodeofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Plagiarism & Cheating
All students should consult the “Truth-In-Education” handbook or Website (http://www.uofaweb.ualberta.ca/TIE/) regarding the definitions of plagiarism and its consequences when detected. Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. Before unpleasantness occurs consult http://www.uofaweb.ualberta.ca/TIE/; also discuss this matter with any tutor(s) and with your instructor.

Access to Past or Representative Evaluative Course Material
Evaluation for written assignments and the group presentation are listed in the above relevant sections.

Recording of Class
Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Learning and Working Environment
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:
• Discuss the matter with the person whose behaviour is causing concern; or
• If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.
For additional advice or assistance regarding this policy you may contact the student ombudservice: (http://www.ombudservice.ualberta.ca/). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at http://gfcpolicymanual.ualberta.ca/

Feeling Overwhelmed? (In need of student, social, financial or security services?)
The Student Distress Centre is there to listen, offer support, supply information and provide services:
• Call: 492-HELP (492-4357)
• Drop in: 030-N in the S.U.B.
• Visit: www.su.ualberta.ca/sdc
• Chat: http://www.campuscrisischat.com/
**Grading Scale**

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>95-100%</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>90-94.99%</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>85-89.99%</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>80-84.99%</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>75-79.99%</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>70-74.99%</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>65-69.99%</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>60-64.99%</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>55-59.99%</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>Poor: Minimal Pass</td>
<td>53-54.99%</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>50-52.99%</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>Failure</td>
<td>49.99% or less</td>
<td>F</td>
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**Important Dates**

<table>
<thead>
<tr>
<th>In-class reflection papers (2)</th>
<th>Due date</th>
<th>Marked Assessment Return</th>
<th>Appeals Deadline by 4:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates selected by instructor</td>
<td></td>
<td>Within 2 weeks</td>
<td>Within 1 week of receiving the returned paper (e.g., if paper is returned on September 15, the deadline for appeals is September 22)</td>
</tr>
</tbody>
</table>

Critical reflection of documentary

*The End of Poverty*
September 20

*OR*

*Volunteer Unleashed*
October 11

Essay proposal & bibliography Group presentations

September 30, 2016
October 11, 2016

Various

Within 2 weeks

October 18, 2016

Within 1 week of receiving the returned assessment (e.g., if assessment is returned on September 15, the deadline for appeals is September 22)

Research essay

November 17, 2016
December 6, 2016

December 13, 2016
EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR

(UPDATED EFFECTIVE APRIL, 2008)

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2) a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2) b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6 (4).

30.3.2(2) c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2) d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2) e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. See also 30.3.2(2) b, c, d and e.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

The Truth In Education (T*I*E) project is a campus wide educational campaign on Academic Honesty. This program was created to let people know the limits and consequences of inappropriate academic behavior. There are helpful tips for Instructors and Students.

Please take the time to visit the website at: http://www.ualberta.ca/tie
Amendments to the Code of Student Behaviour occur throughout the year. For the most recent version of the Code, visit http://www.governance.ualberta.ca/

NOTICE TO INSTRUCTORS REGARDING PLAGIARISM, CHEATING, MISREPRESENTATION OF FACTS AND PARTICIPATION IN AN OFFENCE

The U of A considers plagiarism, cheating, misrepresentation of facts and participation in an offence to be serious academic offences. Plagiarism, cheating, misrepresentation of facts and participation in an offence can be avoided if students are told what these offences are and if possible sanctions are made clear at the outset. Instructors should understand that the principles embodied in the Code are essential to our academic purpose. For this reason, instructors will be fully supported by Departments, Faculties and the University in their endeavours to rightfully discover and pursue cases of academic dishonesty in accordance with the Code.

At the beginning of each term, we ask you to review with your students the definitions of plagiarism and cheating. We are now also asking you to review with your students the definition of Misrepresentation of Facts and Participation in an Offence. Your cooperation and assistance in this matter are much appreciated.

30.3.2(1) Plagiarism

No Student shall submit the words, ideas, images or data of another person as the Student’s own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) Cheating

30.3.2(2)a No Student shall in the course of an examination or other similar activity, obtain or attempt to obtain information from another Student or other unauthorized source, give or attempt to give information to another Student, or use, attempt to use or possess for the purposes of use any unauthorized material.

30.3.2(2)b No Student shall represent or attempt to represent him or herself as another or have or attempt to have himself or herself represented by another in the taking of an examination, preparation of a paper or other similar activity. See also misrepresentation in 30.3.6(4).

Cheating (Continued)

30.3.2(2)c No Student shall represent another’s substantial editorial or compositional assistance on an assignment as the Student’s own work.

30.3.2(2)d No Student shall submit in any course or program of study, without the written approval of the course Instructor, all or a substantial portion of any academic writing, essay, thesis, research report, project, assignment, presentation or poster for which credit has previously been obtained by the Student or which has been or is being submitted by the Student in another course or program of study in the University or elsewhere.

30.3.2(2)e No Student shall submit in any course or program of study any academic writing, essay, thesis, report, project, assignment, presentation or poster containing a statement of fact known by the Student to be false or a reference to a source the Student knows to contain fabricated claims (unless acknowledged by the Student), or a fabricated reference to a source.

30.3.6(4) Misrepresentation of Facts

No Student shall misrepresent pertinent facts to any member of the University community for the purpose of obtaining academic or other advantage. This includes such acts as the failure to provide pertinent information on an application for admission or the altering of an educational document/transcript.

30.3.6(5) Participation in an Offence

No Student shall counsel or encourage or knowingly aid or assist, directly or indirectly, another person in the commission of any offence under this Code.

More information can be found at: http://www.osja.ualberta.ca/en.aspx
Procedures for Instructors Regarding

Plagiarism, Cheating,

Misrepresentation of Facts and Participation in an Offence

The following procedures are drawn from the Code of Student Behaviour as approved by GFC and the Board of Governors. The guidelines summarize what instructors must do when they have reason to believe that a student has plagiarized, cheated, misrepresented facts or participated in an offence. If you have questions about these guidelines, or about the policies, please talk with the senior administrator in your Faculty responsible for dealing with student discipline—usually an Associate Dean—or the Appeals and Compliance Officer (Appeals Coordinator), University Governance (2-2655).

30.5.4 Procedures for Instructors in Cases Respecting Inappropriate Academic Behaviour

30.5.4(1) When an Instructor believes that a Student may have committed an Inappropriate Academic Behaviour Offence [30.3.2] or that there has been Misrepresentation of Facts [30.3.6(4)] or Participation in an Offence [30.3.6(5)] in cases respecting Inappropriate Academic Behaviour in the course that he or she instructs, the Instructor will meet with the Student. Before such a meeting, the Instructor shall inform the Student of the purpose of the meeting. In the event that the Student refuses or fails to meet with the Instructor within a reasonable period of time specified by the Instructor, the Instructor shall, taking into account the available information, decide whether a report to the Dean is warranted.

30.5.4(2) If the Instructor believes there has been a violation of the Code, the Instructor shall, as soon as possible after the event occurred, report that violation to the Dean and provide a written statement of the details of the case. The instructor may also include a recommendation for sanction.

Possible Sanctions

One or more of the following sanctions given in 30.4.3 (2) and (3) of the Code are commonly used for plagiarism, cheating, participation in an offence, and misrepresentation of facts:

30.4.3(2) a.ii a mark reduction or a mark of 0 on any term work or examination for reason of Inappropriate Academic Behaviour
30.4.3(2) a.iii Reduction of a grade in a course
30.4.3(2) a.iv a grade of F for a course
30.4.3(2) a.v a remark on a transcript of 8 (or 9 for failing graduate student grades), indicating Inappropriate Academic Behaviour, in addition to 30.4.3(2)a.i, 30.4.3(2)a.ii or 30.4.3(2)a.iii
30.4.3(3) b Expulsion
30.4.3(3) c Suspension

The following sanctions may be used in rare cases:

30.4.3(3) e Suspension of a Degree already awarded
30.4.3(3) f Rescission of a Degree already awarded

30.6.1 Initiation of an Appeal

30.6.1(1) When a Student has been found to have committed an offence under the Code of Student Behaviour or an Applicant is found to have committed an offence under the Code of Applicant Behaviour, whether or not that Student or Applicant has been given a sanction, the Student or Applicant may appeal that decision, except in the case of a decision of the Discipline Officer under 30.5.6(3)e, ii, which remains final and is not subject to appeal. In cases where a severe sanction has been recommended to the Discipline Officer, once the student receives the final decision of the Discipline Officer, the student can appeal the decisions of both Dean and the Discipline Officer at the same time. The written appeal must be presented to the Appeals Coordinator in University Governance within 15 Working Days of the deemed receipt of the decision by the Student or Applicant. The finding that an offence has been committed, the sanction imposed or both may form the basis of appeal. The written appeal must also state the full grounds of appeal and be signed by the Appellant. The appeal shall be heard by the UAB.

PROFESSOR STEVEN PENNEY
CHAIR, CAMPUS LAW REVIEW COMMITTEE

DR STEVEN DEW
PROVOST AND VICE-PRESIDENT (ACADEMIC)

* The Campus Law Review Committee is a standing committee of General Faculties Council (GFC) responsible for the review of the Code of Student Behaviour and of student disciplinary procedures.

Updated: 27/08/2015