Political Science 360 A1 – POLITICS OF INTERNATIONAL DEVELOPMENT  
Fall Term 2017  
Tuesday and Thursdays, 12:30 – 1:50 pm  
Tory Basement # 90  

Course Instructor: Dr. Surma Das  
Office: 11-6 HM Tory Building  
e-mail: surma@ualberta.ca  
Office hours: Thursday, 2-3 pm or by appointment

Course Objectives  
This course will introduce you to the theories, actors and institutions that shape the politics of international development. Through discussion and debate, you will develop responses to questions, such as: What is “development”? What are its historical origins? Is development a primarily economic phenomenon? Are there political and social dimensions to it? What does the concept encompass and how does it vary based on the theoretical paradigms used to think about organizing and managing the national economy? Must all countries have the same development trajectory? What is the relationship between development and poverty? What are reliable ways to measure them? Can (foreign) aid eliminate/alleviate poverty and why or why not? Who are the key actors (state, civil society, private sector, bilateral and multilateral agencies, philanthropic actors) in the politics of development and how have they shaped the politics and practice of development over the decades? Finally, the course will locate these questions in the context of select issues (gender inequalities, Indigenous people in “Global South”, climate change and environment, global health, extractive industries, land grab, closing civil society space etc.) in development to provide you an introductory understanding of some of the most looming challenges in international development and debates over addressing them.

Pre-requisite(s)  
You are required to have successfully completed one of POL S 230, 235, 261 (or 240 or 260) or contact the department and instructor (myself) for consent.

Learning Outcomes  
Upon successful completion of the course, you will be able to  

• Describe, explain, compare and apply the theoretical approaches to understand current realities and alternative possibilities in international development.  
• Analyze the roles and influences of key actors in international development in determining the course of national development and how they may vary by country/regional context.  
• Analyze, compare, and connect the concepts of economic, political, social and human development and assess their contribution to overall progress and betterment of a society  
• Demonstrate knowledge of how to access, use and compare sources of information on development trends and outcomes (such as, data on economic, social and human development) in different countries/regions  
• Develop skills necessary to research and write political science assignments  
• Develop interpersonal and project management skills to work in a group environment  
• Further communication and presentation skills, both oral and written
Course Format
This course will include lectures (using Powerpoint slides, available on e-class afterwards) and discussions. Lectures will not summarize the weekly readings, but focus on key concepts and approaches and provide examples/case studies for further elaboration. Therefore, it is essential to complete all assigned readings prior to class to meaningfully learn and participate in class activities. You will also have an opportunity to discuss and debate contemporary development issues in a smaller group setting in weekly discussion sessions.

Course Materials
There is no required textbook for this course. All reading material for this course is available through University of Alberta Library System. Links to these readings are included in this course outline. If for any reason you experience any difficulties accessing the required course material, please contact me immediately.

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>% of Final Grade</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>15%</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>20%</td>
<td>Thursdays between Weeks 3 and 13, excluding Week 7</td>
</tr>
<tr>
<td>Research Essay Proposal</td>
<td>10%</td>
<td>Thursday, October 5 in class</td>
</tr>
<tr>
<td>Take-home Mid-term Exam</td>
<td>20%</td>
<td>Tuesday, October 17, 4:00 pm in Political Science office</td>
</tr>
<tr>
<td>Research Essay</td>
<td>35%</td>
<td>Friday, December 8, 4:00 pm in Political Science office</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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.

Extension Request Policy
Please note requests for extensions, whether in-person or by email, must be accompanied by work (drafts, notes, research compiled, outlines, etc.) completed on the specific assignment by the time of the request. This will help me evaluate whether it will be fair to the rest of your classmates to allow you an extension. You are responsible for managing your time, course load and planning accordingly.

Recording of Lectures
Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course 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 content author(s). Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

Access to Representative Course Material
- Expectations for the written assignments will be discussed in class and detailed instructions will be provided on e-class.
• Grading rubrics for all written assignments will be distributed and discussed in class, several weeks in advance of the assignment submission deadline.

**Grading Scheme:**

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Numerical Grade</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>91-100</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>86-90</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>81-85</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>77-80</td>
<td>B+</td>
<td>3.3</td>
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<tr>
<td></td>
<td>74-76</td>
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<tr>
<td></td>
<td>71-73</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>67-70</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td></td>
<td>64-66</td>
<td>C</td>
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<td></td>
<td>61-63</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>Poor</td>
<td>58-60</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>Minimal Pass</td>
<td>55-57</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>Failure</td>
<td>&lt;55</td>
<td>F or F4</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Absences and late penalties**

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, **notify me 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. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

**Late submission of assignments will be accepted but penalized by 5% per day for up to a maximum of 5 calendar days (Saturday and Sunday count as one day).**

**Office Hours and e-mail**

If you wish to discuss any aspect of the course with me, please see me during office hours posted at the beginning of the course outline. If for any reason you are unable to visit me during scheduled office hours, please e-mail me and arrange an alternate meeting time. **Additionally, please restrict e-mail usage to brief procedural or information-related question requiring a brief answer; it is difficult to answer substantive questions about the course and its content via e-mail.** I strongly encourage you to meet me during office hours to discuss your progress and any assignments.

**Detailed Description of Course Requirements**

**Attendance and Participation (15%)**: The weekly lectures will require you to interact with your peers (in smaller group format, especially on Thursdays) and myself during class. The perspectives discussed and deliberated in the group setting will then be shared by a group member with the rest of the class. The class schedule contains a list of topics and assigned reading(s). You will be responsible for consulting these materials and coming to class prepared to discuss the readings with your peers.
Your participation will be graded based on:

1. The amount and quality of participation. Please be on time, be attentive to what your classmates have to say, and offer insightful comments to boost your grade.
2. If you are absent without a valid excuse, you will receive an F(0) for that seminar.
3. If you attend, your grade will range from D (1.0) for attendance with no participation to A (4.0) for respectful participation that demonstrates you have completed and critically analyzed the readings, thought carefully about the discussion questions, and completed any assignments.

I will provide you with a mid-term participation grade during Week 7, so you can see how you are doing and adjust appropriately.

**Case Study Presentation (20%):** Each Thursday (between Weeks 3 and 13, excluding Week 7) a group of 4-5 students will collaborate to prepare and present on a case study related to that week’s lecture topic. I have pre-selected the theme of the case study for you (see class schedule).

The purpose of this presentation is to conduct an in-depth examination of an issue in international development using an example of case study. Your group will be responsible for selecting the case to match the theme and present it before your peers and myself in class on Thursday. Presentation will involve the following: 1) clearly identifying the case/example and reasons for selection; 2) summarizing important elements; 3) analyzing it using the ideas and concepts discussed in lecture and readings assigned; 4) define key terminology (if you use any); 5) identifying the unanswered questions (this should be substantive questions) this exercise raised in your mind and discussing it with your peers and myself; and 6) managing the post-presentation Q & A. Overall, your group should aim to demonstrate how well you have understood the topic of that week’s lecture through use of the case study. A single grade will be assigned for the case study presentation and will be attributed to all students in that group.

The presentation will involve external research (academic, journalistic, government and/or international organization reports, audio-visual etc.) and should be developed in consultation with me (meet with me at least a week before, if not earlier). You will be assessed on the following:

1. Quality of critical analysis
2. Ability to link and explain lecture concepts with the case
3. Presentation of information, succinctness of summary
4. Questions developed for discussion/deliberation
5. Quality of research (types of sources, reliability of sources)
6. Visual aids and overall creativity
7. Clarity in communication (practice your presentation, do not “read” it)
8. Ability to engage with audience
9. Listing your sources using a consistent academic style guide.
10. Facilitation and time management (for both presentation and Q&A).

The presentation will use visual aid (Power point, Keynote, or audio/video etc.) and will be no longer than 15 minutes, followed by maximum of 15 minutes of Q & A between the presenters and the audience. It is your responsibility to manage the duration of the presentation and the Q&A.

More information about the case study presentation will be provided in class. Please email me a draft of the presentation by midnight the night before the presentation.
**Research Essay Proposal (10%)**: The research essay proposal should be **approximately 500 words** (not including bibliography). It should include the following (and in this order): 1) a brief description of the topic you plan to examine, **including** identification of the institution/actor, the country, and the issue/sector you will focus on; 2) the research question or tentative thesis guiding the essay; 3) the theoretical perspective you intend to use in your analysis (if any); and 4) a tentative bibliography of sources you intend to use.

The bibliography will comprise of **at least eight sources**, of which **six must be academic sources, preferably books, book chapters or peer-reviewed journal articles**. You may choose to use readings assigned from the course for your proposal and essay but these will be in addition to the eight external sources. **The sources cannot be arbitrary (or remotely related) and should be directly relevant to the topic, institution/actor and country you are planning to focus on in your research essay.**

The bibliography does not count toward the word count for the proposal. The proposal should be double spaced, written in 12 font with 1” margin all around. **The research essay proposal is due on Thursday, October 5 in-class.**

**Take-home Mid-term Exam (20%)**: The take-home mid-term exam will constitute of essay style questions and be on course material covered between Weeks 1 and 6. It will be distributed in class on October 12 and posted on e-class. It will be due by 4:00 pm on Tuesday, October 17 in Political Science department office. Details of the midterm exam will be discussed at greater length in class. A **rubric will be provided specifically for this assignment.**

**Research Essay (35%)**: You are required to write a research essay which will answer a single research question or defend a central thesis that directly ties in **one of the following institutions or actors with a development topic** in the list with **ONE developing country of your choice**. Based on secondary research, the essay will evaluate the role of the institution or actor in the specific development sector of a given country and develop an argument.

Some examples of topics can be:

1. The World Bank’s restructuring of India’s health sector
2. The developmental state and South Korea’s economic development
3. Civil society and corporate social responsibility in Ghana’s extractive sector
4. Bilateral donors in Nepal’s post-disaster reconstruction
5. Civil Society, foreign aid and post-disaster reconstruction in Haiti
6. Brazil as an emerging donor in Lusophone Africa
7. International NGOs and gender equality campaigns

The essay will be no longer than 2500 words (10 pages approximately, excluding bibliography). It will be double spaced, written in 12 font with 1” margin all around. **Please include a word count at the end and a cover page with your name and student number, course number and instructor’s name. The research essay is due by 4:00 pm on Friday, December 8 in the Political Science office.**

**Institutions and actors** broadly include 1) state (a developing country, including BRICS); 2) IFIs (IMF, World Bank, Regional Development Banks etc.); 3) Multilateral organizations (UN or specific UN Agency, UN Women, UNDP, UNICEF, WHO etc.); 4) Non-governmental Organization, including faith based organizations (Oxfam, CARE International, Girls Not Brides, Amnesty International, Medicins Sans Frontieres); 5) Philanthropic Foundations and Individual Celebrities (Ford Foundation,
Bill Gates Foundation, Clinton Health Access Initiative, Bono, Angelina Jolie etc.; 6) Donors Agencies (CIDA, UK Aid, USAID, SIDA, DANIDA, GTZ, emerging donors etc.).

**Development topics** can broadly include: 1) Civil society (different types of development NGOs working using different approaches on diversity of topics, sectors, countries etc.); 2) Social Development (Health, Education, Water, Sanitation, Gender); 3) Industrial Development (development of particular sector in a specific developing country); 4) Humanitarian Crises and Interventions; 5) Climate Change, Environment and Development; 6) economic development, debt, aid conditionality; 7) Migration; 8) Private Sector and Corporate Social Responsibility; 9) Extractive Industries, Mining, Land grab; 10) Indigenous People and Development; 11) Human Rights and Development etc.

**Developing countries** will include preferably those in Latin America, Africa, East Asia, South Asia, South East Asia, Eastern Europe and Russia.

If you are unsure and would like to discuss any aspects of this assignment, please see me during office hours.

*The Instructor reserves the right to modify the class schedule. Any changes made to the course outline will be announced in class and posted on e-class at least a few weeks in advance.*

**Class Schedule**

**Week 1**

Tuesday, September 5
Welcome and Introduction

Thursday, September 7
**Development: Conceptions, Definitions and Debates**

**Week 2**

Tuesday, September 12
**Approaches to Development**

Thursday, September 14
Post-Development

Measuring Development, Inequality and Poverty

Tuesday, September 19
Gender and Development


Thursday, September 21

Additional Resource

*Case Study Presentation 1: Gender in Canadian Foreign Aid Policy

Week 4

Tuesday, September 26
The State and Development
Bates, Robert H. "The Role of States in Development." In B. Weingast and D. Wittman (eds)


Thursday, September 28

*Case Study Presentation 2: Rentier States in Africa and Political Economy of Development

Tuesday, October 3
National Development Agencies


Thursday, October 5

*Case Study Presentation 3: Brazilian Aid in Lusophone Africa
** Research Essay Proposal due in class

Week 6

Tuesday, October 10
Debt, Conditionality and International Financial Institutions (IFIs)


Thursday, October 12


*Case Study Presentation 4: World Bank in Global Health

** Distribution of Take-home Mid-term Exam in class

Week 7

Tuesday, October 17
No class

** Take-home Mid-term Exam due by 4:00 pm in Political Science Office

Thursday, October 19
Film Screening and Discussion

Week 8

Tuesday, October 24
The United Nations and Global Development Goals

Thursday, October 26

*Case Study Presentation 5: Sustainable Development Agenda 2030: A Critical Appraisal

Week 9

Tuesday, October 31
Civil Society, NGOs and Development


Thursday, November 2


*Case Study Presentation 6: NGOization and Development

Week 10

Tuesday, November 7
Individuals in International Development

Thursday, November 9

*Case Study Presentation 7: Private/Philanthropic Donors in Development

Week 11

No classes for Fall Reading Week

Tuesday, November 21
Private Sector in Development


Thursday, November 23

*Case Study Presentation 8: Corporate Social Responsibility and Extractive Industries

Week 13

Tuesday, November 28
Ethics, Human Rights and Development

Thursday, November 30:

*Case Study Presentation 9: Environment, Human Rights, and Indigenous People*

Tuesday, December 5
**Future of International Development in the era of Trump and Anti-Globalization**
Brief introduction followed by debate

Thursday, December 7
Wrap-up

**Final Papers due by 4:00 pm, Friday, December 8 in Political Science Department Office**

Student Support and Academic Honesty

Learning 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 Ombuds Office: [http://www.ombudservice.ualberta.ca/](http://www.ombudservice.ualberta.ca/). Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at [https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110](https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110).

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 www.governance.ualberta.ca) and avoid any behaviour which 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.”

Academic Honesty
All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic
Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor. 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. See the Academic Discipline Process.

Student Accessibility Services
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Specialized Support & Disability Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

FEELING OVERWHELMED? (In need of student, social, financial or security services?)

The Student Distress Centre listens, offers support, supplies information and provides services:
  • Call: 492-HELP (492-4357)
  • Drop in: 030-N in the S.U.B.
  • Visit: www.su.ualberta.ca/sdc
  • Chat: www.campuscrisischat.com/

LEARNING AND WRITING SUPPORT

Students looking to improve their essay writing or study habits are encouraged to visit the Student Success Centre at 2-300 Students Union Building. The SSC exists to help students maximize their educational experience. The writing resources staff provide workshops and one-on-one sessions with students, for a small fee. Visit the website at: www.uofaweb.ualberta.ca/academicsupport/writingstaff.cfm
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/](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 co-operation 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](http://www.osja.ualberta.ca/en.aspx)
**EXCERPTS FROM THE CODE OF STUDENT BEHAVIOUR**
**FOR REVIEW WITH EACH CLASS AT THE BEGINNING OF EVERY TERM**

**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.i** 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.ii** Reduction of a grade in a course
- **30.4.3(2)a.iii** a grade of F for a course
- **30.4.3(2)a.iv** 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(2)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.

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**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