International Development Studies at the University of Guelph:
Self-Study
December 2005

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1.0 Introduction

The Collaborative International Development Studies (CIDS) program provides a framework for interdisciplinary and comparative studies of long-term change, international inequality and poverty reduction strategies. The program brings together expertise and resources from a wide range of departments and schools at the University, although the principal contributors are Economics, Geography, Political Science, Sociology/Anthropology. The ID program is administered by the College of Social and Applied Human Sciences (CSAHS) and offers a choice of three specializations within the Bachelor of Arts (BA) program: a major in the four-year Honours BA degree program, an area of concentration in the three-year BA general degree program and a BA minor that may complement any other major (within BA) or program at the University (e.g. Science, Environmental Science, Engineering, Arts and Science, etc). The overwhelming majority of ID students complete the Honours major (see table 1), hence our comments focus on the experience of these students.

Table 1: Students declaring ID specializations, fall registration
(based on registrations following November drop date, updated 07-12-05)

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1.1 Origins and Evolution of the Program

The undergraduate program began as Asian Studies in 1974 and broadened to an International Development (ID) configuration in 1978 (one of the first in North America). From its earliest days the Guelph ID program was able to draw upon internationally-active faculty in all parts of the University. Although based in a social science college and positioned within the Bachelor of Arts, the ID program benefited from the presence at Guelph of Agriculture and Veterinary colleges with a long and distinguished reputation for international work and for the training of students from the developing world.

By the standards of discipline-based programs the ID degree at Guelph was relatively unstructured. Students were required to take very few courses; to a large extent the degree consisted of choosing a small number of courses from each of several long lists. It was possible to graduate without studying in one or more social science disciplines of obvious relevance and with no methodological training of any kind. The program appealed to students as an intellectual and political alternative to the discipline-based degrees. During the early 1990s the program broadened its appeal and transformed the structure of the degree in order to work with and build upon the academic departments. Henceforth the program complemented and supported traditional academic departments rather than competing with them.

Today, with the active support of the social science departments, ID at Guelph is regarded as a premiere specialization in the Bachelor of Arts degree. The program has no faculty appointments but draws upon the teaching of several dozens of faculty members in the colleges of Arts, Agriculture and of course the Social Sciences. See Appendix A for a sample of publications by ID-related faculty.

1.2 Structure of the Honours Major Degree

An interdisciplinary program, almost by definition, encourages or requires study in a broader array of disciplines than most discipline-based degrees. The ID program strikes a balance on breadth-vs-depth that differs from most other interdisciplinary programs rooted in the social sciences. The program requires breadth in the sense that the ‘core’ of the degree specifies courses in each of the social sciences (including Economics) and in a number of thematic areas considered to be especially important. In this way students are forced to come to terms with a wide range of ways to understand the world. But students are also required to pursue an area of emphasis that typically is rooted in a single discipline. This balance of breadth and depth leaves ID students with a minimal specialization equivalent to a minor in a discipline.

The program currently offers seven areas of emphasis:
- Biophysical environment and development – based in Geography
- Economic and business development – based in Economics
- Gender and development – based in Sociology and Anthropology
- Historical perspectives in development – based in History
- Latin American studies – based in Spanish
Political economy and administrative change – based in Political Science
Rural and agricultural development – based in Agriculture and Rural Sociology

The partial specialization afforded by areas of emphasis leaves students entirely or largely prepared for graduate study in the relevant discipline (depending on the discipline). A significant proportion of the honours BA graduates undertake graduate study in Canada and elsewhere.

1.3 Unique Aspects of the Guelph Degree

The structured combination of depth and breadth is one distinctive feature of the Guelph BA in international development. A second unusual element (at least among ID programs) is the requirement for all students to take low-level courses in standard economic theory. Perhaps the most unusual and best-known feature, however, is its rural and agricultural area of emphasis. This area is designed to make use of Guelph’s excellent rural, agricultural and environmental library collection and the considerable faculty commitment to these areas of enquiry in all parts of the University.

1.4 Relationship to the Learning Objectives of the University of Guelph

The ID program has been designed to fulfill all of the University of Guelph’s ‘Learning Objectives’.

Literacy: All courses in this program require written work (reports, research papers, essays, exams, etc) to be read carefully by instructors in an evaluation of writing skills as well as content.

Numeracy: The economics courses, and to a lesser extent the other courses, expose students to a range of quantitative information and its analysis.

Sense of Historical Development: The degree specifies an economic history course in the core of the degree and makes available an entire area of emphasis devoted to historical perspectives.

Global Understanding: The most fundamental objective of the program is to further global understanding.

Moral Maturity: Numerous courses in the core and areas of emphasis challenge students to respond to the most pressing moral challenges of contemporary life, the contrast between poverty in developing countries and affluence in developed countries.

Aesthetic Maturity: There are no required art courses in the ID major although some of our more interesting students have combined studio art and ID specializations, and the study of literature and art figures in the Latin American area of emphasis. The study of culture in a broad anthropological sense is prominent in the rural and gender areas.
Understanding of Forms of Inquiry: The approach to interdisciplinarity embedded in the ID major forces students to learn about different forms of enquiry and that each has its own characteristics, strengths and weaknesses.

Depth and Breadth of Understanding: Breadth of understanding follows from the structure of a degree that stipulates courses in different disciplines while depth comes principally from the areas of emphasis.

Independence of Thought: In almost every course students select their own topics for essays and projects and develop them independently although of course with advice from instructors. Every ID student is exposed to instructors who, collectively, convey a very wide range of methodological approach, ideological perspective and regional expertise.

Love of Learning: Students enter this demanding specialization because they already possess a strong love of learning, and the program attempts to reinforce this interest.

2.0 Degree Structure and Rationale

The honours degree consists of a core of fourteen courses plus ten courses in each of several areas of emphasis. This design accommodates the desire for both breadth and depth in a structured and disciplined way. The informal ‘template’ for areas of emphasis is eight courses in a single discipline and two cognate courses from other disciplines. Variations from this template are made as appropriate for individual areas. A detailed listing of courses in the honours core and each of emphasis is given in Appendix B.

2.1 Core of the Honours Degree

The core of the honours degree begins with three introductory courses in social science theory – microeconomics (ECON*1050), macroeconomics (ECON*1100) and anthropology (ANTH*1150). The selection of these disciplines reflects prerequisite needs at higher levels as well as basic philosophical underpinnings of the ID program. A general principle within the BA program is for students to take courses in a wide range of subjects in their first year and therefore we have not specified more first year courses within the core. However, first year students intending to pursue international development are encouraged to include introductory courses offered by participating departments in arts and social science as preparation for the program.

In addition students take a basket of five intermediate-level courses in the social science disciplines: introductory courses in the economics and politics of development (ECON*2650, POLS*2080), political geography/ecology (GEOG*2030), urbanization (GEOG*3050) and either international political economy (POLS*3790) or comparative policy and administration (POLS*3670). These courses permit students to explore conventional understandings about development within the conceptual and methodological frameworks of these disciplines.
The core also specifies one course from each of three cross-cutting themes that are of broad importance to all areas of the degree: rural, historical origins of inequality and gender. The rural theme matters a great deal because in most countries the most extreme poverty is rural in nature and because the rural-urban transition is of fundamental importance in the evolution of most societies. The requirement is satisfied with a restricted elective (one course chosen from a short list of possibilities) that at present relies heavily on the Department of Sociology and Anthropology. The purpose of the economic history requirement (from the Economics Department) is to consider the origins of international inequality in a way that is historically rigorous and yet closely linked to theoretical perspectives of the social sciences. The gender course reflects a commitment to the fundamental importance of gender differentiation, inequality and interaction; most students satisfy this requirement with a course from the Department of Sociology and Anthropology or from the University’s Women’s Studies program.

The core’s five discipline-based development-oriented courses and three cross-cutting thematic courses are offered to a mixed audience of students in both ID and discipline-based degrees. This is a challenge to instructors but it does provide an opportunity for fruitful cross-disciplinary exchanges among students in the classroom. Typically, experienced faculty members with a strong commitment to the ID program teach the core courses. Over time this has permitted informal co-ordination and at time modification of individual courses to ensure that they complement others in the ID core without ignoring the needs of discipline-based students and departmental resource constraints.

Finally, the program offers its own courses at three levels. Broadly these courses introduce and integrate the various disciplinary perspectives that contribute to ID. They are described in more detail below.

2.2.0 Areas of Emphasis

Each honours student must complete courses in one area of emphasis. Each area specifies a large number of courses in a single discipline and a smaller number of thematically cognate courses from other disciplines. An attempt is made to ensure each student will complete a methodology course and a minimum of two 4000-level courses within the area. The selection and nature of these areas reflects course offerings in various departments.

2.2.1 Biophysical Environment and Development

The interaction between people and their physical environment is the central theme running through this area which combines nine courses from various areas of geography and one environmental course from another discipline. The area graduates about ten students per year, some of them very accomplished students who have an excellent preparation for graduate study in Geography and related disciplines.

2.2.2 Economic and Business Development
The economic approach to understanding ID provides a framework for this area. Students in this area may choose to concentrate somewhat in business subjects such as accounting or finance as well as applied economic analysis. The area has expanded in recent years after revisions to the schedule of study and new hiring in the Economics Department. It is now comparable in size to most other areas of emphasis. Apart from the level of interest by students the area has an importance as a visible symbol that economics is an important contributing discipline to ID.
2.2.3 Gender and Development

Students in this area of emphasis examine the different approaches used by researchers to understand women and gender in the development process. This area relies most heavily on courses in sociology and anthropology although a number of useful gender and women’s studies courses are available from other units. The undergraduate curriculum committee during the last two years has engaged in some discussion about an apparent flagging of student interest since the mid-1990s. Attempts to refocus the area, in part through the development of new courses, are in process and already seem to be having some effect.

2.2.4 Historical Perspectives in Development

This new area encourages the systematic exploration of historical trajectories and permits greater understanding of the origins of contemporary development in various regions of the world. Students take courses with a regional or international focus within History as well as one regional course in another social science department. It is too soon to judge the effectiveness of this specialization however already, in its first year of availability, there are promising signs.

2.2.5 Latin American Studies

This area, which focuses on the experience of development within Latin America and the Caribbean region, has an unusual design. Spanish language courses account for roughly half of the area. For the other half students choose to focus on language/literature studies or on regional study from a historical and social science perspective. The specialization offers a unique combination of humanities and social science courses that steadily has gained popularity with students. Most students completing this area of emphasis also participate in the University’s Latin American Semester in Guatemala.

2.2.6 Political Economy and Administrative Change

The theory and experience of ID is examined through political science and, to a lesser extent, economics and history courses. The strong popularity of this area reflects the excellent undergraduate teaching of colleagues in Political Science, a strong departmental commitment to regional study (the only social science department to make this commitment) and broader intellectual trends which in recent years have returned political science ideas and analysis to the forefront of debates about development policy.

2.2.7 Rural and Agricultural Development

The experience of rural societies and agricultural development is examined in this unique area which is drawn from the social sciences (mostly anthropology and sociology) and the Ontario Agriculture College (OAC). This somewhat eclectic area has a strong appeal for students, especially the stronger and more independent-minded students. For several consecutive years the top graduating student from the College of Social and Applied
Human Sciences has completed the ID degree with this area of emphasis. The loss of several OAC courses in recent years has weakened the area but efforts to rebuild it with a combination of new Sociology/Anthropology and OAC courses are now underway. Because of its unique character this area has an importance beyond its size, and we expect to continue discussions with both the social science departments and the agriculture departments about how to support this area.

2.3.0 International Development Courses

The decision to offer only three regular scheduled International Development courses (and until this year only two courses) reflects both resource constraints and an epistemological commitment to the importance of disciplines within the ID framework. Sample course outlines for each of the courses are attached as Appendix C.

2.3.1 International Development Studies IDEV*2010

The International Development Studies course (IDEV*2010) provides a structured overview based on a series of guest speakers and topic-focused seminars to expose students to the breadth of research and applied work undertaken within the field. In this course we emphasize the diversity of analytical thinking about development and long-term change as well as applied work of the program and project variety. We rely to a considerable extent on local colleagues - partly for convenience but also to introduce Guelph students to the range of resources available to them. This course complements POLS*2080 Development/Underdevelopment which runs in the preceding fall semester and serves to provide students with basic ID theory and ideas of relevance. IDEV*2010 is delivered by a senior instructor most years, and is supported by an unusually rich commitment of teaching assistance, permitting smaller tutorials to be provided to the approximately 120 students who take the course each year.

2.3.2 Case Studies in International Development IDEV*3010

The new course Case Studies in International Development IDEV*3010 encourages students in their third year to begin thinking about how best to integrate different perspectives. The course also provides some exposure to current thinking and vocabulary in the ‘development industry’. It cannot provide extensive training in applied skills but some effort is made to expose students to a range of applied methods and techniques. Like the fourth-year course IDEV*3010 is restricted to ID majors. The first offering of the course was fall 2005, and another offering is planned for winter 2006. We will review the experience of these first offerings at the end of the winter semester.

2.3.3 International Development Seminar IDEV*4500

The capping course in the ID program, the International Development Seminar, is restricted to a maximum of 25 students per section. This course challenges students to integrate the variety of intellectual perspectives encountered during the degree and thereby to construct their own approach to interdisciplinarity. The pedagogical strategy
for this necessarily varies somewhat with the instructor. Probably the largest challenge in mounting this course is a very practical problem of enrollment management. During the recent past the 4th year class has hovered around a size that implies three sections of 20-25 students. Because we are close to capacity for three sections, and we lack resources for a fourth section, it is important to spread the enrolment evenly among all sections. Course registration, however, is initiated and controlled individually by the students. Managing this problem requires some attention from the Academic Advisor for the undergraduate program.

2.3.4 Work-study courses: IDEV*3200, IDEV*4190, IDEV*4200

The ID program does not offer its own reading courses because these are available through all of the departments. We do make available, however, a 3000-level courses and two courses at the 4000-level designated as ‘work-study’. These courses may be used for library-research but are designed for various kinds of experiential learning in Canada or internationally. Typically the student approaches and secures the agreement of a faculty member to supervise the work/study course. The student and faculty member complete a participation agreement outlining the work/study project and evaluation criteria. A copy of the agreement is submitted to the ID advising office in order to obtain permission to register. We impose no constraint on the content or grade structure of the work-study course except that there must be a written agreement with specified grade structure and that the course contain some element of written work.

Students participating in a semester abroad often use the work-study framework to provide curricular flexibility. Apart from that, we see only a small number of work/study courses each year. For the students who develop an individualized course, however, it often provides an opportunity for imaginative and very useful experiential learning that would not otherwise be available. Students may substitute 0.50 credits from their area of emphasis with IDEV*3200 or 1.00 credits from their area with IDEV*4190 and IDEV*4200.

During the last few years we have been seeing about 30 work-study course registrations per year. Roughly half are based entirely in Canada (for the most part library research or local fieldwork) while the other half relate to international experience of some kind (including preparation for travel/work or subsequent reporting). The pressure for students to find their own faculty supervisor (who receive no recognition for their time) effectively limits the growth of registration in the work/study framework but also functions to keep it at a manageable level.

One challenge that looms large for international uses of the work/study framework is the increasing demand for pre-departure preparation to reduce institutional liability and for the observance of ethical protocols (and certification thereof). These processes have brought little or no change in the nature of activities organized within the work/study framework, but the need for greater and more formal advance planning has been a challenge for some students.
2.4 Study Abroad and Direct International Experience

The program encourages but does not require international experience during the degree. Of course most ID students have an interest in acquiring direct international experience although it is equally understandable that the cost including possible delays in degree completion is a deterrent. A detailed examination of exit questionnaires and transcripts for 169 students completing the honours degree 2001-2004 reveals that 80% of honours students were able to acquire some kind of international experience, although only 50% of the graduating students had an experience directly associated with their degree.

The form of international academic experience is of some interest. The University of Guelph does not administer internships or co-op placements outside Canada (largely for cost and liability reasons). We do offer a number of semesters abroad. For example, the Guatemala and India semesters (www.uoguelph.ca/~cids/guatasemester/index.htm and www.uoguelph.ca/cids/indiasemestr/default.html) offered in alternate winters are particularly important for ID students. The University also organizes semesters abroad in Krakow, Paris and London (and shorter field trips of various kinds).

Half of the ID students with international experience related to their studies acquire it from one of the semesters abroad, typically Guatemala or India. A ‘letter of permission’ (LOP) to study at another university accounts for one-third of the academic-related international experience. LOP study at another university is student-initiated and self-financed (i.e. the student pays tuition fees at the foreign university). Many students use the LOP facility in order to participate in the study abroad programs offered by other Canadian universities (e.g., Trent, Dalhousie, Calgary, etc). Organized exchange programs with partner universities (students pay Guelph tuition fees) account for 12% of the students who study internationally. The last point implies that only 6% of all ID students take advantage of an exchange program with a partner university. The relative unimportance of exchange programs may reflect Guelph’s relatively cautious approach to them (especially to the non-European and non-Commonwealth world) and perhaps also recent reductions in the budget of the University’s Centre for International Programs (CIP). Nevertheless, the dramatic improvements in quality of many universities in Latin America, Africa and Asia offers the potential to enhance both LOP and exchange study opportunities for ID students.

3.0 Governance and Administration

The ID program is ‘housed’ within the University’s College of Social and Applied Human Sciences (one of six, soon to be seven colleges). The program’s budget, for example, is a component within the budget of this college. The Dean of this college (CSAHS) is the principal spokesperson for the ID program within the University. The CSAHS Dean also encourages the chairs of departments within the college to take some responsibility to support the program through the appointment of faculty, their secondment to the program, and the offering of appropriate international courses within the departments. One consequence of this arrangement, however, is that departments outside the college feel much less responsibility toward the ID program. We cannot rely
as much as we might like, for example, on courses and faculty from Languages and History because these departments are in the College of Arts. Neither have we developed synergies with the Ontario Agricultural College to the extent that we might have liked. These are significant limitations. Subject to the realities of college structure, however, the organizers of the ID program attempt to the extent possible to cross college lines by taking advantage of courses and involving colleagues from all corners of the university.

3.1 Curriculum Review and Revision

Each of the four core social science departments (Economics, Geography, Politics and Sociology/Anthropology) nominates one faculty member to sit on the program’s Undergraduate Curriculum Committee; additionally, the Committee comprises a student, the program Director (ex officio) and the program’s Undergraduate Academic Advisor. Student input is acquired as well through consultation via focus groups and other methods elaborated below in section 5.0 Outcomes. The committee is chaired by the Undergraduate Co-ordinator (a faculty member seconded with one course release from teaching, who is typically also CIDS Director). The Academic Advisor is a 20 hour/week senior staff position.

The committee receives and considers all requests for curriculum change, and if approved forwards them to the first of several additional committees for further consideration. Minor changes to the schedules of studies that define the degree are made annually in response to changes in course offerings that originate in the departments (since the degree depends heavily on departmental courses). More strategic and purposeful changes to improve the curriculum are constantly being entertained and debated although changes are made more sporadically and only after considerable reflection and consultation with the departments. The Academic Advisor and Undergraduate Co-ordinator provide leadership in the identification and consideration of curriculum change.

3.2 Staffing and Administration

The part-time Academic Advisor has a key role in the administration of the program (as is clear from the job description reproduced as Appendix D. Many of the activities for which the Advisor is responsible increase proportionally with the number of students in the program (and the complications they encounter in the completion of degree requirements). The considerable increase in student numbers (Table 1) has brought substantial strain on the office of the Advisor. The Advisor’s ability to respond to these demands has been assisted by temporary support on an as-needed basis, the development of an important web presence [http://www.uoguelph.ca/cids/undergraduate/] that provides considerable advice to students and the maintenance of a comprehensive email distribution list that permits direct and effective communication with ID students.

The four core participating social science departments each release a faculty member from one course/year in order to staff the seven IDEV courses/sections and three administrative positions (including graduate as well as undergraduate). In addition departments which have received special ‘international development appointments’ are
expected to provide a second IDEV course/equivalent. In total, therefore, six courses/equivalents are available to the ID program each year. The total resource needs, however, currently amount to ten course-equivalents. The remaining four course-equivalents must be acquired from departments at a rate of $7,500. This is a difficult negotiation. Most departmental chairs are reluctant to give up key faculty members for only $7,500. The arrangement is unsatisfactory, and increasingly difficult to manage.

3.3 Administration and Office Space

Administration of the ID undergraduate (and graduate) program is conducted in very limited office space and relies on departments for ad hoc administrative support. There is a Director’s Office, an office for the Undergraduate Academic Advisor and one for the (part-time) Graduate Secretary. These offices are all on different floors of the University’s MacKinnon Building, limiting communication between office holders. There is no space for ID students who frequently articulate a sense of alienation because of the lack of a physical home for the program in conjunction with its multidisciplinary nature. The recent expansion of the MacKinnon Building, which houses both Arts and Social Sciences, does not lead to an increase in space allocated to the ID program, although the three ID offices will now be located on one floor, beside one another.

4.0 Admissions and Enrolment

Students are admitted for undergraduate study at the University of Guelph into particular programs (e.g. BA, BSc etc). Typically the student applicants indicate a preferred specialization within their degree program, although many students change their plans after arrival at the University. Changing between programs is somewhat complicated (e.g. BA to BSc) but change within a program such as BA is easy. Indeed, within the BA program a student may change, without cost or penalty, her/his specialization any number of times during the course of the degree. The only inescapable constraint is the exit requirement, i.e. in order to graduate, to satisfy the required schedule of studies for some specialization within the BA (and additional requirements of the BA program itself). This institutional peculiarity implies that the community of ID students is not well-defined at the time of application or at any time during the degree. Another implication is that the ID program has very little ability to limit or to maintain the size of its student community if there are fluctuations of student preference within the BA program.

Probably the most reliable measure of the size and growth of the program is registration by students in semester 5 or higher. As the data in Table 1 make clear, the program grew considerably between 1998 and 2002. A similar pattern of growth has been reported in a number of programs that, like Guelph, are unable or unwilling to limit enrolments. See Arja Vainio-Mattila, Kris Inwood and Aradhana Parmar, “International Development Studies Programs at Canadian Universities”, Canadian Journal of Development Studies 2004.

At least part of the impetus for growth derives from broad public interest during the last 10 years in globalization and its implications. Equally important at Guelph, however, has
been the growth of the BA program, which expanded considerably during the late 1990s ahead of the arrival of the double cohort. The stabilization of ID registrations since 2002 reflects additional influences including our own efforts to increase the rigour of student requirements through a series of minor modifications to program and procedure. In effect we have tried to take advantage of strong student demand in order to improve quality as well as the size of the program. The recent stabilization reflects two additional influences: (i) a ‘plateauing’ of the entire BA program and (ii) the increasing difficulty encountered by students in securing access to courses needed to complete their degree.

4.1 Program Size and Student Access to Senior Courses

It is worth reflecting on the latter point. The pressure on faculty resources in all of the social science departments has made it difficult for them to provide courses that meet all of their responsibilities. Understandably most departments do not regard the needs of an interdisciplinary program as their highest priority. Fortunately ID students encounter few problems in gaining access to appropriate courses at the 1000- or 2000-level, since departments typically offer these courses for students in their own discipline-based specializations. Moreover junior courses, because of their large size, are attractive for any department to offer (especially if they can be taught by sessional instructors).

Access to senior courses is another matter. Table 2 reports the distribution of ID student course registrations by department and by level of study in 2003 and 2005. A comparison of the number of ID students at senior levels (Table 1) with the number of senior courses taken in the departments (Table 2) makes clear that one of the largest challenges facing the ID program is to secure appropriate courses at senior levels for its students. Very few such courses are available. Senior courses useful to the ID program have some kind of international dimension, do not require extensive prerequisites in a single discipline and are taught by regular faculty. The data in Tables 1 and 2, if combined, reveal that in 2003 and 2005 the average ID student in her/his 7th semester or higher was able to take only 1.4 and 1.6 4000-level courses from all of the core departments taken together. In other words, the typical 4th year student can expect to take only one or two 4th year courses from one of the core social science departments.

### Table 2: Courses Taken by ID students, by level of course, 2003 and 2005

<table>
<thead>
<tr>
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<th>2000</th>
<th>3000</th>
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<th>all</th>
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<td></td>
<td></td>
<td></td>
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<td>24</td>
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<td>04</td>
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<td>202</td>
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<td>95</td>
<td>185</td>
<td>202</td>
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<td>519</td>
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<td>54</td>
<td>253</td>
<td>282</td>
<td>32</td>
<td>621</td>
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<tr>
<td>Soc-Anthrop</td>
<td>151</td>
<td>220</td>
<td>70</td>
<td>27</td>
<td>468</td>
</tr>
<tr>
<td><strong>2005</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agric Economics</td>
<td>29</td>
<td>03</td>
<td>09</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>210</td>
<td>204</td>
<td>141</td>
<td>25</td>
<td>580</td>
</tr>
</tbody>
</table>

14
The problem here is not, at least not principally, that the interdisciplinary ID students lack specialized prerequisites needed for advanced courses in the discipline. All ID students take a number of junior courses in each of the disciplines, and a larger number of courses in at least one discipline. Indeed, the core departments already have a number of senior courses appropriate for ID. Unfortunately, these courses are not always offered with sufficient frequency and by instructors with appropriate international expertise. Moreover, the Undergraduate Coordinator and Academic Advisor are generally not made aware of upcoming academic schedules when they are set up and there is no mechanism to alter them later on. While the details vary by department, of course, there is a pervasive problem of under-resourced departments which have trouble offering suitable courses for their own discipline-based programs and not surprisingly are reluctant to do so for ID students. And the more a department permits faculty to be seconded to ID courses/equivalents, especially where a department provides more than the minimum requirement of one or two courses/equivalents in order to help meet the full needs of the ID program, as discussed above (section 3.0), the less that department is able to provide specialized fourth-year courses for ID students. Thus the program is caught up in a particularly pernicious ‘catch-22’.

This challenge has become significantly more worrisome during the last five years. There has always been a tension between relying on courses supplied by departments and the reluctance of departments to allocate regular faculty to smallish senior sections for interdisciplinary students. We attempt to minimize the problem by designing the ID curriculum in a way that adapts to departmental idiosyncrasies and discipline-based curriculum. The pressure on resources in the BA program in recent years has aggravated this problem considerably and may now be dissuading good students from pursuit of studies in ID.

5.0 Outcomes

We gain evidence about the effectiveness of the program in a variety of ways. The Academic Advisor sees dozens of students in most weeks of the semester, and thereby gains some impression of student progress through the degree and the difficulties that they encounter. We also run two kinds of ‘focus group’ discussions. One is a by-invitation discussion involving the Undergraduate Co-ordinator and a small number of good students to discuss curriculum. We average one of these focus groups per year. These informal discussions have provided considerable insight and have led to many of the curriculum changes introduced in recent years. The other strategy has been to employ someone from outside the program to meet with randomly selected students in more formal and semi-structured discussions. The latter exercise recently led to a detailed report that is provided here as Appendix E. The Undergraduate Curriculum Committee has considered this valuable report in some detail and has initiated a number of changes.
We are now beginning to implement the changes although we anticipate that the process of working through the implications of the report will continue for at least another year.

Of course we also monitor the most important of all outcomes, degree completion and graduation, through standard data provided by the information systems of the University. We know, for example, the number of students graduating per year. In 2000 53 ID students completed their degree, in 2001 51 students, in 2002 66, in 2003 61, in 2004 82, and in 2005 80 students. Comparison with the data in Table 1 will confirm that most of the students who can be said to enter the BA specialization also manage to complete it and to graduate. For an academic program, this is the single most important indicator of success.

A great deal may be inferred about a program from the quality of students who choose to enter it. University data again tell us the minimum high school leaving average of students who are admitted to Guelph’s BA program with ID as their stated preferred major. The minimum average for self-declared entering ID students was 81.8% in F99, 81.6% in F00, 81.3% in F01, 82.9% in F02, 85.0% in F03, 83.9% in F04 and 83.0% in F05. The significance of this information cannot be appreciated without knowing comparable figures in other programs. Such data are normally confidential and have not been made available to us, apart from the information that BA admissions 1999-2001 set a minimum admission average of 75% (and in one year 74%). This, and off-the-record familiarity with parallel data for other specializations, suggest that ID attracts many of the best BA students who come to Guelph.

This impression is further reinforced by the visible presence of ID students among the ranks of ‘President’s Scholars’. These are students who hold the University’s top undergraduate entrance award. Science students typically dominate the 10-12 President’s Scholarships awarded each year. Among the 2-4 non-science awards each year, invariably there is one or sometimes two ID students. Similarly, upon graduation, ID students in recent years have dominated the list of nominees from the social science college for the Winegard Medal, the University’s top undergraduate exit award. We know that graduating ID students each year win OGS, SSHRC and other significant external awards for graduate study.

Systematic information is not easily available for much of this, but the mass of anecdotal evidence is persuasive. Certainly there is no need to persuade colleagues who teach at the University of Guelph. Faculty in all disciplines that see ID students report that in a mixed class of discipline-based and ID students the ID students always number among the best in the class.

5.1 Post-graduation Survey and Feedback from Alumni

The University periodically contacts former students with a questionnaire two years after graduation. The most recent useful information is the opinion of students who graduated in 1998. Sample size is too small to warrant any firm conclusion or to sustain detailed consideration. Nevertheless, these data would suggest that ID graduates are more likely
than other Guelph students to enter MA programs and to have aspirations for a PhD. They are also more likely to be satisfied with their overall university experience. These comparative observations are sustained whether the benchmark is all Guelph students, all BA students or all social science students.

A larger and less rigorously selected sample of opinion was obtained by contacting during 2004-5 any graduates of the undergraduate program for whom email addresses were easily accessible. Further allocation of faculty and staff time would expand the number of contacts and responses, however the resources for this purpose have not been available to us. In any case, it seems useful to analyze the responses already in hand before deciding whether or not to make a further commitment.

Our first impression is that to the extent these responses differ from the comments of in-program students, by and large they reinforce confidence in the program. For example, students tend to express greater appreciation of their Economics courses after graduation than during the degree. As with the comments received from in-program students, the alumni recommendations are a complex mixture of suggestions that are (i) inappropriate or otherwise ill-considered, (ii) attractive but impractical or at any rate not easily implemented and (iii) ideas that we are considering very seriously and will attempt to act upon.

The same process of contacting alumni has led to the preparation of a number of mini-profiles of former students for posting on the program web page. The profiles are not yet complete, however a few are appended in order to give some idea of the range of post-graduation career trajectories (see Appendix F).
6.0 Challenges: Looking to the Future

The ID program is without doubt a success story within the University of Guelph. It has consistently attracted high quality students - indeed some of the very best within the College of Social and Applied Human Sciences as the number of ID students amongst College award holders clearly attests. Enrolments have grown substantially since the program was restructured in the early nineties but have begun to stabilize in recent years at a fairly high level relative to a number of departments in the College. Furthermore, the program has benefited enormously from the support of the Dean’s Office within the College and from departments both inside and outside of it; recently, the program, in conjunction with two of the departments, has been able to make two ‘international development’ faculty appointments and a third appointment is currently in process. These appointments have strengthened the program substantially, raising the quality of courses within the international development field.

Nevertheless, as sections 3.2 and 4.1 highlight, the ID program remains vulnerable to the departments’ capacity and willingness to supply faculty and courses to support its programming. The University, which is structured along college and departmental lines, does not easily accommodate a multidisciplinary program which spans colleges and departments. Chairs naturally tend to look after their own department’s interests first and foremost. Budget constraints in recent years have made this situation worse. As departments are forced to rely increasingly on sessionals to teach departmental courses, chairs are understandably reluctant to allow faculty to be seconded to support the ID program. While recent international appointments have helped to ease some of these pressures, secondment arrangements with the departments do not cover the full requirements of the program (graduate and undergraduate). Moreover, the loss (to the department) through secondment to ID limits the number of upper-level international courses that the department is capable of providing. Of course, this also harms ID students. It might be helpful if the agreement by which departments receive international development appointments specify the secondments as well as a commitment to offer two upper-level international courses with the department each semester.

Such an arrangement may be preferable to those which are being put in place at other Universities facing similar pressures. For example, the ID programs at Queens, Dalhousie, Ottawa, York and other institutions have begun to hire their own faculty and form departments. However, since ultimately they are still dependent upon the major social science departments for a majority of courses taken by their students, this approach has not solved the problem. Indeed, ID faculty at Dalhousie report that they have become even more vulnerable to the whims of each department since the latter now expect them to provide most of their own courses which, with very limited faculty, they are clearly unable to do.

A key concern for all ID programs is their relationship to the major social science departments and how they go about acquiring suitable courses in a consistent way. This requires a consultative relationship between the ID Undergraduate Coordinator/Director and the Chairs so that the needs of both the departments and the ID program can be met.
simultaneously. While the ID program is larger than a number of the departments, power is vested in departments through the Chairs, rather than in programs. This puts the ID program at a disadvantage in so far as the acquisition of appropriate courses is concerned. A consultative mechanism needs to be put in place to allow coordinated and reasonable planning to occur.

Finally, the program requires more physical space and administrative support. As one of the larger BA programs within CSAHS, it has nevertheless had limited resources. Indeed, given the size of enrolment it can reasonably be argued that it has operated successfully on a ‘shoe string’. That being said, certain resources are key to making it more successful - apart from faculty resources as outlined above. One is a physical location within CSAHS that students can relate to as a ID space. The other is more administrative support. Specifically, the program needs a part-time administrative assistant to support the Director, Undergraduate Coordinator and Academic Advisor, as well as a part time research assistant to carry out web up-grading and to conduct alumni follow-up, focus groups and other research-related and organizational activities that are vital to providing ongoing informational feedback to the program. But both these positions are contingent upon having physical space beside the Academic Advisor and Director in which to house these individuals.

Appendix A: Sample of publications by ID-related faculty
Appendix B: Courses Required in Core and Areas of Emphasis of the Honours Degree
Appendix C1, C2, C3: Sample Core Course Outlines (IDev 2010, 3010, 4500)
Appendix D: Job Description for Academic Advisor
Appendix E: Focus Group Report
Appendix F: Alumni survey – what do Guelph alumni have to say about the ID program?
Appendix G: Sample post-graduation trajectories
Appendix A: Sample Publications by Faculty Contributing to International Development

**Agricultural Economics**


**Economics**


**Geography**


Alice Hovorka. “Gender considerations for urban agriculture research.” *Urban Agriculture Magazine* 5 (2001)

Alice Hovorka. “Gender and urban agriculture: emerging trends and areas for future research,” pp. 165-176 in *Annotated Bibliography on Urban and Peri-Urban Agriculture* (Leusden, Netherlands: ETC Ecoculture, 2001)


History


Jesse Palsetia “‘Honourable Machinations’: The Jamsetjee Jejeebhoy Baronetcy and the Indian Response to the Honours System in India.” *South Asia Research*, vol 23, n1 (May 2003), 55–76


Catharine Wilson, "Reciprocal Work Bees and the Meaning of Neighbourhood," *Canadian Historical Review*, 82:3 (Sept. 2001), pp. 431-464

*Land Resource Science*


**Landscape Architecture**


**Literature (SOLAL and SETS)**


Daniel Fischlin and Ajay Heble, eds., *The Other Side of Nowhere: Jazz, Improvisation, and Communities in Dialogue* (Wesleyan University Press)


Ajay Heble, "Re-ethicizing the Classroom: Pedagogy, the Public Sphere, and the Postcolonial Condition." *College Literature* 29 n1 (Winter 2002)


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**Marketing and Consumer Studies**


**Political Science**


**Population Medicine**


**Psychology**


*Rural Extension*


Rural Planning


Wayne Caldwell and Jennifer Ball, “New Directions for Rural Planning: Community Based Approaches to Conflict Resolution”, Plan Canada, December 2003.


**Sociology and Anthropology**


Anthony Winson, "Does Class Consciousness Exist in Rural Communities?" Rural Sociology, vol. 62, no. 4 (Winter 1997)
Appendix B: Courses Required in the Core and Areas of Emphasis for the Major in International Development (2005-2006 Academic Calendar)

**CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ANTH*1150</td>
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<td>Anthropology</td>
</tr>
<tr>
<td>ECON*1050</td>
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</tr>
<tr>
<td>ECON*1100</td>
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<td>Introductory Macroeconomics</td>
</tr>
<tr>
<td>ECON*2650</td>
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<td>Introductory Development Economics</td>
</tr>
<tr>
<td>GEOG*2030</td>
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<td>International Political Geography</td>
</tr>
<tr>
<td>GEOG*3050</td>
<td>0.50</td>
<td>Development and the City</td>
</tr>
<tr>
<td>IDEV*2010</td>
<td>0.50</td>
<td>International Development Studies *</td>
</tr>
<tr>
<td>IDEV*4500</td>
<td>0.75</td>
<td>International Development Seminar **</td>
</tr>
<tr>
<td>POLS*2080</td>
<td>0.50</td>
<td>Development and Underdevelopment</td>
</tr>
</tbody>
</table>

One of:

- IDEV*3010 | 0.50 | Case Studies in International Development 

[0.50] credits from an approved semester abroad or exchange program

One of:

- HIST*2930 | 0.50 | Women and Cultural Change 
- SOAN*2400 | 0.50 | Introduction to Gender Systems 
- WMST*1000 | 0.50 | Introduction to Women's Studies 
- WMST*2000 | 0.50 | Women and Representation 

One of:

- ECON*3720 | 0.50 | History of the World Economy since 1850 
- ECON*3730 | 0.50 | Europe and the World Economy to 1914 

One of:

- ANTH*2160 | 0.50 | Social Anthropology *** 
- REXT*4020 | 0.50 | Rural Extension in Change and Development 
- SOC*2080 | 0.50 | Rural Sociology **** 

One of:

- POLS*3670 | 0.50 | Comparative Public Policy and Administration 
- POLS*3790 | 0.50 | The Political Economy of International Relations 

**Area of Emphasis: Biophysical Environment and Development**

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<td>GEOG*1300</td>
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<td>Introduction to the Biophysical Environment</td>
</tr>
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<td>GEOG*2210</td>
<td>0.50</td>
<td>Environment and Resources</td>
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<td>GEOG*3210</td>
<td>0.50</td>
<td>Management of the Biophysical Environment</td>
</tr>
<tr>
<td>GEOG*4210</td>
<td>0.50</td>
<td>Environmental Resource Analysis</td>
</tr>
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[0.50] additional credits at the 4000 level with a GEOG prefix

One of:

- AGEC*2700 | 0.50 | Survey of Natural Resource Economics 
- ANTH*3670 | 0.50 | Indigenous Peoples: Global Context 
- ECON*2100 | 0.50 | Economic Growth and Environmental Quality 
- HIST*2250 | 0.50 | Environment and History
PHIL*2070  [0.50] Philosophy of the Environment
POLS*3370  [0.50] Environmental Policy Formation and Administration
SOC*2280  [0.50] Society and Environment
One of:
GEOG*2000  [0.50] Geomorphology
GEOG*2110  [0.50] Climate and the Biophysical Environment
GEOG*2460  [0.50] Analysis in Geography
GEOG*2480  [0.50] Mapping and GIS
Two of:
GEOG*3020  [0.50] Global Environmental Change
GEOG*3090  [0.50] Gender and Environment
GEOG*3110  [0.50] Biotic and Natural Resources
GEOG*3320  [0.50] Agriculture and Society
GEOG*3480  [0.50] GIS and Spatial Analysis
GEOG*3610  [0.50] Environmental Hydrology
GEOG*3620  [0.50] Desert Environments

**Area of Emphasis: Economic and Business Development**
AGEC*2220 , [0.50], Financial Accounting
ECON*2310 , [0.50], Intermediate Microeconomics
ECON*2410 , [0.50], Intermediate Macroeconomics
ECON*2740 , [0.50], Economic Statistics *
1.50 additional credits at the 2000-level or above in AGEC or ECON, at least 0.50 being in ECON and at least 1.00 being at the 3000-level or above.
0.50 additional credits with a regional focus at the 2000-level or above in ANTH, GEOG, HIST, IDEV, ISS, POLS, SOAN or SOC.
Two of:
AGEC*4310  [0.50] Resource Economics
ECON*4720  [0.50] Topics in Economic History
ECON*4830  [0.50] Economic Development
ECON*4880  [0.50] Topics in International Economics
ECON*4890  [0.50] History of Economic Thought
ECON*4900  [0.50] Special Study in Economics
ECON*4930 [0.50] Environmental Economics

**Area of Emphasis: Gender and Development**
ANTH*3400  [0.50] The Anthropology of Gender
SOAN*2120  [0.50] Introductory Methods
SOAN*4240  [0.50] Women and the Development Process
[0.50] additional credits at the 4000 level in ANTH, SOAN, or SOC
One of the following not taken as part of the core:
ANTH*2160  [0.50] Social Anthropology
SOAN*2040  [0.50] Globalization of Work and Organizations
SOC*2080  [0.50] Rural Sociology
One of:
SOAN*3070  [0.50] Qualitative and Observational Methods
SOAN*3120 [0.50] Quantitative Methods
Two of:
ANTH*3670 [0.50] Indigenous Peoples: Global Context
ANTH*3690 [0.50] Anthropological Theory
ANTH*3770 [0.50] Kinship and Social Organization
ANTH*3840 [0.50] Seminar in Anthropology
POLS*3160 [0.50] Women and Politics in the Third World
SOAN*3100 [0.50] Comparative Perspectives on Families and Households
Two of the following not taken as part of the core:
ENGL*2880 [0.50] Women in Literature
GEOG*3090 [0.50] Gender and Environment
HIST*2800 [0.50] The History of the Modern Family
HIST*2930 [0.50] Women and Cultural Change
HIST*3580 [0.50] Women's History in Asia/Africa
PHIL*2060 [0.50] Philosophy of Feminism
POLS*3710 [0.50] Politics and Sexuality
[0.50] credits in WMST

Area of Emphasis: Historical Perspectives in Development
HIST*2450 [0.50] Historical Methods
0.50 additional credits with a regional focus at the 2000-level or above in ANTH, GEOG, IDEV, ISS, POLS, SOAN or SOC.
One of:
HIST*1010 [0.50] Europe in the Age of Expansion
HIST*1150 [0.50] 20th-Century Global History
Two of:
HIST*2070 [0.50] World Religions in Historical Perspective
HIST*2110 [0.50] The Atlantic World 1500-1850
HIST*2250 [0.50] Environment and History
HIST*2500 [0.50] Britain and the World Since 1600
HIST*2800 [0.50] The History of the Modern Family
HIST*2890 [0.50] History of the Islamic World
HIST*2910 [0.50] History of Modern Asia
HIST*2920 [0.50] Republican Latin America
HIST*2960 [0.50] Topics in the History of Slavery
Three of the following not taken as part of the core:
ECON*2420 [0.50] Canadian Economic History
ECON*3720 [0.50] History of the World Economy since 1850
ECON*3730 [0.50] Europe and the World Economy to 1914
HIST*3070 [0.50] Modern South Asia
HIST*3150 [0.50] History and Culture of Mexico
HIST*3270 [0.50] Revolution in the Modern World
HIST*3310 [0.50] Disease and History
HIST*3380 [0.50] British Imperialism in Asia and Africa
HIST*3410 [0.50] The History of Pre-Colonial Africa
HIST*3430 [0.50] Topics in Environment and Society
HIST*3470  [0.50] Independent Reading
HIST*3580  [0.50] Women's History in Asia/Africa
HIST*3590  [0.50] Culture and Society in South Asia
HIST*3910  [0.50] Africa Since 1800
Two of:
HIST*4100  [0.50] Africa and the Slave Trades
HIST*4120  [0.50] Topics in Global History
HIST*4280  [0.50] Poverty and Policy in the Victorian Age
HIST*4470  [0.50] Special History Project Seminar I
HIST*4560  [0.50] Topics in Revolution
HIST*4570  [0.50] Topics in Revolution
HIST*4580  [0.50] Topics in Revolution
HIST*4670  [0.50] Seminar in Science and Society
HIST*4900  [0.50] Imperialism and Nationalism in South Asia

Area of Emphasis: Latin American Studies
SPAN*1110  [0.50] Intermediate Spanish
SPAN*2000  [0.50] Spanish Language I
SPAN*2010  [0.50] Spanish Language II
SPAN*3500  [0.50] Spanish Grammar and Composition I
One of:
POLS*3650  [0.50] The Systematic Study of Politics
SOAN*2120  [0.50] Introductory Methods
Two of:
HIST*2920  [0.50] Republican Latin America
POLS*3080  [0.50] Politics of Latin America
SPAN*2990  [0.50] Introduction to Hispanic Literary Studies
SPAN*3080  [0.50] Spanish American Culture
Choose Option A or B
Option A:
Any [1.50] additional credits in SPAN at the 3000 level or above, at least [0.50] being at the 4000 level.
Option B:
Any [1.50] additional credits in ANTH, ECON, GEOG, HIST, IDEV, ISS, POLS, SOAN, or SOC with a focus on Latin America or the Caribbean at the 3000 level or above, at least [0.50] being at the 4000 level. The faculty advisor for International Development maintains a list of appropriate courses.

Area of Emphasis: Political Economy and Administrative Change
POLS*3650  [0.50] The Systematic Study of Politics
POLS*4750  [0.50] Theories and Problems in Comparative/International Politics
[0.50] additional credits in POLS at the 4000 level
[1.00] additional credits with a regional focus at the 2000 or 3000 level in HIST or POLS, at least 0.50 being in POLS.
Two of:
POLS*2000  [0.50] Political Theory
POLS*2100 [0.50] The State in Comparative Perspective
POLS*2200 [0.50] International Relations
One of the following not taken as part of core:
POLS*3160 [0.50] Women and Politics in the Third World
POLS*3370 [0.50] Environmental Policy Formation and Administration
POLS*3390 [0.50] Comparative Democratic Institutions
POLS*3440 [0.50] Corruption, Scandal and Political Ethics
POLS*3670 [0.50] Comparative Public Policy and Administration
POLS*3790 [0.50] The Political Economy of International Relations
Two of the following not taken as part of the core:
AGEC*4310 [0.50] Resource Economics
ECON*2100 [0.50] Economic Growth and Environmental Quality
ECON*2310 [0.50] Intermediate Microeconomics
ECON*2720 [0.50] Business History
ECON*3720 [0.50] History of the World Economy since 1850
ECON*3730 [0.50] Europe and the World Economy to 1914
ECON*4720 [0.50] Topics in Economic History
ECON*4830 [0.50] Economic Development
ECON*4890 [0.50] History of Economic Thought

Area of Emphasis: Rural and Agricultural Development
SOAN*2120 [0.50] Introductory Methods
[0.50] additional credits at the 3000 or 4000 levels in AGR, CROP, ENVB, GEOL,
HORT, SOIL or any biophysical course in GEOG.
1.00 additional credits in ANTH, SOAN or SOC at the 4000-level.
One of the following not taken as part of the core:
ANTH*2160 [0.50] Social Anthropology
SOC*2080 [0.50] Rural Sociology
One of:
GEOG*3480 [0.50] GIS and Spatial Analysis
SOAN*3070 [0.50] Qualitative and Observational Methods
SOAN*3120 [0.50] Quantitative Methods
Two of the following not taken as part of the core:
AGEC*4210 [0.50] World Agriculture and Economic Development
ANTH*3670 [0.50] Indigenous Peoples: Global Context
ANTH*3690 [0.50] Anthropological Theory
SOAN*3680 [0.50] Development/Underdevelopment
SOC*3380 [0.50] Society and Nature
Any REXT courses at the 3000-level or above.
One of:
AGEC*2700 [0.50] Survey of Natural Resource Economics
AGR*1250 [0.50] Agrifood System Trends and Issues
AGR*2500 [0.50] Field Trip in International Agriculture
BOT*1200 [0.50] Plants and Human Use
ENVB*2010 [0.50] Food Production and the Environment
GEOG*1220 [0.50] Human Impact on the Environment
GEOG*1300 [0.50] Introduction to the Biophysical Environment
GEOG*1350 [0.50] Earth: Hazards and Global Change
SOIL*2120 [0.50] Introduction to Environmental Stewardship
One of:
GEOG*2000 [0.50] Geomorphology
SOIL*2010 [0.50] Soil Science *
Appendix C1:

Collaborative International Development Studies
College of Social and Applied Human Sciences
University of Guelph

Introduction to International Development
IDEV 2010

Winter 2004

Course Instructor: René Véron, Hutt 352, e-mail: rveron@uoguelph.ca
Office Hours: Tuesdays and Thursdays, 2-3pm
Teaching Assistants: Louise Olliff (lolliff@uoguelph.ca) and Garry Fehr (gfehr@uoguelph.ca)
Lectures: Tuesdays and Thursdays, 4:00-5:20pm, Rozanski 102
Seminar Groups: 101 Friday 9:30 – 10:20 MACK 059
102 Friday 10:30 – 11:20 MACK 421
103 Friday 10:30 – 11:20 MACK 119A
104 Friday 12:30 – 1:20 MACK 119
105 Friday 12:30 – 1:20 MACK 119A
106 Friday 1:30 – 2:20 MACK 059

SCOPE
Despite global economic growth, more than one billion people in developing countries of Asia, Africa and Latin America are forced to live on less than one US dollar per day. In the current era of globalization, inequality between and within countries even seems to have increased. This course examines development processes, interventions and policies affecting the lives of poor people in different parts of the world.

The course is organized around the six areas of emphasis of the Collaborative International Development Studies (CIDS) undergraduate program (i.e., political economy and administration, biophysical environment, rural and agricultural studies, economic and business development, women and gender, and Latin American studies). Students will be introduced to a broad range of topics in international development studies viewed from perspectives of different social-science disciplines and researchers.

This is a foundation course for students specializing in international development as part of the CIDS program, but the course may also be of interest to students in other programs who are looking to explore development issues from a range of disciplinary perspectives.

LEARNING OBJECTIVES
This course will help you gain a broad overview of international development studies. You will develop a good sense of ways in which different disciplines approach the study of development processes and you will form an understanding of how these approaches complement and relate to one another. As such, the course will serve as an introduction for students wishing to develop an interdisciplinary approach in their own research efforts in the field of development studies. Your analytical skills will be strengthened through seminar discussions and writing reaction papers.
**LEARNING APPROACH**

You will develop your understanding of a wide range of issues in development through participating in lectures that are complemented by readings, engaging in seminar discussions, and writing analytical reaction papers. A series of guest lectures by faculty members from various departments and schools on campus are complemented by the principal instructor’s lectures that attempt to introduce and synthesize the material. The guest lectures serve as a basis for critical, informed discussion in the weekly seminars, which will provide a forum where students from different fields can exchange ideas and insights, and where you are encouraged to think critically about development processes.

**REQUIRED READINGS**


*The book is a collection of very concise chapters written by leading scholars of development studies, and will help you putting the speaker’s research presentations into the broader context of development theory and practice. Only selected chapters are set as required reading for this course. They are listed at the beginning of each area of emphasis. The collection will also serve as an essential one-stop reference for ID students during the whole course of the undergraduate program.*

2) Selected articles (on library reserve, and/or available online via electronic journals)

*While the textbook chapters will give general overviews of, and introductions to, the areas of emphasis, selected articles complement the particular lectures and research presentations. The required readings are listed below for each week.*

*Assigned material must be read before the lectures and seminars so that you can participate in an informed way in the discussions.*

**EVALUATION**

**12.5% Reading Summaries**

Writing summaries of your required weekly readings will help you prepare for the final exam and, on top of that, you will get marks for them. The summary of each required reading should be at least one page (handwritten is fine). In case your summary runs over many more pages, you can photocopy and submit only the first two pages in order to save paper and money. You will receive 0.5 marks for each summary, up to a total of 12.5 as there are 25 readings. (Three chapters of the textbook count as one reading, as the chapters are very brief.) The teaching assistants will not review the summaries in any detail, but the better the quality of the reading summaries, the more useful they will be for your exam revisions. The summaries are due in the week for which the reading was set, and are to be submitted in the seminar on Friday. In exceptional cases you can submit the reading summaries one week late. Summaries submitted later than one week are accepted only in case of emergencies or valid medical reasons. *Keep a copy of each summary for yourself; the summaries will not be returned to you.*

**20% Seminar Participation**

Weekly seminars, facilitated by teaching assistants and the principal course instructor, will be based on a critical discussion of the readings and presentations. Therefore, you must come to class prepared to engage in a meaningful dialogue. Students will be given a mark based on their involvement in weekly discussions (and not simply on attendance).
Seminar leaders will make every effort to create an atmosphere in which all students feel comfortable participating in class discussions.

37.5% Reaction Papers

You will have to write three reaction papers of a length of 500 (+/-100) words over the course of the term. You are allowed to submit a maximum of four reaction papers in which case only the three best ones will count (each 12.5%) toward your final grade. Each reaction paper has to be based on one of the presentations of guest speakers and on the respective assigned reading(s). They are due Friday in the week following the presentation you are writing about, and must be submitted in your seminar. You must submit two reaction papers on any of the six presentations in the period January 20 – February 10 (Weeks 3-6), and one or two papers on any of the presentations in the period March 2 – March 25 (Weeks 8-11).

Reaction papers are brief analytical pieces that aim to improve your ability to understand and reflect on academic work. You need to ‘digest’ the material provided in the guest lecture and the readings, think about it critically\(^1\), and put your own informed thoughts on paper. The papers should summarize the reading/lecture in a few sentences, but place maximum emphasis on critically reacting to the material. Since the material for reaction papers will be discussed in seminars, attending seminars will enhance your writing.

Detailed guidelines and tips to writing reaction papers are at the end of this document. Make sure that you read them carefully.

30% Take-Home Final

You will be given a choice of essay questions on the first day of the examination period, that is, **April 5, 10:00am**. The questions will be posted on WebCT, and the exact format of the take-home exam will be announced toward the end of the term. You need to submit the take-home no later than **April 12, 10:00am** on WebCT.

**Tentative Weekly Schedule**

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Speakers, Topics and Readings</th>
</tr>
</thead>
</table>

\(^1\) Critical thinking is the intellectual process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating information generated by observation, experience, reflection, reasoning, reading or communication, as a guide to belief and action. It is about assessing someone else’s viewpoint rather than about simply disapproving of it.
<table>
<thead>
<tr>
<th>Wk 1</th>
<th>Introduction</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Required readings:</strong> none, get a head start on next week</td>
</tr>
<tr>
<td>Tue, Jan 6</td>
<td>René Véron, Department of Geography</td>
</tr>
<tr>
<td></td>
<td><strong>Studying International Development</strong></td>
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<tr>
<td></td>
<td>Film: <em>Life: The Story So Far: How the globalized world economy affects ordinary people</em></td>
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<tr>
<td>Thu, Jan 8</td>
<td>Lynne Mitchell, Centre for International Programs</td>
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<tr>
<td></td>
<td><strong>Going Overseas: International Opportunities for Guelph Students</strong></td>
</tr>
<tr>
<td></td>
<td><em>Attendance is optional</em></td>
</tr>
<tr>
<td>Fri, Jan 9</td>
<td><em>No seminars this week</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wk 2</th>
<th>What is Development?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Required readings:</strong></td>
</tr>
<tr>
<td></td>
<td>• Desai and Potter, Ch. 1.1, 1.2, 1.3</td>
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<tr>
<td></td>
<td>• Desai and Potter, Ch. 1.7, 1.8, 1.9</td>
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<tr>
<td></td>
<td>• Desai and Potter, Ch. 2.1, 2.4, 2.6</td>
</tr>
<tr>
<td>Tue, Jan 13</td>
<td>René Véron, Department of Geography</td>
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<tr>
<td></td>
<td><strong>A Brief History of “Development” and Globalization</strong></td>
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<tr>
<td>Thu, Jan 15</td>
<td>René Véron, Department of Geography</td>
</tr>
<tr>
<td></td>
<td><strong>Development and Poverty: Meanings, Views and Measurements</strong></td>
</tr>
<tr>
<td>Fri, Jan 16</td>
<td><em>Seminar starts this week</em></td>
</tr>
<tr>
<td></td>
<td><em>Reading summaries of Wk 2 due</em></td>
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<table>
<thead>
<tr>
<th>Wk 3</th>
<th>Economic and Business Development A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required readings:</strong></td>
</tr>
<tr>
<td></td>
<td>• Desai and Potter, Ch. 2.3, 3.2, 4.4</td>
</tr>
<tr>
<td>Tue, Jan 20</td>
<td>Harald Bauder, Coordinator Guatemala Program</td>
</tr>
<tr>
<td></td>
<td><strong>Studying in the Guatemala Semester</strong></td>
</tr>
<tr>
<td>Thu, Jan 22</td>
<td>Kris Inwood, Department of Economics</td>
</tr>
<tr>
<td></td>
<td><strong>Farm Size and Efficiency on the Eve of Land Reform in Guatemala</strong></td>
</tr>
<tr>
<td>Fri, Jan 23</td>
<td><em>Seminar</em></td>
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<tr>
<td></td>
<td><em>Reading summaries of Wk 3 due</em></td>
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</tbody>
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<tr>
<th>Wk 4</th>
<th>Biophysical Environment</th>
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<tbody>
<tr>
<td></td>
<td><strong>Required readings:</strong></td>
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<tr>
<td></td>
<td>• Desai and Potter, Ch. 5.6, 6.2, 6.6</td>
</tr>
<tr>
<td></td>
<td>• Smit, B. and Pilifosova (2003) [on WebCT]</td>
</tr>
<tr>
<td>Tue, Jan 27</td>
<td>Barry Smit, Department of Geography</td>
</tr>
<tr>
<td></td>
<td><strong>Climate change, adaptive capacity and development - examples from Samoa and Bangladesh</strong></td>
</tr>
<tr>
<td>Thu, Jan 29</td>
<td>Alice Hovorka, Department of Geography</td>
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<td></td>
<td><strong>The Role of Urban Agriculture in International Development</strong></td>
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<tr>
<td>Fri, Jan 30</td>
<td><em>Seminar</em></td>
</tr>
<tr>
<td></td>
<td><em>Reading summaries of Wk 4 due; Reaction papers to Wk 3 presentations/readings due</em></td>
</tr>
</tbody>
</table>
### Wk 5

**Political Economy and Administration**

**Required readings:**
- Desai and Potter, Ch. 2.16, 9.5, 10.4
- Johnson, C. (2003) “Grounding the State: Devolution and Development in India’s Panchayats”, Mimeo. [on WebCT]

#### Tue, Feb 3
Craig Johnson, Department of Political Science

**Grounding the State: Devolution and Development in India’s Panchayats**

#### Thu, Feb 5
Ian Spears, Department of Political Science

**Debating Secession and the Recognition of New States in Africa**

#### Fri, Feb 6

**Seminar**

*Reading summaries of Wk 5 due; Reaction papers to Wk 4 presentations/readings due*

### Wk 6

**Economic and Business Development B & Review and Synthesis I**

**No readings, review readings of Weeks 2 & 3**

#### Tue, Feb 10
Spencer Henson, Department of Agricultural Economics and Business

**Developing Countries and Global Trade: Threat or Opportunity for the Rural Poor?**

#### Thu, Feb 12
René Véron, Department of Geography

**Review and Synthesis of Presentations Weeks 3-6**

#### Fri, Feb 13

*No Seminar; Reading summaries of Wk 6 due (use drop box in Hutt Building, 1st floor, to submit)*

*Reaction papers to Wk 5 presentations/readings due (use drop box)*

#### Reading Week, Feb 16-20

### Wk 7

**Career Services Information (Thursday, Feb 26)**

*Attendance is optional*  

*No regular classes/seminars this week*

*Reaction papers to Wk 6 presentation/readings due (use drop box)*

### Wk 8

**Rural and Agricultural Studies**

**Required readings:**
- Desai and Potter, Ch. 2.12, 3.4, 4.8

#### Tue, Mar 2
Sally Humphries, Department of Sociology and Anthropology

**Developing local organizations for community-led innovation**

#### Thu, Mar 4
John FitzSimons, School of Rural Planning and Development

**Dry-land farming in North Africa**

#### Fri, Mar 5

**Seminar**

*Reading summaries of Wk 8 due*

### Wk 9

**Women and Gender**

**Required readings:**
- Desai and Potter, Ch. 7.1, 7.3, 7.7
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Instructor/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue, Mar 9</td>
<td></td>
<td>Kerry Preibisch, Department of Sociology and Anthropology</td>
<td>Gender Issues in Rural Mexico</td>
</tr>
<tr>
<td>Thu, Mar 11</td>
<td></td>
<td>Marta Rohatynskyi, Department of Sociology and Anthropology</td>
<td>Anthropological Discourse, Modernity and Violence</td>
</tr>
<tr>
<td>Fri, Mar 12</td>
<td></td>
<td>Seminar</td>
<td>Reading summaries of Wk 9 due; Reaction papers to Wk 8 presentations/readings due</td>
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<tr>
<td>Wk 10</td>
<td></td>
<td>Latin American Studies</td>
<td>Required readings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Castañeda, Jorge, Utopia Unarmed: The Latin American Left After the Cold War (Knopf, 1993), Chapter 6, pp. 175-202. [on library reserve]</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>- Franco, Jean, The Decline and Fall of the Lettered City: Latin America in the Cold War (Harvard UP, 2002), Chapter 3, pp. 86-117. [on library reserve]</td>
<td></td>
</tr>
<tr>
<td>Tue, Mar 16</td>
<td></td>
<td>Stuart McCook, Department of History</td>
<td>Liberalism, neoliberalism, and epidemic diseases of cacao in Latin America, 1890-1990</td>
</tr>
<tr>
<td>Thu, Mar 18</td>
<td></td>
<td>Stephen Henighan, School of Languages and Literatures</td>
<td>Literature and Politics in Latin America</td>
</tr>
<tr>
<td>Fri, Mar 19</td>
<td></td>
<td>Seminar</td>
<td>Reading summaries of Wk 10 due; Reaction papers to Wk 9 presentations/readings due</td>
</tr>
<tr>
<td>Wk 11</td>
<td></td>
<td>Development Issues at Home / Foreign Aid</td>
<td>Required readings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Desai and Potter, Ch. 10.1, 10.2, 10.3</td>
<td></td>
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<td></td>
<td></td>
<td>- TBA</td>
<td></td>
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<tr>
<td>Tue, Mar 23</td>
<td></td>
<td>Bill O’Grady, Department of Sociology and Anthropology</td>
<td>Downtown: The Last Public Space</td>
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<tr>
<td>Thu, Mar 25</td>
<td></td>
<td>TBA</td>
<td></td>
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<tr>
<td>Fri, Mar 26</td>
<td></td>
<td>Seminar</td>
<td>Reading summaries of Wk 11 due</td>
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<tr>
<td></td>
<td></td>
<td>Reading papers to Wk 10 presentations/readings due</td>
<td></td>
</tr>
<tr>
<td>Wk 12</td>
<td></td>
<td>Synthesis and Evaluation II</td>
<td>Required readings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Desai and Potter, Ch. 2.13, 2.14, 2.15</td>
<td></td>
</tr>
<tr>
<td>Tue, Mar 30</td>
<td></td>
<td>René Véron, Department of Geography</td>
<td>Review and Synthesis of Presentations Weeks 8-11</td>
</tr>
<tr>
<td>Thu, Apr  1</td>
<td></td>
<td>René Véron, Department of Geography</td>
<td>Are we “post” development?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Film: The Ongoing Story</td>
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<tr>
<td>Fri, Apr 2</td>
<td></td>
<td>No Seminar</td>
<td>Reading summaries of Wk 12 due (use drop box in Hutt Building, 1st floor)</td>
</tr>
</tbody>
</table>

46
| Reaction papers to Wk 11 presentations/readings due (use drop box) |
GUIDELINES FOR REACTION PAPERS

Reaction papers should demonstrate an understanding of the content of the readings/lecture, rather than providing a summary of them. They should place maximum emphasis on critically engaging with, and reacting to, the material. The teaching assistants who will mark your papers are interested in your creative, personal but informed and analytical response to the topic and material in question.

A way of approaching your reaction paper could be to address some of the following questions:

- How does the presentation/reading compare with other related material (from class or outside the course)?
- How does the presentation/reading add to the discussion of the topic?
- What are its strengths? What are possible weaknesses?
- What are its assumptions or what kind of values does it reflect? Are these improvements over other work or not?
- How could the work be improved or expanded?

Reaction papers are to be 500 (+/-100) words long (excluding footnotes; i.e., references). This is approximately two double-spaced typed pages. Papers outside this range will have 10% taken off the grade. First drafts are often too long. This is a good sign, and forces you to focus on your most important points and make them very concisely.

Your paper should include an introductory paragraph stating your main premise, a body where you detail your ideas, and a brief concluding paragraph. If you decide to reference other authors’ ideas, please include a reference to the material you are citing and use the Oxford referencing style (footnotes) (see: http://www.deakin.edu.au/learningservices/pub_manual/oxford_ref.php). Although the reaction paper should not summarize the readings and lecture, it should include enough information to formulate well-grounded ideas and/or criticisms and demonstrate that you have an understanding of the main points. Assume your readers have also read the article, but that they need a quick reminder about any details you wish to discuss.

Other tips and guidelines

- Read the assigned articles, and go over any parts you do not understand. Attend the lecture, and make brief notes throughout. Use the seminar to discuss any issues you may have.
- Reflect on the work; make notes on your thoughts.
- Make a brief outline jotting down your key points before you start writing.
- When writing the reaction paper, remember to demonstrate that you have read and understood the readings and that you attended and listened to the lecture.
- Provide less summary, concentrating on your response/reaction to the material.
- Use paragraphs appropriately as partitions for your ideas.
- Correct spelling and grammar are required. Use the Spell Check feature in your word processor.
- Your paper should be typed (12-pt font) and double-spaced.

- Include a word count at the bottom of the text.
- Include your name, student number and seminar number on the top of the first page as illustrated below. This information is not included in the word count.
- Make a photocopy of your reaction paper. You are responsible to have a back-up copy if your reaction paper goes missing for whatever reason.

These guidelines have concentrated on what you should do. A brief word of caution regarding what you should not do:

- Do not base your entire argument around one sentence made by the presenter that cannot be contextualized further in his/her presentation and/or assigned readings. A reaction paper that is a rant based on one comment taken out of context (thus showing a lack of understanding of presentation/readings) will be given a lower mark.

**When to hand in Reaction Papers?**

The reaction paper to a particular presentation is due on Friday of the week after the presentation and must be submitted in the seminar to your seminar leader. Late papers will have 10% deducted per working day. If you cannot attend the seminar when your paper is due because of illness, etc., you should send it by e-mail to your seminar leader on the due date and submit the hard copy within one week.

Remember that you must submit two reaction papers on presentations in the period between Jan 20 and Feb 10 (Week 3-6), and one or two papers on presentations in the period Mar 2 – Mar 25 (Week 8-11).
Marking Scheme

The paper has a coherent structure: the argument is well structured, and there is an introductory paragraph, a body (containing more than one paragraph), and a brief concluding paragraph.

0 1 2 3 4 5

The paper demonstrates a thorough understanding of the readings and the lecture.

0 1 2 3 4 5

The paper is analytical and develops a sensible, coherent, or even sophisticated, argumentation.

0 1 2 3 4 5

The arguments are presented clearly and are communicated effectively.

0 1 2 3 4 5

The paper is original and creative.

0 1 2 3 4 5

Sub-total x 4: ____

- 10% per working day for lateness: ____

- 10% for excess/deficient length: ____

Total: ____
Appendix C2:

COURSE: IDEV3010  
CASE STUDIES IN INTERNATIONAL DEVELOPMENT  
FALL 2005

Time class: Tuesdays and Thursdays, 4:00-5:30  
Location: ROZH 108

Instructor: Arjan de Haan  
Office: Mackinnon 612  
Office Hours: Tuesdays 2:00-3:00  
Email: dehaan@uoguelph.ca

Course description

This course provides third year International Development (ID) students with an opportunity to explore current international development issues and development constraints. A core element of the approach to ID in this course is inter-disciplinarity. Students will be able to actively engage in interdisciplinary thinking through group work with students from different disciplinary backgrounds. The course will provide insight into development approaches, by academics as well as development practitioners, and a central element of the course will be the practical application and exploration of such approaches in group-based country case studies.

The course has three main objectives. First, it will provide students with the tools for critical social science analysis. A central part of this will be approaches to understanding economic development and reforms, in comparative perspective, focusing on what has led to successful (eg China) and less successful development (large parts of Africa), and changes in former communist countries (Russia, Poland). This will highlight that ‘development’ happens through the interaction of a range of factors, of geography, international connections, social and cultural factors and constraints, the strength of institutions, and economic as well as social policies.

Second, the course will provide an introduction to approaches by international development agencies. This includes an overview of the main players in the field of international development, of multilateral organizations (World Bank, IMF, WTO, UN), bilateral organizations (CIDA, USAid, DFID, UK), as well as non-governmental organizations (OXFAM, World Vision). The main focus will be practical approaches in the field of development: approaches to reforms of country policies; social and gender analysis; poverty reduction strategies; budget processes and participatory budgeting; and evaluation and results based management.

The third main objective of the course is to help students develop practical skills. Both the classes and assignments will not only help to enhance students’ knowledge of the
field of international development; students will also apply and practice skills around the topics. These include: identifying and critically evaluating available information (for example, approaches to poverty reduction strategies have generated lots of publicly-available material, while in other areas less information may be available); analysis of material and how to structure this into an argument; verbal and written skills; working in multi-disciplinary groups, providing feedback to others and engagement in group discussions.

Readings


This is a very accessible book written by an eminent development economist who has played a key role for the UN during 2005. It combines an analytical framework with detailed country case studies, and personal experiences. Students are advised to purchase this book as the readings will be discussed extensively in the first part of the course; the book will also provide a framework for the country studies and proposals developed in the second part of the course.

Additional readings are suggested below, under the course schedule. During the 2nd part of the course, these readings are much lighter, as emphasis is on students’ preparation of the group assignments. Additional suggestions will be provided during the course.

No readings are listed for the weeks in which groups give their presentations, as we want to make sure there is enough time for discussion and constructive feedback; if time allows additional topics related to issues raised during the course may be scheduled.

Course approach and policies

This course is in seminar format. It is based on intensive weekly discussions, group work, and student presentations. Participation by all will be critical to the success of this course, and comments and suggestions regarding the course will be much appreciated!

Second, much emphasis in this course is placed on group work. At the beginning of the semester, we will form the groups for the semester work. We will have five groups with four or five members. Groups are formed around the choice of a country case study, and groups will consist of students with different disciplinary backgrounds. While you will be asked to choose a country, please note that some people may not get their first choice, but we will make an effort to accommodate everyone.

Each group has two main sets of assignments: one around the analysis of development constraints in a particular country, and one around the preparation of a development
project proposal. Each assignment is group-based, and will each form 40% of the total grade.

Class participation will be assessed on the basis of a) contribution to discussion of literature through comments and questions to be prepared in advance, and b) inputs and feedback after presentations of other groups.

Details of the assignments and breakdown of grades are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of grade</th>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Analysis</td>
<td>5%</td>
<td>week 4</td>
</tr>
<tr>
<td>Outline Development Constraints Country Study (group)</td>
<td>10%</td>
<td>weeks 7-9</td>
</tr>
<tr>
<td>Country Study Presentation (group)</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Country Study (group)</td>
<td>25%</td>
<td>week 9 (November 10th)</td>
</tr>
<tr>
<td>b) Proposal</td>
<td>10%</td>
<td>week 10</td>
</tr>
<tr>
<td>Concept Note (group)</td>
<td>10%</td>
<td>weeks 11-12</td>
</tr>
<tr>
<td>Concept Note Presentation (group)</td>
<td>20%</td>
<td>December 8th</td>
</tr>
<tr>
<td>Proposal (group)</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Peer rating of group work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Class Participation (individual)</td>
<td>10%</td>
<td>throughout class</td>
</tr>
</tbody>
</table>

Deadlines are fixed. Assignments will be accepted for 72 hours after the deadline with a 5% deduction per day. If there is a compassionate or medical reason that interferes with your ability to meet deadlines, please advise me in writing. I may refer you to the BA Counselling Office where documentary evidence may be required. You should be aware that if you request a review of the mark awarded for any element of the evaluation, the review could result in your mark being revised either upwards or downwards.

Presentation of country cases will be during weeks 7-9, and proposals during weeks 11-12. This means not all groups have the same amount of time to prepare: in the grade this will be taken into account (and: groups presenting early have the advantage of early feedback!).

While students are strongly encouraged to participate in the group work, individual assignments are possible. Please inform me if and why you would like to undertake an individual assignment, and what case study.

COURSE SCHEDULE, READINGS, ASSIGNMENTS

Week 1:

September 13
Introduction, course objectives, structure,

September 15
Theme: Poverty and prosperity
Reading: Sachs Chapter 1 and 2

Week 2

September 20
Theme: Approach to economic development
Reading: Sachs Chapter 3 and 4
Selection of groups (6)

September 22
Theme: Cases of reform: Bolivia, Poland, Russia
Reading: Sachs Chapters 5-7
Selection of countries by group

Week 3

September 27
Theme: Successes and failures: China, India, Africa
Reading: Sachs Chapters 8-10
Suggested additional reading Commission for Africa, ‘Our Common Interest’,
www.commissionforafrica.org

September 29
Theme: Solutions to poverty: global and on-the-ground
Reading: Sachs Chapters 11-12
Suggested additional reading: UN Millennium Project, ‘Investing in Development’,
www.unmillenniumproject.org/reports

Week 4

October 4
Theme: Investment for development
Readings: Sachs Chapters 13-15

October 6
Theme: Is development our challenge?
Sachs Chapters 16-18

** Hand in outlines of analysis of development constraints **
Week 5

October 11
Theme: Participatory approaches to development

Presentation Participatory Budgeting in Guelph, by Janette Loveys Smith, Manager of Community Development

October 13
Theme: Gender mainstreaming in development planning: why and how?

Week 6

October 18
Theme: Poverty reduction strategies: donors and country ownership
Reading: World Vision Canada, PRSPs and Donor Strategies: Do They Add Up to Effective Aid? Analysis of the Role of PRSPs in Four CIDA Core Countries, 2004.

October 20
Evaluation and Results-based Management
Reading: CIDA, CIDA Primer on program based approaches, 2003 www.worldbank.org/oed

Week 7

October 25 Presentations of country studies
October 27 “

Week 8

November 1 “
November 3 “

Week 9

November 8 “
November 10 “
*** Hand in country studies ***

**Week 10**

November 15    Group work – no class  
November 17    Group work – no class  

*** Hand in concept notes for proposals ***

(during weeks without class the instructor will be available during class time, to provide feedback if required)

**Week 11**

November 22    Group work – no class  
November 24    Presentations of proposals (2 per class)  

**Week 12**

November 29    “  
December 1     “  

**** Proposals due one week after the last class (December 8th) ****
Appendix C3: IDEV*4500

Collaborative International Development Studies
College of Social and Applied Human Sciences
University of Guelph

IDEV 4500-01 Advanced Seminar in International Development Winter 2005

Instructor: Dr. K. Preibisch

Contact Details: Mackinnon 604
519-824-4120 x52505
kpreibis@uoguelph.ca

Class time: Wed. 7:00 - 9:50 pm
Class Location: ROZ 105
Office hours: Thurs. 11am – 12 pm

DESCRIPTION:
This course attempts to address some of the major issues facing upcoming ID graduates in regards to what they have been doing for the past four years and where they are heading. It is hoped that students will have the opportunity to critically assess why they entered an interdisciplinary field; the challenges and advantages to an interdisciplinary field; why they entered development studies; the value of development studies; and explore key issues facing development policymakers and practitioners today.

The course is divided into three parts. In Part One, students will examine the nature of interdisciplinary studies. What are interdisciplinary studies? How do researchers and others pull together the disparate materials from different fields? Why is an interdisciplinary approach valuable? What are the challenges? How does it relate to development studies and to development work? Why after four years do some ID graduates feel as they have no focus or field of specialization?

In Part Two, students will interrogate development practice itself and address critical issues concerning the appropriateness of Canadians, individuals and the government, in development work abroad. Given several decades of official development efforts by the Canadians and other Westerners in the developing countries and the fact that it appears little has changed, is there inherently something wrong with the way that development is being approached? Can we justify the presence of Canadians in the developing world? If so, how? Given the global economic system, can development work make any difference? Can I, as an individual, make a difference? Can this difference be a positive one?

Finally, in Part Three, students will examine some of the issues facing development workers and policy makers in the world today. These include, for example, the world trading system, the global movement of people, and development aid.
OBJECTIVES:
The central objective of the course is for imminent CIDS graduates to critically examine the nature of contemporary development studies. In pursuit of this objective, this course is designed for students to:

- Critically assess interdisciplinary study and develop an understanding of the strengths and weaknesses of an interdisciplinary approach to social science research
- Critically examine development studies
- Explore the debates surrounding the nature of development practice, especially in regard to one’s own positioning in the global political economy
- Critically approach some of the key debates in development studies and practice and understand the complexity of the different positions within these debates
- Enhance skills in oral and written communication
- Further develop skills in group work

FORMAT:
We will meet each Wednesday evening for 2hr50min. As the title suggests, this course is seminar format and is based on intensive weekly discussions and student presentations.

A great deal of emphasis in this course is placed on group work. At the beginning of the semester, we will form the groups for the semester work. We will have five groups with approximately four to five members. Groups are formed around the topics of the final presentation. While you will be asked to choose the presentation topic you most prefer, please note that some people may not get their first choice. We will make a sincere effort to accommodate everyone.

Each group will do at least two projects together – the first assignment and the group presentation. Whether you hand in the final assignment (which is based on the group presentation) as a group effort or an individual one is optional (smaller groups of 2 or 3 may also collaborate). If you choose to write individually, you must let me know by the end of week six. This said, I strongly recommend that you hand in the last assignment as a group. Group work is an important aspect of development work and learning to work as a team is a valuable skill for the future (and indeed an objective of this course). In addition, the process of debating ideas amongst yourselves as you write your reports is also extremely worthwhile and can be very gratifying. Past students have commented that a good portion of the learning of this course takes place outside of the classroom.

Individual student’s grades on group work will reflect the instructor’s assessment of the assignment plus the collective evaluation by group members of their contribution to the group over the semester as a whole, using the attached Peer Rating Sheet. The outcome of the peer assessment may increase or decrease the instructor’s assessment. Each individual group member should complete one of these forms and return them directly to the instructor with your final paper. You must submit a form by the deadline for your rating to be considered. All information will remain confidential.

REQUIRED MATERIALS:
Multiple copies of additional readings are either on reserve in the library or can be downloaded from the library’s electronic databases and other websites.

**DEADLINES & REVIEW OF GRADES:**
All deadlines are fixed. Assignments submitted in the first 24 hours following the deadline will be subject to a deduction of 10% against the grade. Assignments will be accepted for 72 hours after the deadline with a 10% deduction per day; work submitted any later will receive a zero grade. If there is a compassionate or medical reason that interferes with your ability to meet deadlines, please advise me in writing. I may refer you to the BA Counselling Office where documentary evidence may be required. You should be aware that if you request a review of the mark awarded for any element of the evaluation, the review could result in your mark being revised either upwards or downwards.

**COMMUNICATION:**
This course has a WebCT site for announcements and where you can engage in course-related discussion with your peers. In addition, at times I will communicate with the entire group using your @uoguelph.ca email accounts. If you do not use this account on a regular basis, you should forward it to an account that you do read (see https://wwws.uoguelph.ca/webcentral/forward.html). If you choose to use a non-U of G supported email service, any issues arising from it are your responsibility.

**UNIVERSITY OF GUELPH POLICY STATEMENTS:**

**E-mail Communication:**
As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the university and its students.

**When You Cannot Meet a Course Requirement**
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor [or the teaching assistant in the case of a lab assignment] in writing, with your name, id#, and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Such documentation will be required, however, for Academic Consideration for missed end-of-term work and/or missed final examinations. See the undergraduate calendar for information on regulations and procedures for Academic Consideration. http://www.uoguelph.ca/undergrad_calendar/08-ac.shtml

**Drop Date**
The last date to drop one-semester Winter 2005 courses, without academic penalty, is Friday March 11, 2005. For regulations and procedures for Dropping Courses, see the Undergraduate Calendar. http://www.uoguelph.ca/undergrad_calendar/08-drop.shtml

**Copies of out-of-class assignments**
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.
**Academic Misconduct**
The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct, and it is your responsibility as a student to be aware of and to abide by the University’s policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission from the relevant instructors. To better understand your responsibilities, read the Undergraduate Calendar [http://www.uoguelph.ca/undergrad_calendar/01.shtml](http://www.uoguelph.ca/undergrad_calendar/01.shtml) for a statement of Students’ Academic Responsibilities; also read the full Academic Misconduct Policy [http://www.uoguelph.ca/undergrad_calendar/08-amisconduct.shtml](http://www.uoguelph.ca/undergrad_calendar/08-amisconduct.shtml). You are also advised to make use of the resources available through the Learning Commons [http://www.learningcommons.uoguelph.ca/](http://www.learningcommons.uoguelph.ca/) and to discuss any questions you may have with your course instructor, TA or academic counsellor.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university’s regulations and procedures for Academic Consideration in the calendar [http://www.uoguelph.ca/undergrad_calendar/08-ac.shtml](http://www.uoguelph.ca/undergrad_calendar/08-ac.shtml) and discuss their situation with the instructor and/or the program counsellor or other academic counsellor as appropriate.

**Assignments and Assessment:**

**Participation:** 20%

First Group Assignment: *Due February 16th, 2005 at 7:00 p.m. in class* 30%

Group Presentation: 20%

Final Assignment: *Due April 13th, 2005 before 4 p.m.* 30%

**Participation (20%)**

As a seminar, this course hinges on the active participation of all students. Students are expected to have read all assigned materials prior to class and to come prepared for meaningful dialogue and debate. You will be graded on your involvement in the weekly seminar on an individual basis. As part of your participation assessment you are required to e-mail a minimum of three questions or comments based on the readings to the instructor prior to class every Tuesday by 1 p.m. and bring a copy for your own use during class. Questions submitted late will not be accepted. Collectively, we will make every effort to create an atmosphere in which everyone feels confident participating in discussions. Students will be awarded a participation mark for the course as a whole based on the grading scheme detailed below:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Participation</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>Always</td>
<td>Excellent—leads debate; offers original analysis and comment; uses assigned reading to back up arguments. Valuable comments in virtually every seminar.</td>
<td>Clearly has done and understands virtually all reading; intelligently uses this understanding in discussion.</td>
</tr>
<tr>
<td>7-8</td>
<td>Almost always</td>
<td>Good—thoughtful comments for the most part; willing, able, and frequent contributor.</td>
<td>Has done most reading; provides competent analysis of reading when prompted.</td>
</tr>
<tr>
<td>5-6</td>
<td>Frequent</td>
<td>Fair—has basic grasp of key concepts; arguments sporadic and at times incomplete or poorly supported.</td>
<td>Displays familiarity with most reading, but tends not to analyze it or explore connections between different sources.</td>
</tr>
<tr>
<td>3-4</td>
<td>Occasional</td>
<td>Not good—remarks in class marred by misunderstanding of key concepts; only occasionally offers comments or opinions.</td>
<td>Actual knowledge of material is outweighed by improvised comments and remarks.</td>
</tr>
<tr>
<td>0-2</td>
<td>Rare</td>
<td>Poor—rarely speaks, and parrots readings when put on the spot to offer an opinion.</td>
<td>Little to no apparent familiarity with assigned material.</td>
</tr>
</tbody>
</table>

**First Group Assignment (30%)**

[Due February 16th, 2005 at 7:00 p.m. in class]

This first assignment is exploratory in nature. It is an opportunity for students to further delve into the issues surrounding development work and to hear the opinions of others working in the field. The assignment is to examine the role of Canadians doing development work. What is the nature of this role? What should it be? What are some of the issues surrounding development work? How have people working in development come to terms with and/or addressed some of these issues?

As part of this assignment each group must interview three faculty members on campus who have experience in development work and/or people working in international development, for example, someone working in CIDA. The person must have had field experience abroad. Some of the questions students may want to ask the interviewees and a list of the potential interviewees are below. Students are free to design their own interview questions according to their own interests and concerns, keeping in mind the main objectives of the assignment above. Since this is an assignment in which the process is paramount to student learning, in a best case scenario all group members will attend all interviews. At the very least, there should be one interviewer that directs questions and maintains eye contact, and one note-taker that records the interview. I advise against audio recording; your interviewees may be less candid and transcription is very time-consuming.
Since the assignment is exploratory in nature and the core of the material will come from your interviews, you are encouraged to structure your essay around your findings. Here is an example of how you might incorporate the interviews and reference them:

According to Dr. George, development practice can differ greatly from contemporary development theories. Speaking from her experiences when working on a development project while simultaneously researching her doctorate, she claims:

“In the field, I quickly realized that the theories that I had learned in my coursework, although important, did not address the day-to-day needs of the people the project was trying to serve nor the logistical operation of the development project” (Interview, 28 January 2002).

While this paper should focus on your personal reflections on the themes explored in the interviews (rather than a standard secondary research paper), the essay should have a structure, including an introduction with a thesis stating the main premise(s) of the paper, a body where you detail your ideas, and a conclusion. Papers should be submitted in Times New Roman 12pt font, be double spaced and approx. 20 pages long. When documenting your papers, please use APA or SSS format (see Northey, et al. 2004, on reserve). **Students should submit one hard copy and e-mail an electronic version to the instructor. Each group hands in one co-researched and -written assignment.**

Some of the questions students may want to ask the interviewees are:

- Given several decades of official development efforts by the Canadians and other Westerners in the Global South and the fact that it appears little has changed, is there inherently something wrong with the way that development is being approached?
- Can we justify the presence of Canadians in the developing world? If so, how?
- How confined are we by our own social constructs and historical contexts, including colonialism?
- Is development work propagating an unequal relationship between peoples of the Global North and the Global South?
- Given the global economic system, can development work make any difference?
- Can I, as an individual, make a difference? Can this difference be a positive one?

The following is a suggested list of people here on campus you may want to interview:

**Agricultural Economics and Business:** Brady Deaton, Spencer Henson, Wayne Pfeiffer  
**Economics:** Clive Southey, Kris Inwood  
**Geography:** Richard Kuhn, Barry Smit, René Veron  
**Land Resource Science:** Peter Van Straaten  
**Political Science:** Jordi Diez, O.P. Dwivedi, Craig Johnson, Ian Spears  
**Population Medicine:** David Waltner-Toews  
**Environmental Design & Rural Development:** Farokh Afshar, Harry Cummings, David Douglas, Glen Filson, John FitzSimons, Helen Hambly Odame, Jana Janakiram, Ricardo Ramirez, Don Reid, Nonita Yap  
**Sociology & Anthropology:** Nora Cebotarev, Lisa Kowalchuk, Belinda Leach, Frans Schryer, Renée Sylvain, Terisa Turner, Tony Winson

**Group Presentations (20%)**

From Weeks 7-11, group presentations will be held. Each will focus on a different topic related to issues confronting development workers and policymakers today. The topics are
listed below under the respective presentation date. Students should aim to provide the complexity of each issue, rather than advocate a single perspective. Readings have been suggested for each week, but groups may choose their own readings provided they are approved by the instructor and placed on reserve two weeks in advance of the presentation. The articles should represent opposing sides of the issue and be fairly recent. The class is expected to read the suggested articles prior to the presentation and come prepared with questions and/or comments (as per previous class sessions). Presenters are not required to do this the week of their presentation, but should incorporate discussion questions into their presentation.

Each group has one hour in which to present their material; leaving the rest of the class for discussion. Try to relate some of the issues raised in your presentation to those raised in other groups’ presentations. PowerPoint is encouraged. Students must e-mail a copy of the presentation to the instructor 24 hours prior to the presentation and indicate whether they need any audio visual equipment.

For the presentation, a mark will be awarded on the basis of the presentation and discussion, based on the group’s communication skills, strength of the analysis, and ability to generate discussion and field questions. This will be based on the assessment of both the class as whole using the attached form (40%) and the instructor (60%).

**Final Report (30%)**

Due April 13th, 2005, on or before 4 p.m.

The final report should pull the presentation together in a written form. Students may hand in the report as an individual or a group effort (see page 2). Your report should primarily focus on the analytical and evaluative questions. Your report should not be descriptive; it must have a specific focus and an argument/thesis and all material should be properly referenced. Students must submit both a hard copy of the paper and an electronic copy (on disk or by e-mail).

All papers should be submitted using Times New Roman, 12pt font, and be double spaced. Students submitting individual papers may not exceed a text-length of 12 pages. Groups of two to three individuals should submit papers ranging between 15 and 20 pages. Groups of four or five should submit papers ranging between 25 and 30 pages.

**COURSE SCHEDULE AND REQUIRED READINGS**

**Week 1: January 12th**

**Introductions**

**Week 2: January 19th**

**Interdisciplinary Studies**

**Discussion:** What are interdisciplinary studies? Why is development studies often approached from more than one discipline? What challenges do development researchers and workers face when doing inter- or multidisciplinary work? How interdisciplinary are development studies and practice?


Week 3: January 26th Development Studies in Canada

Discussion: *What does international development studies look like in Canada? How should IDS look?*


Week 4: February 2nd Development tales: Stackhouse’s snapshots

Discussion: *What do Stackhouse’s ‘snapshots’ tell us about development practice?*

Stackhouse, Pp. vii-xiii, 3-161.

Week 5: February 9th Development tales: Stackhouse’s snapshots

Discussion: *What does ‘development’ mean to Stackhouse? Do you see any contradictions or gaps in his vision of development? Are there parts of Stackhouse’s vision of development that you embrace/reject?*

Stackhouse, Pp.165-367.

Week 6: February 16th Development Studies and Practice: Future Positive?

Discussion: *After four years of learning everything that has gone wrong with development efforts, should we still do it? Michael Edwards argues that international cooperation can work, and work well. Do you agree with him?*

GUEST: Raman Sohal, International Development Research Centre (IDRC), Ottawa


*** First assignment due today in class at 7:00 p.m. ***

Week 7: March 2nd Development Aid

Presentation: *What should be done about the state of development aid? What types of aid are most effective? How does Canadian aid compare to that of the UK or other G-8 countries?*

SUGGESTED READINGS:


Week 8: March 9th Poverty Reduction Strategies

Presentation: *What are PRSPs? Do they present a more effective approach to poverty alleviation than the structural adjustment programs that preceded them?*

SUGGESTED READINGS:

Week 9: March 16th The Global Trading System

**Presentation:** What are the central inequities in the global trading system? Can a fairer world trading system lead to poverty reduction? Can poor people work themselves out of poverty through increased trade?

**SUGGESTED READINGS:**

Week 10: March 23rd International Migration

**Presentation:** The global movement of people is one of the striking features of global restructuring. What are some of the characteristics of this phenomenon? What does it mean for development? Can remittances outweigh the loss of human capital and social dislocation among families and communities?

**SUGGESTED READINGS:**

Week 11: March 30th HIV/AIDS and Gender Inequality

**Presentation:** Arresting the HIV/AIDS pandemic is a focus of current development interventions. What social and economic processes are contributing to the current AIDS crisis? How can a gender perspective guide interventions?

**SUGGESTED READINGS:**
Week 12: April 6th Re/considerations

Discussion: After reviewing the challenges and strengths of an interdisciplinary degree and interrogating development practice and theory, how do you feel about your degree and your own journey past and future? Is there a future positive for development studies and practice?


Final assignment and peer rating due April 13th, 2005 by 4 p.m.

Note: Drop off at the Department Sociology and Anthropology main office, 6th floor Mackinnon
# IDEV 4500: PRESENTATION EVALUATION FORM

**Date:** ________________  
**Group:** ________________  
**Your name:** ________________

For each of the following categories, please circle the response which best describe how well this group performed in their oral stand-up presentations:

<table>
<thead>
<tr>
<th>Element</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of all issues described</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Provides a clear overview of presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Coverage of the topic’s main issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Level of critical analysis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Organization of presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Use of audio-visual materials</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Timing of presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ability to elicit audience participation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ability to respond to questions from the audience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Overall evaluation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Overall, how would you grade the group’s presentation out of 100?

**Grading guidelines:**  
90 - 100 A+ Excellent  
80 – 89 A Very Good  
70 - 79 B Good  
60 - 69 C Acceptable  
50 - 59 D Minimally Acceptable
IDEV 4500: Peer Rating Sheet

Name: ______________________  Group: ______________________

Base your rating of each member of your group by allocating 100% of the total workload over the semester between each member including yourself. Thus, if you consider Person A did 20% of the work, give them 20%. The score for all group members should obviously sum to 100%. Please take into account both the quality and quantity of the input of each group member in adjusting marks for yourself and other group members. Please explain the reasons for any significant differences in the marks given to individual group members.

You may wish to consider the following in evaluating your individual peers:

- How do you rate their completion of group tasks?
- How do you rate their willingness to meet?
- Did they come organized and prepared for group meetings?
- How do you rate their quality of input made to the group?
- How do you rate their willingness to share group effort?
- How would you describe their role in the group (e.g. leader, organizer, facilitator, peace-keeper, diligent worker, motivator, comic relief, etc.)?
- Did they enhance or hinder your learning experience in the group?

<table>
<thead>
<tr>
<th>Group Member</th>
<th>% Effort</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total effort</td>
<td>100%</td>
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</tbody>
</table>

Please return this sheet directly to the instructor with your final group assignment.
Appendix D: Job description of Undergraduate Academic Advisor

1. GENERAL PURPOSE

The primary responsibility of the undergraduate advisor is to provide academic advising services to undergraduate students specializing in international development. Further, the advisor is responsible for much of the day-to-day activities related to the coordination and administration of the Collaborative International Development Studies (CIDS) undergraduate program and its courses, and participates in broader program planning and management decisions.

2. KEY ACTIVITIES

Activity A: (65%) Academic advising
The undergraduate advisor assumes the role of the ‘faculty advisor’ as defined in the undergraduate calendar (Part VII). The activities listed below include, but are not limited to, the list of responsibilities of the faculty advisor as listed in the calendar:
- provide information about the academic requirements of the international development specialization, including eligibility to declare the specialization and graduation requirements
- assist students in making academic decisions and offer advice as appropriate
- assist students wishing to change or add specializations
- sign the declaration of the specialization to the student's degree program. Currently, approximately 425 students are registered in the specialization.
- be available to meet with students on a regular basis
- review and approve the graduation checks
- approve substitutions or exemptions for the specialization
- provide information about career and graduate study opportunities related to international development, or refer appropriately
- assist with course selection issues related to the specialization
- provide information to the director, undergraduate coordinator and curriculum committee about issues or concerns regarding the specialization
- liaise with the BA program counsellor, in order to provide information about the specialization as it fits within the degree program
- refer students to the BA program counseling office
- provide extra advising for students who study abroad and those who transfer to Guelph (internal and external transfers)
- refer students to campus services as appropriate (e.g. Admission Services, Office of Registrarial Services, Centre for International Programs, Learning Commons, Career Services)
- maintain student advising records for all in-course students
- provide information to prospective students about academic requirements of the specialization
- participate in liaison events (e.g. Ontario Universities Fair, Fall Preview Day, Connection conference, Campus Days, etc)
- prepare and lead information sessions for new and transfer students early in the fall semester
- use Colleague and Webadvisor for advising purposes
- attend meetings of the CIDS management committee and advise on matters related to the undergraduate program
- participate in meetings of the CIDS undergraduate curriculum committee and assist in preparation of meeting agendas
- participate in meetings of the Council on Undergraduate Academic Advising (CUAA) representing faculty advisors (beginning September 2005). The CUAA is chaired by the Associate Vice-President Academic.
- organize or assist in planning of special events such as career nights and graduate study information sessions
- participate in professional development opportunities when possible (e.g. workshops organized by the Undergraduate Academic Information Centre (UAIC) and conferences of the National Academic Advising Association (NACADA))
- provide support for International Development Society (student club) and other student initiatives
- prepare academic reference letters
- attend convocations at which CIDS students receive their degrees

Activity B: **(25%) Program coordination and administration**
- work with CIDS director/undergraduate coordinator on process for curriculum review and preparation of documentation for proposed changes (submitted to BA Program Committee in the winter)
- proofread the section of the undergraduate calendar that relates to the specialization for accuracy
- proofread the academic/program evaluations (Webadvisor) to ensure they accurately reflect the specialization requirements as listed in the undergraduate calendar of the academic year. Communicate inaccuracies to colleagues in the Registrar’s office.
- organize and participate in focus group meetings with students for feedback on curriculum and program as needed
- supervise part-time CIDS assistant responsible for special projects (contract position)
- maintain enrolment database and analyze data to monitor program growth
- prepare scheduling information for undergraduate and graduate IDEV courses with director/undergraduate coordinator
- maintain current departmental course offering information for scheduling purposes
- liaise with colleagues in other departments and in the administration (BA office, departments, Admissions and Liaison, Student Financial Services, Coordinator of Undergraduate Curriculum in Associate Vice-President Academic’s office, Enrolment Statistics and Systems, Office of Registrarial Services, Dean’s offices, Student Life and Career Services, Centre for International Programs,
Undergraduate Academic Information Centre, Alumni Affairs and Development, etc
- circulate information about volunteer and work opportunities, internships, conferences, awards, and any international development-related events and activities on campus and in the community via e-mail and billboard postings
- maintain CIDS undergraduate website and handbook as needed or at least once a year (usually in the summer). Prepare information leaflets for liaison events.
- attend CSAHS undergraduate awards subcommittee meetings as representative of CIDS
- in preparation for CIDS awards nomination process, review the records of likely ‘best-of-area’ students and request information about service activities from the leading candidates. Participate in process for nominating students for CIDS awards (winter semester)
- work with overall leading CIDS candidate in preparation of nomination package for the Skinner and Winegard Medal competition (winter semester)
- prepare certificates and letters for CIDS award winners
- maintain database of CIDS graduates
- use Colleague and Webadvisor to obtain information on student registrations, transcripts, and other information needed for program planning and administration
- coordinate with Alumni Programs on various projects (e.g. development of CIDS alumni database)
- moderate and manage e-mail lists for undergraduate and graduate students, and alumni (with CIDS graduate secretary)
- administer exit questionnaire to graduating students in 4th-year seminar (IDEV*4500)
- maintain membership, attend meetings and participate in activities of the Canadian Consortium of University Programs in Development Studies (CCUPIDS) and other national organizations when possible

Activity C: (10%) Coordination of CIDS undergraduate courses (IDEV)
- coordinate three IDEV work/study courses (e.g. prepare and review guidelines and participation agreement forms, provide information to students and faculty about the courses, advise students on possible supervisors, collect and review agreements, sign waivers to approve registrations)
- assist with overall planning and organization of IDEV undergraduate courses (six in total)
- sign waivers for student access to IDEV courses and maintain priority access lists for IDEV 4500
- collect course outlines for IDEV courses
- prepare course evaluations for all in-class IDEV courses
- collect final grades from instructors and work/study supervisors in preparation for grade submission
- prepare and submit final grades and information regarding scheduling of courses, final examinations and deferred conditions for IDEV graduate and undergraduate courses
Appendix E: focus group report

Student perception of the Collaborative International Development Studies (CIDS) undergraduate program, University of Guelph, April 2005

by Lauren Classen

Introduction:
This report summarizes a series of focus group discussions with student members of the undergraduate International Development (ID) program at the University of Guelph. It was undertaken by the Collaborative International Development Studies Program (CIDS) in an effort to gain student perception of the overall benefits and challenges of the program and to provide suggestions for change. In the past, group discussions with students have proved quite beneficial in providing feedback on the program and in informing curriculum changes. Since the last series of focus groups was conducted in 2002, this report provides feedback on the current state of the CIDS undergraduate program.

Methodology:
Nine focus groups were employed in this research. The first was a general focus group with select students from various years in the CIDS program, to gain a general idea of student perceptions. The information gathered from this focus group was summarized into themes that were used to structure the following focus groups and probe for more information from the students. Six focus groups were employed with students who were in their fourth and final year of the Honours - ID program (required to have over 65% average to be included in this study), divided by their AOE. Two focus groups were employed with students in their second year of the ID program from any AOE (many had not yet decided on their AOE at the time of the focus groups). In these groups, all students were selected randomly (random numbers generated through Excel) unless there were too few students in a given AOE in which case all the students that fit the parameters set in the study (ie: fourth year, minimum of 65% overall average) were invited. Invitations were sent by email. Reminders were sent when students did not respond within 4 days. When a student responded that they were unable to attend the next student on the random list was invited.

Five of the eight focus groups were held from 5:30 – 7:00 pm during the week, one was held during lunch hour and two were held on a Saturday. Free pizza and refreshments were always provided for all participants. Meetings generally took from one-two hours.

Though we aimed for 10 students per focus group the attendance varied from 4 – 8 students. All who attended seemed very pleased with the opportunity to share their experiences and perceptions of the program. CIDS students tend to be very active in the university community and many explained that they were unable to attend due to prior commitments to other groups/organizations. Although every attempt was made to accommodate student schedules (we changed several of the focus group dates to
accommodate students), unfortunately it was not possible to accommodate all the invitees who were interested but unable to attend. In total, 38 students participated in the focus groups (plus three students who were unable to attend emailed me their comments). The breakdown of students per AOE follows: a) Initial introductory focus group – three students, all female, b) Latin American Studies (LAS) – four students, all female, c) Biophysical Environment and Development (BED) – five students, three females and two males, d) Economic and Business Development (EBD) – four students, three females and one male, e) Rural Agriculture and Development (RAD) – four students, all female, f) Political Economy and Administrative Change (PEAC) – eight students, four females and four males and, g) Gender and Development (GAD) – six students, five females and one male.

Outline of this report:

This report is divided into three main sections: 1.0 General student comments, 2.0 Core Curriculum, and 3.0 Areas of Emphasis (AOE), the latter divided into each of the six areas of emphasis and one section dedicated to second-year student comments.

Within each section there are subsections headed by a “comment” or “problem” identified by the students. Each is followed by a general summary of this problem supplemented by some of the student comments that were representative of the overall comments on the subject. In some cases the students also suggested solutions to problems they identified. If solutions were suggested for a given problem they are listed under the labels: Suggested Solution(s) at the end of each subsection.

Note: As with any program review the students who chose to participate/comment are often students who feel particularly strongly (either positively or negatively) about a certain aspect of the program. In the case of this research it was much easier to get at the challenges in the program than at the positive aspects of the program and therefore the challenges are certainly over-represented in this report. Nearly all of the students are very happy that they are ID students at Guelph and they feel very positively about the program overall. Often students said things like: “We really love ID at Guelph and we don’t want you to get the wrong impression. I feel really good that I’m learning to help others and some of the profs are so fantastic in this program. But, there are some things that could be fixed and I think we just want to make sure that you know these before we leave this meeting, so we’re focusing on them” or “We have learned in this program to look at thing critically, so that’s what we’re doing here with the ID program too. It’s just easier than bringing up all the great things about the program – but generally we love it and the ID students are great.”

1.0 General Student Comments (generalizable across all AOE)

1.1 The great things about the CIDS program at Guelph

CIDS students tend to be committed to change and they feel that the program at Guelph helps prepare them to affect change. Many students felt that it gave them some hope that they could make a difference in the world and help balance some of the global inequities. Some quotes that represent frequent student comments were: “I like solving problems and learning how to find solutions to global problems.” “It feels good to know
we can help others.” “We are being prepared to help organizations and companies think responsibly” (EBD student). “Of growing importance in a global world is corporate and institutional social responsibility and we will graduate with the skills to step in and help Canadian companies mitigate this issue and the challenges associated with this.” “We are very different from other students [in different programs] because we have learned from great Profs in different disciplines who are committed to working towards equitable social and political change and to collaborating across disciplines to solve global issues.”

Students really appreciate the interdisciplinary focus of the program. They said things like: “We feel that we are being well prepared to work in a variety of areas in the future.” And some said that “[The program] gives us the opportunity to go into all different programs for graduate studies because we graduate from the ID program with a diverse background.”

Other students appreciated that the CIDS program is demanding compared to other ID programs they have heard about at McGill or Queens, that tend to be ‘easier’ and don’t require as many difficult courses such as Economics. “When I was looking for a university I didn’t find any other programs that had AOE and so much choice. As well, no other programs include things like economics and/or biophysical courses. Queens for example is very social – and thereby much more narrow than the program at Guelph. My brother is in the ID program at McGill and he too says that Guelph is much, much better.” Though many of the students “hated” struggling through the economics classes nearly all the student agreed that they were proud that they had done them and they felt better prepared to work in development than many other friends/siblings that are currently in other ID programs in Canada.

Generally the CIDS students also really enjoy their courses and students feel “lucky to have such great professors.” “Some of the courses are really fantastic, overall we feel that this was a quality education and are very pleased with that we’ve taken.”

The opportunities to study abroad through Guelph also appeal to many CIDS students. Although all students indicated that they would appreciate more opportunities for study abroad, many felt that this was one of the aspects of the program that motivated them to apply to Guelph.

1.2 How do students feel in first year? LOST!!

Most students explained that they feel very confused in the first year of the CIDS program and some students said that the CIDS program lost many potential/interested students in the first year because they found more structure, support and clarity in other BA programs at the University of Guelph in their first year. “In first year you don’t feel like you have a program, there is no community.” “I felt very discouraged by this in first year.” “You don’t know who the ID profs are until 4th year in many cases! It’s crazy! I didn’t know Kris Inwood was the director until 4th year because there is no opportunity to meet the ID profs outside of classes.” “For a program of 450 people we don’t know anyone!” “I have warned others that are thinking of entering ID at Guelph that 1st year...”
you’re on your own, but push through it and don’t switch out – it’ll get better by the end of 2nd year.”

Students also explained that they didn’t figure out what “International Development” meant until their second year and that the program loses many potential students to other BA programs because this is not addressed with an IDEV course in first year. Furthermore, most students even in their second year don’t know any other ID students and cannot list professors that work in ID. They said that they feel like they have nowhere to go, no community – no program until their third year.

Students also feel confused about how the courses they can choose from fit together to make a meaningful degree. “You can do a lot more with the degree than is made explicit in the beginning.” “We need to know that we can make substitutions in first year. I didn’t know that it was possible until my third year.” “We need more opportunities to speak to other students and professors who can give us advice about how to structure our program.” “We need to know that we can take any science course to fulfill our ‘Natural Science’ requirements.” “We need a list of the [elective] courses that might be suggested for ID students or ones that other ID students have taken in the past.” “You can make lots of substitutions and that is great, but you can also feel lost because there are so many options.” “CIDS students need a system to know which courses are the best ones and how to focus on a particular goal and choose courses appropriate to reaching that goal.” “We need to know which courses we need to continue to grad school in certain areas, this is hard to figure out in first and second year and then it’s often too late for us to take prerequisites required for courses we need at the upper levels.” “We realize that this is the student’s responsibility but this would be helpful.”

**Suggested Solution(s):** 1) Create a flow-chart (like one that the Geography department has) that outlines the courses and options with different end points even within each AOE (ie: for BED students who want to do environmental science/soil science work at the end: need x courses for which x courses are prerequisites). 2) Hold a number of seminars in first and second year for students interested in CIDS or add an IDEV course in first year to explain things like: a) What is ID? b) What is Canada’s role in ID? c) What kinds of jobs are there for ID students? d) What kinds of choices do I have for courses? e) Tell us that we are able to substitute anything!!! f) Reading/Independent courses and how to use them as an ID student  g) How to prepare for Study abroad (otherwise it is too late by the time we figure it out by itself  h) Introduce the different professors who do interdisciplinary or development work i.e. so and so “are fantastic and I didn’t know that they did development work until I took a course with them in fourth year. I would have liked to have and the opportunity to get to know them earlier”). 3) Mentor/Buddy-system –“ pair first year students with fourth year students in their same/similar AOE so they can guide them through the process of course selection etc. and help them create a degree that suites their end interests.” 4) Host some introductory events where students can meet professors and talk to them. 5) “ID society could have had some food and invite profs and students from the various years to meet.” 6) “Fourth year students should be encouraged to come to give us advice or even to present their AOE so we can talk to them about which courses to take etc.” 7) “The CIDS program needs a strong start – like with something right away in Frosh Week especially for ID students and profs.”
1.3 Building an ID community at Guelph

Students at all levels expressed this same sentiment: that there needs to be a stronger ID community at Guelph. “Need to integrate students from different ID AOE more.”

A very common remark was: “One of the reasons I came to this focus group was to know who else is in ID and bounce ideas off each other. We need more opportunities to meet other students.” Students also took advantage of the focus group as an opportunity to share with one another experiences with good and bad professors etc.

Need a program identity. Who are the professors? Who are the students?

Suggested Solution(s): 1) “We should be told when we are accepted to the ID program that Watson Residence at the University of Guelph tends to be an ID residence. It is 50/50 international students and Canadian students who have traveled and are interested in development issues; it’s a good place to get to know other ID students” 2) “Watson events should be sent out to ID students by email.” 3) Add a ‘resource package’ in the ID course guide. It would be a guide to informal resources on and off campus. 4) “Organize a CIDS department because this would give students the opportunity to speak to ID professors, whereas right now students feel intimidated to speak to professors who belong in another department (ie: Geography). Professors often give ID students the sense that they have nothing to do with their department and are wasting the professor’s time.” 5) Make ID students aware of opportunities such as the Model UN conferences etc. 6) ID society should host regular events like wine and cheese for profs and students in ID. 7) Fourth year students could give presentations of their AOE and their experience in the CIDS program and recommendations of courses to take etc. to other students. This could be set up through the ID society.

1.4 Substitutions - we love them, we hate them

All students feel that they should know in first year that they are able to make substitutions and that they should go to see their advisor about substitutions and planning their courses right away in first year. All students felt that they needed more guidance in choosing their courses and many felt that knowing about substitutions in their first year would have allowed them to plan a better degree. However, there were two camps on how to deal with substitutions.

1) They are great and should be more encouraged.
2) They weaken the program and rather there should be more choices within each AOE and more guidance in selecting the courses. “It is exciting at first to sub in any course we want but then in the end it really deteriorates the program – loses focus.”

Suggested Solution(s): “That there are fewer substitutions allowed, but the courses in the core and AOE are stronger courses. We could do with way less sociology and anthropology courses and add some history or a philosophy in the core. The AOE could also have more options so we don’t have to make substitutions. But we also need some guidance through choosing our courses so we make a meaningful degree.”
1.5 Too much repetition in our courses

Repetitive courses:
1. POLS 2080 Development and Underdevelopment and GEOG 2030 International Political Economy “are almost exactly the same course and if you take them at the same time the readings are the same and everything.”
2. GEOG 3050 Third World Urbanization: “Very repetitive of everything you learn in first and second year. By the time you get to third year not one thing in this course in new.”
3. GEOG 3050 Third World Urbanization and GEOG 2030 International Political Geography “are both great classes but very repetitive.”
4. POLS 2080 Development and Underdevelopment and SOAN3680 Development and Underdevelopment
5. Both ANTH 2160 Social Anthropology and SOC 2080 Rural Sociology, are repeats of ANTH 1150 Anthropology (“but this might be because the instructor was such an awesome teacher that she gets through everything in the first year and ruins us for any other Anthropology course!”).

1.6 Lack of Communication/Coordination among Professors

Students feel that “there is a severe lack of coordination among professors in different departments” which contributes to the problem of repetition in classes but also leaves students confused about the connections between different perspectives in ID. They feel that the different perspectives from different departments come across as competitive rather than collaborative at times, though the program seems to be telling students that they should work within (or collaboratively with) different disciplines which can be confusing for students.

Suggested Solution(s): 1) “There needs to be a session with ID profs once a semester, maybe Anita or someone could organize this, that would foster cohesiveness among the professors.” 2) That the CIDS program develops its own department where professors work more closely together and coordinate their courses and ideas.

1.7 Interdisciplinary nature of program can be confusing

In many cases the students feel that it can be difficult to link ideas across disciplines, partly due to the lack of coordination among professors to try to bring different perspectives together. “It can be hard to link ideas across disciplines, . . . I am in fourth year and still find it difficult.”

Suggested Solution(s): Students feel they need more IDEV courses that focus on bringing the different disciplines and ideas together. The general feeling is that the IDEV 2010 does not sufficiently deal with this issue. They suggest fewer presentations and more classes dedicated to bringing those presentations together (see section on IDEV 2010 below). Students also request an IDEV course within each AOE specifically aimed at helping them use the interdisciplinary nature of their degree to work from their chosen AOE.

1.8 “Need more depth and less breadth” “It is so interdisciplinary that we
can’t get a job afterwards because we have no skills in anything in particular” “ID prepares you to volunteer, but not to work in development.”

**Suggested Solution (s):** We need more practical work related directly to development in the ID program

### 1.9 Need a practical component

One of the most prevalent comments by all ID students is that the CIDS program needs a more practical element. Some students said that they learned “all old theory, nothing practical yet we want to affect change.” “We learn all about what not to do in this program but we don’t have any idea how to move forward and try new things.” In general they appreciate the practical component of the IDEV 4500 class. Students want to learn more about a) finding jobs in their field, b) how to write proposals, c) who funds development d) what are Canada’s priorities today in development and why.

Students feel that the research presented as ‘development’ in their classes is very ‘academia’ focused and students would prefer more information on NGO’s and how they are formed, how they function etc. Very common comments were: “We don’t want to be professors. It is far more useful to get information about people working in the field outside of the university then just information on professor research,” or “We can’t all afford to study forever. What can we do with the information we learn as undergraduates?”

The Field Trip classes fulfill the desire for practical applications of theory in development for some students, but a common complaint is that they are not well advertised and difficult to get into. “Costa Rica field trip is fantastic, it showed real examples of different farming systems etc., very practical, but not promoted well enough.” Furthermore, many students need to work to support themselves through university and can not afford the time off to go abroad so they request more local field trip, co-op or volunteer options. “Could do field trips like Geography department does, to local farms or the local organic co-op.”

### 1.10 Need a co-op component

Every student felt that a good way of addressing the issue of not having enough ‘practical’ or ‘hands-on’ learning in the CIDS program is to incorporate a co-op program. “We need a co-op or volunteer component like ASCI (Bachelor of Arts, Social Sciences and Sciences) has. Exchanges are great, but they’re expensive, not everyone can do them.”

“We learn a lot about dependency theory and modernization theories and we know they don’t work, but we don’t have anything applied – we don’t feel that we are working towards something new, to solutions, to something that does work.” “A co-op program would help address this issue. Queens has a good program in their ‘Development Studies program’ where the student does 10 weeks volunteer work locally.”

**Suggested Solution (s):** 1. Model it after the ASCI (Bachelor of Arts and Sciences (BAS) program) co-op component where students go out and volunteer in local
schools and organizations  2. Could hold a course in second year that is only worth .25 that includes: a) a volunteer component (ie: 120 hours of community service, work with local organization), b) how to prepare to study abroad, c) seminar where students from different years can share practical experiences with going abroad, d) learn about reading courses and substitutions and other more alternative options available to CIDS students which could really make the degree more applicable to different student needs etc.

3. Could set up local internships, ie: local Food Bank or filing at CIDA in Ottawa for a summer e) “Could do something like Carleton – have their own exchanges.” (“However, not everyone can afford to go abroad – so it shouldn’t be mandatory or it may change the dynamics of the students in ID because it would limit those who could not afford it.”) 4. The co-op hours could be a component of the 3rd year IDEV course planned to begin next year.

1.11 Need another AOE: INTERNATIONAL HEALTH

This comment was fairly common. Many students felt that had there been an AOE in International Health and Nutrition or Politics of International Health they would have chosen that AOE instead of their current program.

1.12 Support

Generally students recognize that CIDS students receive more advising support than students in other programs but they feel that the support they receive is still insufficient because they have a much more confusing program than others. In students attribute this lack of support to not having a CIDS department. They feel that they do not know whom the professors are that are involved in development work and they don’t know who to talk to.

Students feel that the program must advise them about potential careers in ID and how the courses they choose can affect the career options available to them so they can choose their AOE and plan their courses accordingly.

Some students feel that Career Services at the University of Guelph is not helpful for ID students. “They send you to website after website that need passwords and you need to go back to get the passwords, and then none of their questions and none of their jobs are relevant to ID studies.” “You fill out questionnaires and there are no check-boxes for interdisciplinary or ID studies, they are not applicable.”

Suggested Solution(s): They request ‘job fairs’ for ID students, so they can have an idea of what to do with their degrees.

Some students also feel that the advisor should tell students when a course/professor has a good reputation and which courses prior ID students have felt were particularly useful. The course outlines do not have enough information to allow students to make informed choices. Other students felt that they should be made aware of “ratemyprofessor.com” in first year.

Another common comment was that the development job emails are irrelevant and discouraging. “Who is Natalyia? Does she know we are undergraduate students?”
As well, students said that any of the development job emails that were applicable to undergraduate students came out way too late to apply for them.

**Suggested Solution(s):** They suggested that the “Spanish department has many internships just for undergrads. Maybe they could COORDINATE things with the CIDS people and send them out to us too.” Again, a major complaint by CIDS students is the lack of collaboration/coordination between different departments even though they are ‘supposed’ to be learning to collaborate/coordinate things across different disciplines as students!!!!

Many students feel that they need to know which professors are ID professors and who they are welcome to go to speak to for program advise. “We need to have someone from each department collaborating with CIDS that we can go speak to. Right now we feel intimidated to go to departments for advice.” This sentiment is especially strong among RAD students, who don’t feel that they associate with any particular department.

There were also many students disappointed with the undergraduate CIDS website. Although all students recognized that this is a big job and they didn’t know who could set out fixing this, they feel that the website should include more information on ‘what is ID’, internship websites, and other information to help guide students through course selection in CIDS.

Many students feel that they do not have enough information about courses available to CIDS students to make informed choices about which courses would be good for them. They complain that the course descriptions in the calendar are not clear and that the course syllabi are not up early enough for students to read them over before making their course selections. Furthermore, many students feel that the add/drop period for course selection is too short. They would like to attend a number of courses for a week or two and decide whether or not they are appropriate for them before locking into them.

**Suggested Solution(s):**
1) Lengthen the add-drop period
2) “The ID society could send out a three-question survey along with the course evaluation at the end of each class asking “Should this Prof teach this class again?” and questions like that and then keep a file with the responses in the ID society for CIDS students to review before they make their course selection.”
3) “Could put into the calendar some suggestions for courses outside of the core and AOE that would be appropriate for ID students in general and each AOE because it is hard to tell from the course descriptions.” Could also put a note in the calendar that says: “ID honours students please see your counselor in first year about substitutions.”
4) “Need a list of courses outside of our core and AOE that other students have taken or other substitutions that students have made so we know what our options are or what are good options for us.”

**1.13 Courses offered irregularly:** “There are many great courses but I couldn’t take any of them because they are hardly offered.” “Need to know far earlier whether courses will be offered in Fall or Winter so we can plan our courses ahead of time, especially if we want to go abroad.”

**1.14 Need another .25 course to make up the rest of the .75 course!!**
Many students found this very frustrating. “It’s silly that we are out .25 credits in this program.”

**Suggested Solution(s):** 1) “Should make a practical component worth .25 so we can make it up easily 2) add more practical component to the IDEV 2010 or IDEV 4500 and make it worth .25 more for the extra work.”

1.15 Study Abroad

“We need more options for study abroad.” Most students would like more options for ‘semester abroad’ because they have problems gaining the credits from exchange programs. For the Guatemala and India semesters abroad the Center for International Studies received 80 applications for 20 spots over the past two years. Students would also like more support for Letters of Permission (LOP’s). “We know there is no support for LOP’s because you are not paying tuition to the university, but these are important because there are not enough options for semesters abroad.” Some students applied to go abroad every year of their ID program and were never accepted, though they are graduating from the honours program this year. This is one of the most important elements of the program for many students and some are very disappointed to be graduating this year without ever having gone abroad.

**Suggested solution:** Some students also felt the CIDS program should be a 4.5 or 5 year program with a mandatory study abroad period.

1.16 Problems entering graduate school

“Initially the interdisciplinary aspect of the program is misleading. It gave me the impression that I could enter any program for graduate studies and this is not true. In fact, I lack some courses in every area to enter graduate programs! We should be warned about this from the beginning.”

2.0 Core Curriculum

It was clear that students enjoyed many of their courses and it was difficult for them to separate their comments on course content and on professors since “a professor can make a break a course.” However, all students agreed “the core is very important because it unites the ID students but that not all the courses that are currently part of the core are worthy of being part of the core,” regardless of who teaches them!

2.1 One option in the Core is not a good selection.

Choose 1 of:

- ANTH 2160 Social Anthropology
- REXT 4020 Rural Extension in Change and Development
- SOC 2080 Rural Sociology

“Both ANTH 2160 and SOC 2080 are repeats of ANTH 1150 and the other choice is a fourth year choice! It is a very strange little section of choices.”
2.2 Needs more focus on Gender and Development – The students in every AOE mentioned that they would prefer more courses in the core that look at gender as it is related to development issues. Students feel that many of the courses offered in the Women’s Studies program do not link gender with development issues per se and they all feel that it is an important area. Some students also said that ‘gender’ analyses should be a component of every AOE and/or every class, not something that is treated separately, in it’s own AOE.

2.3 Need more History Courses in the Core
“HIST 1150: 20th Century Global History: is a great class and should be part of the core.” “It is much more important than ANTH 1150: Anthropology.” “We need to know important dates, details about the Second World War and the movement of people so we can understand why we have a North and a South and why we have poverty. Not enough people know these things.” “We need at least one history course as part of the core – especially since the new AOE is Historical Perspectives.”

2.4 Need a philosophy course in the core
“The program is lacking courses on ethics and development. The course should focus on religion and morality.” “In general we need more human and cultural courses. In fact, Human and Culture would be a good new AOE perhaps instead of GAD.” “Need courses on human rights, ethics and development and religion, theology. It could be called “Philosophy of development” or “Development Theology.”

2.5 Needs more focus on “Canada’s Role in Development”
“What is Canada doing in development?” “What is Canada’s approach?” ”What about poverty in Canada?” “Can we do things to help here too?” “Need this way before 4th year.” “There is a professor at U of T that teaches this and it’s supposed to be very good – maybe we could get him to teach it here too.”

2.6 *POLS 1500: World Politics should be part of the core:
“Is a fantastic class – and very important. This should be a required course for all ID students.”

2.7 Economics courses generally: “ID student tend not to agree with economic policies.” “Most of the Economics department at the U of G is very conservative. It would be great to see them hire a more radical economist to teach the economics of development courses.”

2.8 ECON 2100: Economic Growth and Environmental Quality:
“Is a fantastic course that should be part of core. But again, it all comes down to who is teaching it!”

2.9 GEOG 1220: Human Impact on the Environment is a great class and should be part of the core. (Instead of SOC 2080 or ANTH 2160) “It really ties things together – it is an ID course, about development and it’s so good.” “This
course ties environmental changes to economics and people. It makes us realize why economic principles are useful in ID studies.”

2.10  **HIST 1150 20th Century Global History (should be part of the core!!)**

2.11  **REXT 3000: Program Development and Evaluation**
“is fantastic, the only practical/applicable element of the whole program.” “It should be part of core.”

2.12  **AGEC 4210: World Agriculture and Economic Development**
“is fantastic and not well known by students. It should be part of the core.”

2.13  **SOAN 3680: Development/Underdevelopment** “is a great class.” “This should be part of the core for ID students.”

2.14  **SOAN 2120: Introductory Methods** – This used to be part of the Core and many students feel that a research methods course should always be part of the core. They feel it is essential for students who want to do practical, hands-on research as most ID students do. However, there are some serious concerns with the different professors’ teaching styles in this course. Some students found it a very difficult course, “heavy in statistics” and others found it a “bird course” depending on the professor. Some said they couldn’t understand anything the professor was saying. There seems to be no consistency in the way the course was taught. (*LC: Having TA’d this course 3 times myself; I can vouch for the student complaints in this area. There does not seem to be any consistency in the way this course is taught.*)

2.15  **“What is ID?”** “This is never addressed and needs to be dealt with immediately in the Core Curriculum and in first or second year.”

2.16  **IDEV 2010** Many students loved this course, or at least some aspects of the course and found the presentations very interesting. However, generally students feel that they need an introduction to development studies before they begin to hear professor presentations. Some of the student comments were: “The seminars are the best part of this course, but all the presentations can be too much – there are too many and not enough theory linking them to development.” “It is confusing. It is too broad.” “The class does not make any connections to what we are really studying.” Some of the fourth year students, when thinking back on this class also said thing like: “The professors are not trying to connect their presentations to what we are studying, they’re just presenting their work and ‘themselves.’” “It’s more like Profs are selling themselves in this course and maybe they succeed in getting us to take some of their classes but that’s it, otherwise I don’t see how it’s applicable.” “The professors use this class to gloat about their own research without linking it to lessons that we can learn from.” “Not practical enough.” “It is professor research and most of us don’t want to continue until we are professors, so how does this relate to what we will actually do with our degrees?”

**Suggested Solution(s):** 1) **** Need to take POLS 2080: Development and
Underdevelopment prior to taking IDEV 2010 or you don’t understand it. This should be a prerequisite for IDEV 2010. *(The divide between the students who have taken POLS 2080 and those who have not was clear – those have not taken POLS 2080 did not like IDEV 2010 – they found it intimidating and confusing!)* 2) “Maybe half the class could be presentations with more of the presentations done by people with ID degrees, to see what they are actually doing with the degree, and more MA students and then the rest could be more practical including proposal writing, which we never learned in the whole degree.” 3) “We need more focus on possibilities for us when we graduate and more of a chance to discuss problems and things we don’t understand about international development.” 4) “Need some more practical, non-academic presentations. A suggestion is: The manager of community development (former mayor) in the City of Guelph. She is fantastic. She talks about participatory budgeting and has taken a model from Brazil. It is an excellent example of the North learning from the South – we hardly ever see that.” 5) “It would be better to have a first year course that introduces these concepts and then in second year divide the course into the 6 themes and have a prof. from each department introduce each AOE and it’s role in development so we can make an educated choice about which AOE is most appropriate and how it will affect our approach to development issues.”

2.17 IDEV 4500 There are no complaints about this course, generally students say it “is fantastic.” In fact, they like it so much that they say “these ideas should be taught in first year, not fourth!” “This is the most practical course we’ve taken – it’s too bad we had to wait until our fourth year to take it.” They like that it is “limited to ID students so we can bounce ideas off one another, get to know one another.” “The class generates great discussions.” “We needed this kind of class earlier on.” “Everyone loved the assignment where we go and interview 4 people outside of the university who are working in development and learn how they got there.”

*Suggested Solution(s):* “A practical co-op component could be built into this course to make it 1.0 credits so we don’t have to make up .25 credits somewhere else.”

2.18 Need an IDEV course in 1st year: “The link between different disciplines is especially hard in the first year.” “We need an IDEV course to help us sort through all this.” “In an IDEV course professors could teach us about reading/independent study courses, study abroad options etc.” Questions that should be addressed in a first year course: (some of these they are addressing now in 4th year, but it needs to be much earlier in the program):

1) What is an interdisciplinary degree?
2) What is development?
3) Why is it important that we consult with the community?
4) What are my options in this program? Make it clear that you can make substitutions and that you can go abroad? “You can do a lot more with the degree than is made explicit in the beginning.”
5) A brief introduction to each AOE. For us it is too hard to choose so we end up taking courses all over the place trying to choose and then in the end we are not focused in anything.
2.19 To do with IDEV 3010: All the students are ecstatic about the new 3rd year course. “It’s great that they will have a 3rd year IDEV course, one is needed every single year.” However, the current direction of the course (as they presumed from the title in the current calendar) did not appeal to any of the students. They said: “We have heard enough ‘case studies.’” They saw this as a lost opportunity to address some of the other student concerns about more practical course content lacking in the program. Some suggestions for course content:

1) Proposal Writing: “Should teach us about proposal writing, that’s something that I never learned in my entire degree and it’s so important to finding a job in development”

2) Co-op Component or Volunteer component with local organizations: “Perhaps could include a more practical part, like volunteer work with a local organization.”

3) Current Issues in Development: “Should include lectures/discussions on current issues and in particular Canada’s current approach to development.” “We need more information on current development issues at home and abroad.”

4) Address the questions: What is International Development?, Who is giving the funding for International Development and why?

5) “It should be more like, what’s his name, oh yeah, Fred Ever’s course on making profiles and preparing to enter the work force as an ID student.”

6) “Could make it a project class and each student has to write a proposal and a budget and go out and do some kind of project/volunteer, research etc. and learn from it.”

3.0 Areas of Emphasis (AOE)

3.1 Latin American Studies (LAS) – Generally LAS students feel that their program has too strong an emphasis on literature and language and too little an emphasis on ‘development’ in Latin America. They call for more courses in Geography, History, Culture and Current Issues in Latin America. As well, they feel that because the courses applicable to their AOE are limited, you have to decide that you are an LAS student before you begin the degree at Guelph or you will never choose LAS because in first year if you miss some of the language courses that are prerequisites for upper level courses you can not continue in the LAS area.

Needs more emphasis on culture: There are no classes in LAS on current issues in Latin America – it’s all theory or history.”

Needs more emphasis on Latin American Geography: Students often said that the LAS area is more like an Arts and Language degree rather than an interdisciplinary degree because all the classes that focus on Latin America are in those fields. They would prefer some more biophysical and geography courses focusing on Latin America.

HIST 2920 and POLS 3080 should be compulsory courses: In the new calendar (2005-06) a student can choose 2 of: HIST 2920, POLS 3080, SPAN 2990 and SPAN 3080,
which means that they could avoid HIST 2920 and POLS 3080 altogether, and the students felt that this would make the degree a literature and language degree rather than a CIDS degree. “These classes are essential classes. They are the only classes that talk about Latin American politics and history specifically” “We need more of these classes, with culture and geographical focuses, but student MUST take at least these two.”

**HIST 2920: Republican Latin America** – ‘needs to be required as it was in the old curriculum – it is fundamental to understanding development in Latin America. Now it is only an option – should be made required again.”

**Lacking classes on current issues/development issues in Latin America:** ie: Native rights, current political changes, women’s/gender issues. “Too much on colonialism!”

**Need more oral language component in the Spanish courses** – Some liked the teaching structure and others did not, but they all agreed that they needed more focus on the oral language. Whether or not a student likes the Spanish classes depends a lot on the balance of students in the class – whether or not they are already familiar with the Spanish language. The differences in Spanish abilities among students can make the class challenging. For many students in other AOE, the prevalence of native Spanish speakers in the Spanish language courses turned them off the LAS AOE because they felt intimidated and uncomfortable in the Spanish classes.

**Lack of 4th year Spanish language course options:** Students, especially non-native speakers, would like more options for oral language courses at the fourth year level. SPAN 4500 and 4520: Spanish Translation and Composition I and II are too difficult for many students. However, after completing the third year courses in Spanish they do not feel they are ready to hold a conversation in Spanish.

**Courses not offered regularly enough:** Students get caught without the prerequisite for a Spanish language course that they missed in their first semester of their first year and it is not offered again until the second semester of their second year – which puts them behind. Some students even took the year off of school because their degree was extended by a year by not having the prerequisite to take the next level Spanish course. “You can miss all the good courses because they are not regular enough.” Students emphasized the need for more direction in their first year for planning which courses they need to take so they don’t miss any prerequisites. LAS students also said that you have to decide you are in the LAS area already in first year if you want to catch all the prerequisites for the courses you need at the upper levels, so this deters many students from entering the LAS area in their second year.

### 3.2 Rural Agriculture and Development (RAD)

These students feel particularly lost in their program since they do not associate with any particular department. Unlike the PEAC students, “who all seem to know one another” and “all have relationships with Political Science professors” or BED students “who are associated with the Geography department,” “we have no one to go to.” Most
of the students in RAD had no idea who else was in the RAD area – many were meeting for the first time in this focus group!

They also feel they need a lot more guidance in structuring their degrees. Many felt that they should have focused on one of either more physical agricultural stream or a more human agricultural stream and by not focusing they feel their degree is too broad and they do not feel prepared to work in rural community development nor agricultural research. “Someone should explain these two foci to us in first year so we can begin to focus in one direction and make a meaningful degree.”

**Unfocused, confused, feel lost, feel unsupported, program is unstructured:** “There is no connection between courses.” “Courses do not build on one another.” “Other AOE such as Political Science and Biophysical can associate with their respective departments (Political Science and Geography in these examples) but RAD is on it’s own. We don’t take classes with the Aggies, we don’t associate with any department.”

**Students are not prepared for SOIL 2010: Soil Science** “Because there is no connection between courses, courses like SOIL 2010: Soil Science seem just thrown in there with no preparation and no follow-up courses.” “I felt totally unprepared for SOIL 2010 and hated it – but I would really like to have taken more courses in that subject area and more agricultural courses.” “There was no practical component to this course – it was very difficult to understand and relate to what we might actually do in the field.” “I see no value in [SOIL 2010] course at all.” “GEOG 3480: GIS is in the same boat – it was thrown in there with insufficient prerequisites and no follow-up.”

**Result:** Students made a lot of substitutions – this option needs to be clearer from the start of the program: “I made the program work for me, but it was a lot of work, I made a lot of course substitutions.” “The possibility for substitutions needs to be clear in the first year if the curriculum is going to stay the same, so that students know that they can change the program to make it suit their interests, whether they be more social or more agricultural/biophysical.”

**Suggested Solution(s):** Students were divided on solutions:

A) **To get rid of all science/agriculture courses:** “These courses and economics courses represent my worst marks. I took this program because of the social science focus and then I felt forced to take courses like GIS and Soil Science. I do not want to work in agriculture and do not have an agriculture background. I want to work in rural community development and I don’t feel the science courses are at all related to what I want to do.”

B) **To give more options for Agriculture courses in OAC and Science courses to build up to SOIL 2010 and GEOG 3480 and follow-up on them.** “I feel that I came out of this degree with no ‘particular’ skills. I still could not do any work in Soil Science because I only took that one class and I didn’t feel that it taught me much. We also need more practical courses in the
sciences, more hands-on – so I could practice what I learned. I entered this program wanting to work on Agricultural research from a development perspective. We can’t even take Agricultural courses. There was no opportunity for this in this program.”

**AGEC 4210**: “Is a great class. It bridges the gap between economic policy and agriculture.” “This class should be compulsory for our stream.”

### 3.3 Political Economy and Administrative Change (PEAC)

Students in this AOE were the most content with their degree. They seemed confident and happy with their studies. Unlike other AOE they did not complain about feeling like they had nowhere to go, or that they didn’t know what they could do with their degrees etc. They felt supported by the Political Science department. In general the vibe was much better from these student than any of the other AOE.

**Why PEAC??** “WMST 1000 turned me right off of GAD.” “In LAS many of the students already spoke some Spanish which made me feel behind right away.” “ECON – well, no one likes that.” “PEAC has the most probability for being applicable in a number of different kinds of development studies.” “We are learning things that are very applicable to every development issue.” “I would have taken a health, culture and well-being focus had there been one.”

**POLS 2000**: Political Theory is not relevant – Students feel should this course be removed from the PEAC AOE as it is not relevant to development studies.

**Need regional based CONFLICT classes:** “conflict classes… are really interesting and show that many different themes (aspect of interdisciplinarity) come into conflict studies – which is very important. We need more options for taking these courses.”

Great that the option for study abroad is now recognized as part of core (new curriculum) – makes it seem more encouraged, more valued.

### 3.4 Biophysical Environment and Development (BED)

**Why BED?** Common quote: “Environmental changes will affect everyone and everything in development therefore it is all-encompassing and the most important AOE, but with this program we didn’t come out with the skills in environmental science that we need to affect change in this area. Therefore, we will all likely end up working like sociologists on the more human/cultural side of development – so then sometimes we think it’s too bad that we don’t have a degree that says we are anthropologists/sociologists. The title of our degree is misleading for our skills.”

The challenges for students in this AOE reflect those of the students in the RAD area. The students feel lost in their degree. They feel unguided. Some of them entered
intending to do something more environmental science related and found that they
didn’t end up with enough skills in any particular area to work in environmental
science. Others felt that this would be a human geography program because it is a
BA degree. These students feel that the more scientific courses were too difficult and
thrown in there without proper prerequisites. Overall the students feel the program
has to be divided into two separate AOE’s one focusing more on Environmental
Science and Development and the other on Human Geography and Development.

Unlike the LAS students who all came to Guelph knowing that they wanted to
study ID in the LAS area, none of these BED students in these focus groups experienced
1 nor 2nd year in the ID program since they all transferred into it at the end of their second
year, realizing that they wanted to incorporate more international/global work skills into
their science/geography skills. However, they said that the fact that they were all able to
substitute all of their other courses from their first two years into the CIDS degree is a
problem – it indicates that there is no direction to the CIDS degree. They all would have
preferred advice as to which courses taken ‘together’ would help them to graduate with a
directed degree with useful, well-developed skills in certain areas. In hindsight, many
would have preferred to take an extra year or two of classes than to substitute everything
and end up with a degree they feel is “broad and undirected.”

**Too much breadth and not enough depth. Students get very lost.** “I feel like I’m a
Geography student, not a CIDS student. I don’t even know the other students in my
program.” “I have no idea what I can do with this degree. I feel that I have learned a
very little bit about many things and have no skills in anything in particular. For instance,
with one course in soil science I couldn’t say that I have the skills to test different
soils/soil quality, and with one course in GIS I don’t have any skills in that either.” “This
degree left us unqualified to do anything in particular.” “It is more an academic pursuit
than a practical degree. “I really enjoyed my classes and the whole program, but, . . .
You know what an economist does, but what does an International Development graduate
do? What are we?”

An example one student gave: “I applied for a job on a wind farm last summer. It was a
simple job but I was nixed because I was a BA student with mostly ‘social skills’ and
they said they wanted someone with geography skills but then again, I’m not a
sociologist either – so what am I?” “This AOE really sits on the fence.”

**Suggested solution(s):** 1) ID students should be encouraged to: a) take a minor
to help focus their program, b) students need guidance to focus electives so they end up
with certain skills. 2) Need more course choices: “There are only 5 courses in our AOE
and 4/5 are continuous courses, so there are not enough.”

**Courses need to build on one another:** “Because we are taking many science courses,
they need to build on one another.”

**Suggested solution(s):** There should be more directed options ie: you could take x in
GIS which then must be followed by the 3rd and 4th year courses in GIS so that at the end
you have a degree in BED and specific skills in GIS related to development. Then, do
the same thing with soil science, and other skills. Otherwise we take one course in each of GIS and soil science and human geography and end up with no particular skills at all.”

No real connection in the program between GEOG courses and development:
“Many of the courses tend to be on Canada, not international, and because most of them are for Geog students, they do not link Geog and development.”

3.5 Economic Business Development (EBD)

Why EBD? – “It prepares students to work with corporate social responsibility.” “There is a big difference in the marketing and business classes between ID students and Business students because the business marketing students are action oriented – they only think about economics and what will make the business grow – they are go, go, go without stopping and ID students stop and think about the consequences of their actions and who they will affect in the long run.” “Corporate social responsibility is a growing field and will become more and more important in the future.”

Need more depth and less breadth - “It is so interdisciplinary that we can’t get a job afterwards because we have no skills in anything in particular.” “ID prepares you to volunteer, but not to work in development. We need more practical work related directly to development in the ID program”.

***** Can’t get into a Masters program in Economics because we lack the required courses. “To get into a Masters program in Economics we need three courses that we can not get in our AOE. They should be options in our AOE for those who are thinking of continuing. Many students transfer out of this stream when they realize that they couldn’t continue to study after this degree.” Three courses they need are: ECON 3600: Macro-economics in an Open Economy, ECON 3770: Mathematical Economics and Game Theory, ECON 4810: Advanced Macro-economic Theory.

Suggested solution(s): “If we had a few fewer core and AOE required courses that are repetitive we would have enough electives to take these other courses if we wanted to get into a Masters program in Economics.”

Need a course that teaches us to prepare for the foreign affairs exam

Need a course on “corporate social responsibility” – “this is the most essential part of our program. It is important that we have a course in this.”

Econ 4890: History of Economic Thought is not relevant to development studies– “Is unpractical and not appropriate for development students.” Most students feel that it should not be part of the EBD AOE.

3.6 Gender and Development (GAD)

Students felt that the GAD major was important. They were pleased that the name of the major had been changed from “Women in the Development Process” to “Gender and Development.” However, they still had certain concerns with the program. The primary
concern was with the quality of the courses early on in the program. They felt that many students are turned off of the GAD major after taking WMST 1000: Introduction to Women's Studies. It was clear they felt that this course needed to be improved. As well, they would like to see a more practical course that looks at the relationships between “Gender and Development” as the title suggests – and perhaps including a lecture on how students might apply the feminist (GAD) theories they learn in the program to the hands-on, practical work in development after they graduate. As well, there were concerns about there not being enough course selection, that discussion should be facilitated among students from both Women Studies and the GAD area of CIDS.

Students who had once thought about entering GAD and then decided on another AOE often said things like: “A human/cultural focus with an emphasis on Women would be much better than women’s studies.” “I had wanted women’s studies and I still feel that I lean towards that theme but the program as it is does not really address development issues and women – there are too few courses that are about development and how other aspects of development affect gender and gender considerations.”

Weak link between feminist theory and development theory. Students felt that the role of feminist theory in development came across as “tokenistic”. They felt it would be better to look at different development issues from a ‘gender and development’ perspective, rather than simply including ‘women’ as a part of every development issue that is approached from a ‘development and environment’ or ‘anthropological’ focus. Furthermore, they learned more about the Western feminist theory than alternate feminist perspectives and they felt this was insufficient for a student interested in development.

Not enough gender courses to choose from. Students said that there were many gender courses offered in the “Women Studies” program, but not enough of them were available to CIDS students. Would also like to find a way to facilitate further conversation/discussion with Women Studies students since they have many interests in common.

The first year “Women Studies” course is NOT GOOD! It is too theoretical, too general and boring for students. Furthermore, it did not link gender and development at all and, for first year students interested first and foremost in development (with a gender focus), this turned them off of GAD as a major. One participant described the course as “horrid!” Many of the participants said that their friends had dropped out of the gender stream after taking that course. They suggested that this course be strengthened – for the sake of both Women Studies and CIDS students.

Lack of succession/growth and continuity from one gender/CIDS course to another. That the courses available to CIDS students in GAD do not build on one another.

Still too much focus on ‘women’ and not enough on ‘gender’. Two students felt that, despite of the change in the title from “Women and Development” to “Gender and Development” in the GAD major, the program content had not changed – that the focus was still too much on ‘women’ and not enough of a focus on ‘transgender persons’ etc.
Program needs to bring the different interdisciplinary perspectives together better. Like almost all other AOE, the GAD students said that although they enjoy the interdisciplinary nature of the CIDS programme, they found it hard to bring together the interdisciplinary courses in the GAD major. GAD students attribute this challenge to a “lack of focus on the relationship between gender from different perspectives and development.”

Would like to see co-op or exchanges as part of the CIDS undergraduate requirements. One student felt that the quality of her education was enhanced by a co-op position in Nicaragua and courses taken at the University of Manitoba. She would like to see every student do something like that.

GAD and CIDS program focus is more from an anthropological perspective than a GAD perspective and the students feel that it should have a stronger focus on feminist theory rather than anthropological theory. Suggested that the title of the major be changed from GAD to Gender and Anthropology so it was less misleading. They see a problem with this because they find anthropology less pro-active and less interested in ‘development work’ than CIDS students generally are. Furthermore, they see problems with anthropological theory and how it relates to development. Prefer to see a GAD perspective than an anthropological perspective.

When asked why they did not switch to Women’s Studies, when they found the choice in GAD and CIDS so limiting, the students responded by saying: I) that they would switch, but they had invested time in development and did not want to lose more time by switching programs and making up for missed courses. II) That they are mostly interested in development, not just women’s studies and would like to look at development from a feminist perspective and you do not get that in the Women Studies program. III) They like the holistic, interdisciplinary aspect of the CIDS degrees.

Poor course schedule for GAD students. Some courses only offered every second winter term – students do not feel they can take a semester to go abroad because they will miss courses that they require that are only offered every second year.

Too much focus on Latin America and not enough options to learn about Africa or Asia.

3.7 Second year students

Most of the second year students seemed very excited about the program. They all really enjoyed the focus group and their main comment was: “We need way more things like this.” The time and space to give your opinions? “Well, no, not that, but places where we can get together with others in our program and learn from them.” These students spent most of the time during this focus group talking to each other – learning from each other about the substitutions they can make in their program, how they feel in certain courses, which courses are good and which ones they don’t suggest the others take,...
They comforted each other and all said that they felt relieved to meet other students in this focus group who feel confused about development and shy to discuss things in class etc.

**Primary concern: Students feel lost and unguided in their first year:** Especially in first year they don’t have any classes together and don’t understand what is going on. They really want to meet professors who they can speak to about development and the program. They also want to know in first year which students are thinking about global development issues so they can share ideas with them. “We need more opportunities for first year students to meet other students in ID and ID profs. (ie: through events such as ones hosted by the ID society or the ID introduction night in first year) and the events that do exist need to be better advertised.”

**A prof. can make or break a course** – ”so for that reason the core courses should be taught by professors who recognize themselves as being ID professors.” “The core should be central to the program, but many of the other courses that we take outside of the core are much better at integrating development issues and their AOE or department than the courses that are actually part of the core. Having our own department might solve some of that – but at the very least the courses required and to choose from in the core should be selected more carefully – should be more oriented to development and be taught by professors who are oriented that way themselves.”

**Seminar classes for first year students are fantastic – should be part of ID and should be opened up to students in other years or held for other years too.** “Coffee, Chocolate and Globalization was great. But it was not advertised enough – most ID students don’t even know about these classes and they are all about development.”

**IDEV 2010 – is a fantastic class.** The seminars really make the class. However, it should be offered in the fall, and it needs to address some of the program basics such as: Options for studies abroad, options for substitutions, different options for courses or direction within the different streams. **Need to take POLS 2080: Development and Underdevelopment prior to taking IDEV 2010 or you don’t understand it.** This should be a prerequisite for IDEV 2010.

**Economics courses are very difficult for students from a social science background.** “Some ECON profs make us feel like they resent us for using their research time. They seem so angry all the time. We are doomed to fail the courses because they don’t like us before we even enter.”

**Suggested solution(s):** 1) Students feel that it would be best if someone could teach an economics course that is more related to development and maybe less mathematical for ID students – “but then again, we feel good that we know it now that we’ve taken it and made it through it.” In other words, when they look back, most of the students don’t regret having taken Economic courses as part of this degree. 2) “The Small Learning Groups (SLG’s) need to be more promoted for ID students taking Economics classes – they are fantastic and really help.”
A small group of second year students are really struggling with ‘ethical issues in development.’ These few students seem to have taken certain courses that left them feeling angry and bitter about the University of Guelph and the ID program being “very Eurocentric.” These students said things like: “Things have to change politically in Canada (ie: cutting debt re-payment for countries because they have paid it over and over again) before we can do anything else in development and these issues are not being addressed” and “What is being taught at this university does not reflect the student body and many visible minority students feel this way; this is especially true of the ID program and in this program especially we need to know international perspectives/contributions.” When I pressed for examples of what sorts of “international perspectives” these students feel they are not getting the general response was “I don’t know any examples because they are never taught in any of my classes.” These opinions are not representative of the ID students but it does seem that the students that feel this way have this opinion as a result of certain relationships with specific professors or specific courses they have taken.

Conclusions

Overall, the CIDS students are pleased with the program at Guelph and very excited about many of their classes and professors. They recognize that they many development issues are difficult ones to understand and work through and for this reason they feel they need more support from their professors as they struggle through these. For this same reason they feel they need more opportunities to get to know and discuss these issues with fellow students and more opportunities to get some practical experience with people who are working in the development field, whether at home in Canada or abroad.

Students also really appreciated the opportunity these focus groups presented, not only to voice their comments, frustrations and elations with the CIDS program, but also to meet others in the program and get to know them a little better. They all asked for more opportunities to work together to improve the CIDS program. Some of their suggestions for ongoing evaluative tools were: E-mail surveys, online surveys, questionnaires available through the ID society, an ongoing questionnaire that is given to ID programs in different universities across Canada so we can compare different programs, the comments from IDEV 4500 should to be summarized and used as part of a program evaluation (“this course is all about program evaluation, but someone should put those results to use” and “who is using the results [from IDEV 4500], where do they go?”), an additional questionnaire handed out with the course evaluations each year, the ID society could have an ongoing and responsive survey (ie: so students can respond to other students’ comments). As well, CIDS students request that the results to any evaluation be make available to them either online or through the ID society so they can see what other students have said and add to it as they feel needed. In particular they would like to know past student comments on specific courses and professors to help inform their own course selection.
Appendix F: Summary of information from CIDS alumni survey January 03/06

Goals:
1) To gather information on what CIDS alumni (who graduated before 2003) have done since they graduated from the CIDS program at Guelph.
2) To gain insight into CIDS alumni perceptions of the CIDS program now that they have had time to reflect on it.
3) To remind alumni of the services the CIDS program and the University of Guelph offer to their alumni.

Emails sent: 106 students who graduated between 1996 and 2002 (to every student we had a current email address for)

Emails that bounced back: 12

Responses received: 25

Has worked or is working in development: 16/24
Currently students (doing a MA, a PhD, in Law School, or Teachers College): 4/24
With postgraduate studies (MA, a PhD, in Law School, or Teachers College): 14/24

What do Guelph alumni have to say about the CIDS program at Guelph?

Following are responses as received during the 2004-2005 year from known alumni to the question “Reflecting on your degree at Guelph: i) Has the program been useful to you? If so, which aspects of the program were most useful? ii) Could we have done something different or more for you and, if so what?”

(i) Has the program been useful to you? If so, which aspects of the program were most useful?

The program at Guelph has been very useful as it gave me the background I needed to understand global issues. Moreover, it helped me with my writing, analyzing and researching. I hated taking so many economic classes however, in retrospect I appreciate what I learned in these classes as they gave me a well-rounded education along with the history, geography, and politic classes.

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Guelph rocked! i loved the india program and maybe i would love love love to be the professor leading it!

The whole Guelph program was very useful. Much better than the DAL or SMU undergrad programs. and maybe even better than the Trent program too. I suggest that every student still should take the economic requirements, even though everyone hates...
them. Anita really is the glue that held it all together. Don't ever lose her, she is still so helpful. Sally Humphries was an amazing prof for 1st year anthro. Thank you, Sally, I still remember your lectures 7 years later. the 4th year seminar is great –

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i loved being at guelph and would have gone back for grad work if i wasn't tired of the smallness of the city. I think change is good and is has been nice to compare GUelph to other schools, i still recommend guelph to anyone entering university. keep up the great work!! yes it was useful, i think the broad strokes of economics, politics, sociology, etc. very useful.

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I FOUND THE DEGREE TO BE VERY USEFUL FOR LEGAL STUDIES. I HAD A BROAD BASE OF KNOWLEDGE TO DRAW ON, AND FEEL UNIQUE AT LAW SCHOOL FOR HAVING BEEN EXPOSED TO AN APPROACH TO PEDAGOGY THAT WAS FOCUSED ON GLOBAL SOCIAL/POLITICAL/ECONOMIC TRENDS. THE INTERDISCIPLINARY ASPECT OF THE DEGREE MAKES FOR A VERY KINETIC UNDERSTANDING OF PROBLEMS LATER ON.

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Of course, it is difficult to grade the usefulness of singular parts of such a multi-faceted program as ID. If pushed, I would say that ID's emphasis on a holistic, multi-disciplinary view, while trying to integrate the specificness or narrowness of one's chosen field, was most useful in my continuing studies and my chosen career path.

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I graduated from the CIDS program in 1998. My experience at U of G and in the CIDS program was very valuable. Although I did not continue to work in the area of International Development beyond graduation, I feel the multi-disciplinary approach of the CIDS program gave me a very well rounded education and exposed me to certain areas of study that I wouldn't have otherwise undertaken, primarily economics, which I discovered I enjoyed a great deal. I would recommend that the program continue to encourage students to take courses from a wide variety of the social sciences, sciences, and humanities. While at Guelph I participated in two studies abroad and an international field trip. I can't find the words to express how greatly these experiences enriched my life and career. At the time it was difficult to get approval for the many substitutions needed when one does more than one study abroad, but the effort was more than worth it. CIDS was one of the few programs in which you could do a study abroad and not be set back in terms of graduating on time. I hope CIDS continues to support students in these types of endeavours.

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courses. I found my anthropology/devt course with Sally V rewarding, Belinda Leach class on gender and development brilliant (racism was addressed there), and Woodrow Polecon v useful and relevant post-graduating. Munford Black history and pre-colonial African history were also v good.

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I loved the program at Guelph. The Inter-disciplinary thing is excellent. You can learn about so many different fields with one degree. That is just great. Who would have know I had such a fascination with economics if I hadn't been forced to take a few courses?

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As for my degree at Guelph, that is where I first started to really learn about participatory approaches and the importance of inclusion of all stakeholders. We learn a lot about past experiences and what hasn't worked in the past, and that made me really interested in learning about how to make things work. When I was in Kenya, all the aspects of the project that I was involved in constantly reminded me of what we had learned about (especially why things don't work sometimes) but I got to see it hands on, and really learn some of the reasons and push factors behind why projects get implemented in particular ways (donor pressure is a big one!). So a lot of what I learned has been the background to what I have seen, giving me a point of reference, but now being able to really see it in action. Along with learning about the theory and past experiences in development, which was useful, going to study overseas (Guatemala) was also great. I think everyone in the development stream should do that at some point, even to give you a leg up when you are applying for jobs or internships after you are done.

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To begin I'd like to point out that I absolutely loved my ID experience at UofG and often recommend the program and school to others!

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I thought the CIDS programme was a great undergraduate programme. I developed a broader perspective and felt informed about many facets of economics, politics, agriculture, geography and sociology apart from development issues.

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The program was useful in introducing me to the myriad of issues and approaches to international development. It exposed me in particular to viewpoints that were critical of mainstream approaches to development. This has proven useful in comparing and contrasting with mainstream market-based approaches and understanding the rationale
and reason for more comprehensive and nuanced approaches. In general, I feel the program built my capacity to analyze and think critically.

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The background that I received at Guelph was very helpful, and allowed me to walk into the 2nd year of the MA program at St Marys. I utilized some of my experiences/insights from my exchange in writing my thesis in Ghana. I would like to see some sort of exchange or cross-cultural experience mandatory, as I learnt so much from living in Africa and from putting to good use the theory I learnt at Guelph. What have I taken most from CIDS, I appreciate more and more the broad base of subjects I took at Guelph, preparing to discuss a wide variety of subject matter. Also, the international experience, which I already mentioned, has been invaluable to me.

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Yes, definitely. The interdisciplinary aspect was useful in providing a broad understanding of economics, sociology, politics etc etc.

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I feel the program was useful in that the courses offered a good range of variety of topics and perspectives. I liked that we could focus on a particular aspect of development, and since my interest was agriculture and rural dev., it was much more rewarding to have those courses available.

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The economic courses were key in providing an important background to International and local development Electives taken including anthropology and women’s studies courses. Seminars with low numbers of students proved most effective The amount of choice that was given and areas to specialize within.

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So, off the top of my head, some things I liked about the program: I liked the interdisciplinary nature of it. Getting a wide variety of perspectives in a wide variety of fields was interesting, and prepares you for the ‘real world’. It helped develop critical thinking skills, as I learned to question and delve deeper into many issues. I think it’s unfortunate, but social sciences are still under-valued. They help develop well-rounded, ‘worldly’ skills and ways of looking at the world that are much ‘bigger’. And ID in particular provides that. I found I got just as much out of the program from the conversations I had with my peers as I did from my classes. ID seems to attract an interesting, open minded group of students, with lots of interesting stories and diverse perspectives. Although in terms of diversity of students, it was still not all that diverse when i was there.
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Yes, the program was very useful. I was seeking and found a program that was broad, multi-disciplinary, and would help me learn about and question the environmental & social issues that interested me. I was not looking for a program that would prepare me for a specific career, but rather let me explore. (I think it's important for young people to explore like this, rather than getting on a career track too young out of a sense of social obligation!).

I was able to do a semester abroad (in Bombay, at SNDT Women's University) - this travel experience was a changing experience in my life. I stayed in India longer than the one semester and got to travel and made good connections with friends there. I got to meet Indian academics and activists and became interested in how Canadians could support these efforts, rather than 'doing development' for others. The first hand contact with a very different culture than my own affected me greatly.

I was also able to choose courses that interested me within the framework of the ID program; I needed the program to be flexible and it was. (Though I also pushed the envelop a little bit, requesting course substitutions.)

The program was useful to me for all of these reasons. I especially loved my last year, when I had several seminar courses and was able to choose very challenging topics that really meant something to me, and investigate them (e.g. What role does race play in the minds of white women in the development field; How can non-native people support the efforts of native people for their rights...).

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Opened some doors for me in the international development industry. The fourth year seminar was probably most useful in that we examined the major lending institutions and donors in specific detail. I knew a lot about CIDA upon graduation – made it easier to research. Have not used my economics background that much – but didn’t expect to unless I considered doing a Masters Degree.

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I was lucky enough to have a year with the Trent in Ghana program. This was a great experience as it gave me a practical understanding of what "development" work is.

(ii) Could we have done something different or more for you and, if so what?

I was lucky enough to have a year with the Trent in Ghana program. This was a great experience as it gave me a practical understanding of what "development" work is. I feel that Guelph needs to incorporate this in their ID program. I felt that there was little to no real explanation of what it means to be in development. What is really needed is a class that teaches subjects such as how to write grant proposals, how to look for funding, the dynamics of NGOs in the field, participatory methodologies, and Result Base
Management. The ID program at Guelph would be a million times superior if they offered this.

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Also, a 2nd language should be required - at least 2 years of it. the women's study class is awesome and essential. I would have liked to see a more cohesive department - get department space!! it would be nice to see more development theory at the 3rd level and practice

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curriculum wise, i think more needs to be done to introduce discussion and critical analysis of racism in development. And 'development' issues and poverty (and gender equality), in canada, and the north more generally needs to be addressed. I would look to OISE sociology and equity studies for guidance on anti-oppression coursework.

my understanding of post-colonialism, etc. came from taking literature courses at guelph (with a v strong lit program). if the course continues to be interdisciplinary, without its own core dept, i would suggest canadian post-colonial and/or international post-colonial lit courses being core element. it shoudl also be part of the core curriculum courses. i left guelph jaded about development as a racket and exporter of neoliberalism. if a critical analysis had been incorporated to a fuller extent, i may not have felt this way. i was confident about joanna's politics, and that is why I began work in development again. think more needs to be incorporated on feminist macroeconomic analysis in mainstream studies (e.g. diane elson, nilufer cagatay, caren grown, international gender and trade network). especially in devt economics core courses. i found my anthropology/devt course with sally v rewarding, belinda leach class on gender and development brilliant (racism was addressed there), and woodrow polecon v useful and relevant post-graduating. munford black history and pre-colonial african history were also v good. i think i've been relatively successful in securing interesting and exciting work - and that has a great deal to do with mentoring. might be worthwhile exploring what opportunities there are for this with professionals, professors, etc. i think they can be hit and miss, if both sides aren't committed, then a lot of effort, with little outcome, but when it works, it works well!

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MAKING AN INTERNSHIP OR OVERSEAS COMPONENT MANDATORY WOULD BE GREAT. BUT UNDERSTANDABLY FINANCIAL CONSTRAINTS ARE AN ISSUE, AS WELL AS THE PROBLEM OF VOLUNTEERING FOR A SHORT TERM BEING BURDENSOME/A RESOURCE DRAIN ON SMALL NGOS.

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While I was fortunate to travel and work abroad during my undergraduate degree, the possibility of a co-op program (similar to what was then offered (and may still be offered) at the University of Toronto) would have been very beneficial. I also feel that the writing requirements of the program were not overly vigorous--for example, in the second year "introduction to international development" course, we were required to express our thoughts on various class topics in a journal style. While this may be one way to encourage brainstorming and reflection on a given topic, perhaps there should also have been a paper requirement, in which we would have been encouraged to study in-depth one of the class' topics, and to write in a reflective, yet academic manner. Finally, I feel that there was too much overlap in some of the courses. While I understand that overlap is likely to be unavoidable in a multi-disciplinary program such as ID, I also feel that an audit of the core courses should be taken (if this has not already occurred) in order to minimize this problem.

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What could be done differently? Well I felt when I was there that there was a lot of repetition. I know there was effort to reduce that, but I hope this has been followed through. Second year and third year seemed to be a replication of each other, which you get tired of and doesn't push you to know new things. From my point of view, adding in some actual tools that can be used in the field would be very helpful. Some of the areas I would love to have learned about would be proposal writing (and actually having to put one together so you learn the elements), report writing, project design (helping students to think about what things would look like on the ground) and tools for working with the community (PRA, community mapping, etc). This would all be helpful if it was more hands-on, and students actually had to try them out instead of just reading what they are about. There are lots of resources in Canada of people who do this all the time, and they could be brought in as guest speakers or something.

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At the same time, a CIDS degree is limiting, in that you only have partial knowledge of each of the above-mentioned subjects. You're not really "qualified" in any specific area. I don't feel I had the skills to work directly out of the programme. It depends what you want to pursue afterwards. For me the degree was a great background for a master's in planning. I changed my focus to domestic studies, but appreciate the knowledge and analytical skills I developed in the CIDS programme.

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I felt the program could have been a little more focused and could have emphasized successful approaches to international development rather than concentrating only on critical analysis of past and present shortcomings. Overall, the program left me feeling un-motivated and cynical. This is a common problem with the field in general, and I'm not suggesting that it is the fault of the program. However, more could be done to build-in success stories and emphasize positive approaches to international development.
One thing I would have done differently, which has already been changed, would be to have taken more economics courses. I did the political and administrative stream, and should have switched to the political and economic stream, as it changed part way through my time at Guelph. I think this would have helped with job prospects. I also think it should be emphasized how competitive the field is, for example I needed an MA to get the internship I did in Germany.

This is difficult to answer, because anything I was lacking probably had more to do with my not taking advantage of services offered. I was pretty busy at the time, wrapping up the BAH in 3 years while working a fair bit. That said, I think a co-op program with not-for-profits would be useful. Graduates from programs with 5 years co-op style BA programs seem to have a decent advantage in the workplace, but even if co-ops were integrated into a 4 year program, I think it would be advantageous. Also, a PhD program in CIDS specifically would be great.

I was very disappointed in the content/teaching in my 4th year rural dev and rural soc type courses. After waiting so long it was disappointing to have these huge courses taking up the majority of my time and course-weight and to be frustrated and given very little support and direction in my topics of interest. Overall though, with the ID program and with the university community as a whole, I felt that if there was any topic or interest I wanted to pursue as an extracurricular activity or club, I had plenty of options and support for that. I would have preferred to see more rural development courses offered with a local/north american context, because I feel development principles are very much applicable here as well as overseas, but I suppose the ID program was designed with an International focus as opposed to exclusively a development focus.

Connect ID students through outside activities, cultural dissuasions, working groups, social justice committees, volunteer teams etc. ID students NEED to be applying what they are learning in the classroom. Strongly encourage ID students to do some of the learning abroad whether through accredited institutions or summer programs. Make a visit to Day Hall part of orientation. Get students acquainted with the resources on campus for them. I strongly believe the ID degree must include an aspect of anthropology and cultural studies. When I graduated, students were able to gain a degree in ID without having to take anthropology or sociology. I think these courses are essential to students who enter into this discipline. What does it say about ID if it is mandatory to take 5 economic courses but no anthropology? We need to emphasize the cultural and ‘human’ side of development just as much as the numbers. Get continual feedback from ID
students. Allow ID students to have a continual feedback loop of their experiences and an assessment of their expectations and needs. Send out emails to ID students asking them in August what they are looking forward to about the ID degree, what they expect, what they would like to get involved in etc. I personally felt very disconnected between what I was learning at Guelph and what I was applying in my everyday life. I think in a large way we need to change the structure of how we lecture/teach at the university level and this applies especially for ID. I continually got frustrated (and often felt like leaving university) because of how uncreative and undynamic the ID classes were set up. There needs to be a feeling of connection between when we are learning and how we are moving our knowledge into action. Spending nights memorizing material and then regurgitating it onto paper is an ineffective way to ‘learn’ about development, although I do understand the need for a solid grounding in theory. Move from theory to practice. Have final projects be participatory rather than test based. This could be achieved by having students apply their knowledge to projects in which they feel passionate about. For example, having students research and write to MP’s about development issues, attend conferences, start/join committees, volunteer for organizations in the Guelph community. Rather than a final exam, have students work towards a final project around an issue that they are passionate about. Have them research and then take action on that issue. Have them right a report about the actions they are taking etc. I strongly feel the biggest downfall of the ID Guelph program is the failure to capitalize on an incredibly passionate, creative, resources full and inspired student community. Very little is inspiring about memorizing and writing down lecture material. Tap into the student’s potential and use courses to move students into action that they want to take. This is essential for the program to be successful. I, along with many of my friends, felt very jaded and disappointed during my lectures.

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Many things may have changed since I graduated, but I do think there was some room for improvement in the program. I do feel like I didn’t get many real-world skills out of the program. Perhaps it was my emphasis - women in the development process - if I were to do it again I would chose differently. I also feel like the inter-disciplinary nature of the program gets lost as our courses are all the electives of the other disciplines. Strengthening the emphases - maybe having less, but stronger emphases - may help with this. Furthermore, courses that build leadership, communication, conflict resolution (so called ‘soft skills’) would do wonders in a social science degree. These are important skills that often get neglected.

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I think that I was very lucky, in that I received a warm response when I approached the department with my requests to change or substitute courses - this allowed me to really do the program i wanted. I know that not all students were able to have that kind of flexibility. I got the most out of the 2nd-year intro to ID course and the 4th year Seminar on Topics in ID course - i would have liked more courses that took a critical and interdisciplinary look at development. I really liked taking basic courses in many
disciplines - economics, geography, history especially, even though my emphasis was sociology (Women in Development). These courses gave me a sense of having a solid foundation, and the ability to use the language of these other disciplines. I would have liked to have met people working in international development in Canada; e.g. people coming into classes to talk about their work. This would have grounded the learning a bit more. I would also include people who are doing 'development' work in Canada, such as working against racism, helping immigrants integrate, first nations development, women's rights, supporting gay and lesbian-headed families, and so on. I have decided that my career path is very much about working in my home country to help further the cause of development, so I would have liked that perspective to be reflected. Co-op terms, a chance to get some work experience, would also have been great.

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I know that I verbalised this point upon numerous occasions at Guelph: Guelph needs to develop an International Development Co-operative Education program – similar to the one offered through the University of Toronto’s IDS program, if the program wants to really produce effective graduates. It is unfortunate that it is only at the Masters level that students are taken as seriously or able to advance within the industry. (That’s another thing: try to be more realistic about the language that is used in development – it is an industry, just like any other, perhaps with bigger budgets, and larger risks).
Appendix F: Sample Post-Graduation Trajectories

Graduation 1997-1998

David Morley
Area of Emphasis: Political Economy and Administrative Change

During his degree at Guelph David participated in the University’s Guatemala semester in which he added Spanish to his fluency in French. After graduation he worked in a business consultancy that increasingly focussed on adaptation to climate change policies and led to his employment as a climate change analyst at the Department of Foreign Affairs 2001-2002. This launched a career as a policy analyst first in the Privy Council Office (Intergovernmental Affairs and then the Cities Secretariat) and, since 2004, in the Infrastructure and Communities section of the Office of the Minister of State. David advises the Minister in a senior capacity on a variety of issues although his first passion and greatest expertise remains urban infrastructure.

Graduation 1998-1999

Ilona Chmiel
Area of Emphasis: Economic and Business Development

Following her BA at Guelph Ilona completed an MA in Economics from Queen’s University. This has led to work with the Infometrica consulting company in Ottawa and, since 2002, a staff position in the research department of the Chicago Public schools system.

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Patricia Moloney
Area of Emphasis: Rural and Agricultural Development

During her degree at Guelph Patti participated in two studies abroad and an International Field Trip. She graduated from the Rural Agriculture and Development area in 1998 and continued to work with development locally at the Brant Avenue Community in Guelph, coordinating their youth programs and concurrently worked to improve the University of Guelph CIDS webpage at the time. She then decided to return to school and completed a B.Ed in Outdoor and Experiential Education at Queen’s and upon graduation took a volunteer position at an alternative experiential school in Seattle, WA. Since then she has also completed an M.Ed in Counselling Psychology. In 2000 Patti began teaching Special Ed. to grades 4-8 at a school in Uxbridge, ON while also working together with Statistics Canada compiling and editing a book entitled, “New Frontiers of Research about Retirement and Other Later-Life Transitions” due for publication in early 2006. Although she was still teaching when we last spoke to Patti, in addition she was also running a small business called ‘Next, . . . ’ which provided career change, retirement
planning and business succession management counseling – which she was preparing the plans to make it her full-time career in the near future!

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Melanie O’Gorman
Area of Emphasis: Economics and Business Development

After graduation Melanie entered the MA in Economics at Queen’s University where she completed a thesis on the 1997 East Asian economic crisis. Subsequently Melanie won an Aga Khan fellowship which provided experience in the management of education programming. She is now approaching the end of a PhD in Economics at the University of Toronto; her dissertation examines several aspects of inequality in Africa and is partially supported by a research award from the Bank of Canada. Melanie has worked and researched in Pakistan and Tanzania, and has taught in a variety of courses at Queen’s, Toronto and Trent universities.

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Anna Stanley
Area of Emphasis: Biophysical Environment and Development

Anna moved quickly from the her undergraduate degree to the MA and then PhD in Geography at the University of Guelph. She has undertaken research on the gender impact of the proposed Chad-Cameroon pipeline, the social position of Maya women after the Guatemalan civil war and food insecurity among families returning to Guatemala. In 2003 she was appointed a founding scholar of the Pierre Elliott Trudeau Foundation. In 2005 Anna completed her PhD on nuclear fuel waste management in Canada (during which she was supported by a SSHRC Doctoral fellowship). She is now about to take up a post-doctoral position at Laval University.

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Sarah Van Exan
Area of Emphasis: Economics and Business Development

During her degree at Guelph Sarah participated in the University’s Guatemala semester and developed a strong interest in environmental economics. She subsequently entered the Masters program in Development Economics at Dalhousie University. By the time she completed that degree with a thesis on the distorting impact of subsidies to the Cape Breton coal industry Sarah had worked for UNICEF in Nova Scotia and for the International Institute for Sustainable Development based in Winnipeg. In the latter capacity she co-authored a paper for the Public Policy Forum on what economic theory and empirical evidence have to say about the competitiveness impacts of environmental policy and policy design issues. Currently she is a manager for the Ontario Ministry of Environment with responsibility for monitoring best practices in environmental
management in other jurisdictions and assessing implications for Ontario. She is an active member of the Pollution Prevention Resource Exchange and the Canadian Society for Ecological Economics.

Graduation 1999-2000

Wilma Hovius
Area of Emphasis: Rural and Agricultural Development

Wilma left Guelph for the McGill Law School where she completed the LLB and BCL degrees. Wilma articled with the federal Department of Justice, and has continued to work in the same department most recently focussing on access and privacy law issues in the Public Law Policy section.

Erin Leigh
Area of Emphasis: Women in the Development Process

Erin participated in a ‘Letter of Permission’ exchange to India during her degree at Guelph where she studied at SNDT Women’s University in Mumbai. Upon graduating from Guelph Erin took an intern position at Canadian political magazine called “THIS magazine.” The position at THIS afforded her the opportunity to learn more about communicating social justice messages. Erin was then hired on as a CIDA paid intern to work with Diva Women’s Rights International and a North-South Institute project looking at Gender and Economic Reform in Africa. Diva was put on hold, as the director moved organizations to the Association for Women’s Rights in Development (AWID), and Erin moved with her. In this internship Erin published several papers including “Fighting the anti-feminists: How did young leaders organize for progressive change at recent UN meetings?”, “How can we ensure diversity in our organizations?”, and “How can literature help advance women’s rights?”. As part of her CIDA internship Erin participated in 3-month internship to Ghana through the Third-World Network Africa. Upon the completion of her CIDA internship, her post became a permanent position where she worked as a programme assistant for 2.5 years. In autumn 2002, Erin began her MA in Gender and Development at the Institute of Development Studies in Brighton, UK. Since her graduation Erin has worked as a research assistant for a number of projects including a project with UNESCO on the 2003 global monitoring report on “Education for All”, and as an Editorial Assistant for the journal “Gender and Development” with Oxfam Great Britain. Today Erin is a Senior Project Officer with the UK Women’s Budget Group. In this position she works with an international tool – gender budgeting - to promote gender equality in resource allocation developed principally in the south, to look at gender equality in the UK. More recently, the group has begun a participatory research project with women living in poverty in the UK to explore their experiences, and ensure they are able to connect directly with policy-makers to present their experiences, and propose solutions.
Janine Lunn  
Area of Emphasis: Rural and Agricultural Development

Since her graduation from Guelph in the spring of 2000 from the Rural and Agricultural Development area, Janine has worked at Quarry Integrated Communications (Waterloo) in Client Services where she planned and executed marketing plans for several Canadian agricultural companies (agricultural pharmaceuticals and crop inputs). Following this she spent 4 months traveling and doing farm stays and work in rural Australia and New Zealand. Upon returning to Canada Janine worked with the Rural Secretariat (Federal Government) in Guelph, bringing together rural stakeholders in Southwestern Ontario to address regional rural needs, programs and plans to improve local communities and their access to federal and provincial government programs. She then took a position with the Ontario Rural Council (Guelph) planning and facilitating several workshops, forums and a major rural development conference. Currently (fall 2005) Janine is on maternity leave with her first child, Xavier, from a position with the Ontario Association of Community Futures Development Corporations (OACFDC), in St. Thomas Ontario, which is a federally funded program providing business financing and advice to rural entrepreneurs across Ontario. As a Communications Officer and Member Services Coordinator Janine works on internal and external marketing, conference planning and member services. She is also actively involved with several volunteer and community initiatives; she is a committee member with Communities in Bloom for the Municipality of Central Elgin, a leader and newsletter editor for Elgin County's 4H program, and a part-time pianist for several local churches and choirs.

Leigh Muething  
Area of Emphasis: PEAC

Since her graduation from the Political Economy and Administrative Change stream of the CIDDS degree in Spring 2000, Leigh worked as a Labourer Teacher with Frontier College. She worked on farms alongside migrant labourers and supported them in various ways including English language teaching and translation. From fall 2000 to December 2001 Leigh worked as an ecotourism and sustainable building researcher for in northern Ontario with MacLeod Farley and Associates, a community development consultancy firm. MacLeod Farley provides community development planning assistance and helps communities acquire funding for projects. In 2002 she moved to Ottawa and was hired as the Site Coordinator for the Ottawa Folk Festival. In this position she wrote contracts and coordinated hiring for security, food concessionaires, artisans and recycling pickup. She also supervised a team of site volunteers. From 2003 to 2005 Leigh taught English in Sendai, Japan. She now plans to apply for international internships in Latin America and then hopes to do a Masters related to refugees and/or humanitarian issues.
Graduation 2000-2001

Craig Kowalik
Area of Emphasis: Political Economy and Administrative Change

Craig graduated in the spring of 2001 from the Political Economy and Administrative Change area and has worked in development since his graduation. After graduating Craig traveled through Southeast Asia for 6 months, volunteering as an English teacher. Upon returning in 2002 he began working as a Program Officer for the Parliamentary Centre working on their development projects in Cambodia and China. The Parliamentary Centre, as they describe themselves on their website, “is a Canadian not-for-profit organization devoted to improving the effectiveness of representative assemblies and governance mechanisms in Canada and around the world.” Craig has since been promoted to as position as the Executive Assistant to the Executive Director and in this position he provides support to the overall strategic direction of the Parliamentary Centre and is working on developing the capacity of the Centre to operate in conflict-affected and post-conflict environments.

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Kirsty Pazek
Area of Emphasis: Economics and Business Development

After completing the Economics area of the ID degree Kirsty won a CIDA internship and then launched a successful career as communications officer for organizations committed to community economic development. To date, these organizations have included the Community Development Library in Dhaka, the South Asia Partnership Program (Ottawa), and the Community Economic Development Technical Assistance Program (Ottawa). She has also found time to work as a staff member for the Canadian International Model United Nations, Médecins Sans Frontières and CHUM Television. Since 2004 Kirsty has been Communications Co-ordinator for the Ontario Teacher’s Plan. In addition to her professional writing Kirsty has published a variety of personal pieces including “Gender and Security in the Chittagong Hill Tracts”, Peace Magazine, 2003.

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Tara Sastri
Area of Emphasis: Economic Business and Development

Tara graduated from the area of Economic Business and Development in 2001. After completing her law degree from Osgood at York University Tara for a time worked with street children in Kolkata India. She is now acquiring professional credentials in employment and labour law at the Toronto firm Tory, Tory etc. and plans to enter a
Masters or PHd program in law focusing on labour practices and legal standards internationally.

**Graduation 2001-2002**

Tara Denham  
Area of Emphasis: Rural Agriculture and Development

At Guelph Tara participated in the Guatemala Semester Abroad and graduated from the Rural and Agricultural Development area in 2002. Upon graduating Tara left for a 3-week volunteer placement to Kyrgyzstan with the Canadian Society for Civil Engineers. Here she gained invaluable hands-on experience organizing clean drinking water committees. This research formed the foundation for the Masters degree she began the following fall through the Norman Paterson School of International Affairs (NPSIA) at Carleton in Ottawa in the conflict analysis and resolution stream. After graduating with a Masters she was recruited into Agriculture and Agri-food Canada for their economic and social sciences development program (ESDP) and worked her way up to a position with the Rural Secretariat. In this position she worked on community development projects across rural, remote and northern Canada. In 2004 Tara took a one-year leave to participate in an internship through the Aga Khan Foundation. In this position she worked as a program officer in a small NGO in rural costal Kenya and was responsible for implementing and managing a new project on early childhood development. Upon returning to Agriculture and Agri-food Canada Tara was promoted to a position as a manger for performance and evaluation of their national rural development programs. Tara’s intention is to eventually develop a consultancy business and apply her skills on a global scale once again in the future.

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Kathryn Lo  
Area of Emphasis: Latin American Studies

After completing her BA (which included participation Trent’s year in Ecuador) Kathryn worked in Quito as a social worker and then returned to Canada to enter the MA in IDS at Dalhousie University. While in Halifax Kathryn has worked as as a refugee settlement volunteer and translator for the Metropolitan Immigrant Settlement Asociation. Her MA thesis examines the impact of forced displacement on Colombian households in Ecuador.

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Janet McLaughlin  
Area of Emphasis: Women in the Development Process

After completion of her degree in the ID program in 2002 Janet McLaughlin won a prestigious Commonwealth Scholarship, which enabled her to travel England to
undertake a Master’s degree in Anthropology at the University of Sussex. She is currently in the PhD program in Anthropology at the University of Toronto. Her long-standing interest in Latin America (which included participation in the University of Guelph’s Guatemala semester) has led to doctoral research that focuses on Mexican migrant labourers in Canada and how their work affects their lives back home. She is about to depart for Mexico where she will follow up with the same workers she has been interviewing in Ontario. Her studies at the University of Toronto are supported by a SSHRC doctoral fellowship.

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Paula Richardson
Area of Emphasis: Women in the Development Process

Paula graduated from Guelph in 2002 from gender and development stream. Immediately upon graduation she served as a project coordinator through Horizon Cosmopolite in Ghana where she organized discussions with local elders and women’s groups on the needs of the community, collaborated with community to plant and harvest the co-operative farm, and implemented a water reservoir project. In the fall of that same year Paula began her MA in International Affairs through the Norman Patterson School of International Affairs at Carleton University, specializing in Conflict Analysis and Conflict Resolution in Africa. While pursuing her MA she volunteered with the United Nations Association of Canada as a Classroom Global Educator where she planned and presented interactive discussions on global issues for high school students and collaborated with volunteers to create classroom module on human rights. After graduating she began a CIDA internship position with Youth Challenge International in which position she facilitated HIV/AIDS and sexual health workshops in Guyana. After three months Paula shifted to a position as Gender Program Coordinator and continued to work in Guyana in this position for the next year. Today she works as an Environmental Educator on the OTESHA Project with Great Lakes Tour in Ontario. In this position she has presented environmental and social justice workshops to over 2000 youth and at the time of gathering this information was cycling over 1500 km across Ontario with 15 team members to enable and empower our generation to take action for a sustainable future.

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Jim Stinson
Area of Emphasis: Rural and Agriculture

After completion of his degree in the ID program in 2002, which included participation in Guelph’s semester in Guatemala, Jim Stinson went to Carleton University where he completed a Master’s degree in Anthropology. He is currently in the PhD program in Anthropology at the University of Toronto. He has just won an IDRC fellowship which will enable him to pursue doctoral research in Belize focusing on ecotourism in that country.
Graduation 2002-2003

Anna Bolton
Area of Emphasis: Political Economy and Administrative Change

Anna Bolton graduated in the fall of 2002 from the PEAC area. During her degree she studied in Prague for a semester at the University of Economics. Immediately following her graduation she entered a joint Masters program through York University and Ryerson focusing on Communications and Culture, with an emphasis on Politics and Policy. Her first job following graduation was at a PR agency called NATIONAL Public Relations in Toronto that started as a three-month internship, for which she received credits towards her MA. In 2004 she took a position with Free the Children where she was able to bring together her two academic foci, development and communications. In this position she worked on events and communications. Today Anna is recently married and is working on a paid internship with the Ontario Public Service.