



# IDEV\*1000DE Understanding Development and Global Inequalities

Winter 2023

Section: DE01

Guelph Institute of Development Studies

Credit Weight: 0.50

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## Course Details

### Calendar Description

The objective of the course is to provide an introduction to the study of international development as a contested and evolving effort to counteract global inequalities. Students will learn about the historical and political origins of the international development system, as well as the main development actors and institutions. The course will provide an introduction to foundational concepts within development studies, including poverty, inequality, human rights, foreign aid, and sustainable development.

**Pre-Requisite(s):** None

**Co-Requisite(s):** None

**Restriction(s):** None

**Method of Delivery:** Online

### Final Exam

**Date:** Friday, April 21, 2023

**Time:** 11:30 am to 1:30 pm ET

Note: Please read the important information about exam timing in the **Assessment Description** section under **Final Exam** in this Outline.

**Location:** Online via the **Quizzes** tool in CourseLink using Respondus LockDown Browser

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# Instructional Support

## Instructor

**Dr. Lauren Sneyd, PhD**

**Email:** [lsneyd@uoguelph.ca](mailto:lsneyd@uoguelph.ca)

**Website:** [laurenqsneyd.com](http://laurenqsneyd.com)

Dr. Lauren Sneyd currently serves as a lecturer for courses linked to her areas of expertise in food, environment and development at the University of Guelph. She was previously a visiting Assistant Professor (CL) with the Development Studies Program and the Coady International Institute at St. Francis Xavier University, and a SSHRC Postdoctoral Fellow at the Balsillie School of International Affairs. Dr. Sneyd completed her doctorate in Geography and International Development Studies at the University of Guelph. She earned a thesis-based Master of Arts degree in Anthropology at Dalhousie University, and a second coursework-based Master of Arts degree in Development Studies at the University of Auckland. Her BA (Hons.) was in Anthropology with a subsidiary in Development Studies.

**Office Hours via Microsoft Teams:** Please note that further details will be posted in the **Announcements**. See also **Communicating with Your Instructor**.

## Teaching Assistant(s)

**Name:** TBD

**Email:** TBD

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# Learning Resources

## Required Resources

Each student will be required to select and read **one of the three books** from the list below (see assignment instructions for the Analytical Book Review for more details).

- 1. Title:** This House Is Not a Home  
**Author(s):** Katlià  
**Year:** 2022  
**Publisher:** Halifax: Fernwood  
**ISBN:** 978-1773635620

2. **Title:** A Hope More Powerful Than the Sea: One Refugee's Incredible Story of Love, Loss, and Survival  
**Author(s):** Melissa Fleming  
**Year:** 2018  
**Publisher:** New York, NY: Flatiron Books  
**ISBN:** 978-1250106001
3. **Title:** The Big Truck That Went By: How the World Came to Save Haiti and Left Behind a Disaster  
**Author(s):** Jonathan Katz  
**Year:** 2014  
**Publisher:** New York, NY: St. Martin's Press  
**ISBN:** 978-1137278975

You may purchase the books at the [Guelph Campus Co-op Bookstore](https://guelphcampus.coop/bookstore) or the [University of Guelph Bookstore](https://www.bookstore.coop/). Please note that DE textbooks are located in the Distance Education section of the University of Guelph Bookstore.

<https://guelphcampus.coop/bookstore>

<https://www.bookstore.coop/>

## Course Materials

This course requires the use or purchase of a webcam and microphone to complete the course activities and/or assessments. It is your responsibility to ensure that you have all of the required materials for the course.

## Course Website

[CourseLink](https://courselink.uoguelph.ca) (powered by D2L's Brightspace) is the course website and will act as your classroom. It is recommended that you log in to your course website every day to check for announcements, access course materials, and review the weekly schedule and assignment requirements.

<https://courselink.uoguelph.ca>

## Ares

For this course, you may be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** on the navbar in CourseLink. Note that you will need your Central Login ID and password in order to access items on reserve.

For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: [libres2@uoguelph.ca](mailto:libres2@uoguelph.ca)

Location: McLaughlin Library, First Floor, University of Guelph

<https://www.lib.uoguelph.ca/find/course-reserves-ares>

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## Learning Outcomes

### Course Learning Outcomes

This distance education course is designed to introduce first-year students to the world of international development and the contested and evolving efforts to counteract global inequalities. It is taught through a media lens to expose a variety of issues related to global development and underdevelopment that surround us today. Students will learn about the historical and political origins of the international development system, as well as main development actors and institutions. The course provides an introduction to foundational concepts within development studies, including poverty, inequality, human rights, foreign aid, and sustainable development. Students will learn how to evaluate the objectives and effectiveness of development assistance and engage in debates about the role of gender, indigeneity and identity. Students will analyze and critique representations and framings of development in order to develop and improve their intercultural competence. Course material includes popular non-fiction, news media, reports, blog entries, speeches, poems and documentaries to integrate multiple perspectives and encourage students to critically reflect on their own values and place within development studies.

This course will assist students in gaining an introductory understanding of global development and inequality. Specifically, each student will be able to:

1. Participate in debates about contemporary development challenges by evaluating ideas and perspectives from popular non-fiction books, documentaries, media, and other sources;
2. Analyze the historical and political origins of the international development system;
3. Describe key actors and institutions within international development and identify different perspectives about their roles;
4. Outline how culture, gender, and other aspects of identity play a role in multiple issue areas across development studies; and
5. Explain the practical and ethical challenges of working in intercultural contexts, and, by reflecting on cultural identities, develop intercultural skills.

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# Teaching and Learning Activities

## Course Structure and Methods of Learning

Instead of relying on traditional methods of instruction, this course is taught through a media lens to engage learners. The creative learning environment draws on a variety of media sources, including documentary films, non-fiction books, news articles, and artwork.

The course material is organized into the following 12 weekly units that each culminate in an interactive online discussion.

- Unit 01: Course Introduction
- Unit 02: What is Development?
- Unit 03: European Colonialism
- Unit 04: Colonizing Canada
- Unit 05: Poverty and Inequality
- Unit 06: Globalization
- Unit 07: Humanitarian Aid
- Unit 08: Gender and Development
- Unit 09: International Migration and Refugees
- Unit 10: Civil Society and Development
- Unit 11: Popular Presentations of Development
- Unit 12: Voluntourism

In addition to the weekly course work, students will complete two project assignments—the Research Context Paper and the Analytical Book Review—to apply the knowledge they have gained from the units to a development case study (the book to review).

These two assessments are related, and it is good to choose your book to review early to begin the research necessary for the Research Context Paper.

Students will also complete two online quizzes and an online final exam, which are both designed to monitor students' understanding of key concepts, key actors, and key issues covered in the course.

The assessments are designed to improve students' critical thinking and communication skills. A special Citing Lesson is integrated into the Unit 05 learning material to enhance students' writing and referencing skills.

## What to Expect for Each Unit

Each unit of this course combines a pattern of content presentations. First, the **Course Developer's Commentary** on CourseLink introduces the core course material for the

unit. Students are expected to read all of the material attentively and take study notes throughout the term.

Second, each unit contains **Required Resources** that connect the course material with news reports, artistic works, blog posts, and other materials. They may be text-based or video-based, and can be accessed through the Ares Course Reserves system. It is recommended that students read the content under the Course Developer's Commentary tab of each unit before reviewing the Required Resources for that week.

Third, each unit includes a required **Film**, also available through Ares. The films present case studies on the development-related topic introduced in the corresponding unit. Watching the films is a mandatory component of the course and should also be done after reviewing the Course Developer's Commentary.

Based on these inputs, students then engage with each unit theme in an interactive setting in the **Discussions** tool. These participatory discussions are designed for students to explore and critique the content of the assigned material.

## Schedule

It is strongly recommended that you follow the course schedule provided below. The schedule outlines what you should be working on each week of the course and lists the important due dates for the assessments. By following the schedule, you will be better prepared to complete the assessments and succeed in this course.

### Unit 01: Course Introduction

#### Week 1 – Monday, January 9 to Sunday, January 15

##### Required Resources

- CourseLink site: Unit 01 content
- There are no Ares resources this week

##### Activities

- Familiarize yourself with the course website by selecting **Start Here** on the navbar
- Review **Outline** and **Assessments** on the CourseLink site to learn about course materials, structure, expectations, assessments, and due dates
- Confirm your access to the course reserve materials by selecting **Ares** on the navbar
- Complete the **Practice Test** using Respondus through the **Quizzes** tool
- Complete the **Check Your Understanding** activity for Unit 01

## Assessments

- Participate in the **Unit 01 Discussion** (intro video via the **Discussions** tool)  
Original post due: Wednesday, January 11 at 11:59 pm ET
- Choose your book for the Analytical Book Review assignment
- Due: Sunday, January 15 at 11:59 pm ET

## Unit 02: What is Development?

### Week 2 – Monday, January 16 to Sunday, January 22

#### Required Resources

- CourseLink site: Unit 02 content
- Ares:
  - Steffi Hamann's blog post "Dear First-Year Student in the International Development Studies Program..." (2016)
  - Caelainn Barr's article "Inequality Index: Where are the world's most unequal countries?" (2017)
  - Film: *Bhutan: The Pursuit of Gross National Happiness* (2009)

#### Activities

- Start reading your chosen book for the Analytical Book Review
- Browse three sources for your Research Context Paper and become familiar with the development context for your chosen book for the review
- Complete the **Check Your Understanding** activity for Unit 02

#### Assessments

- Participate in the **Unit 02 Discussion** (via the **Discussions** tool)  
Original post due: Wednesday, January 18 at 11:59 pm ET  
Reply posts due: Sunday, January 22 at 11:59 pm ET

## Unit 03: European Colonialism

### Week 3 – Monday, January 23 to Sunday, January 29

#### Required Resources

- CourseLink site: Unit 03 content
- Ares:
  - Rudyard Kipling's *The White Man's Burden* (1899)

- Francis Bebey's "The Coffee Cola Song" (1982)
- Lumumba's "Speech at Proclamation of Independence" (1960)
- Film: *King Leopold's Ghost* (2011, excerpt: 00:00-45:20)

### Activities

- Continue reading your chosen book for the Analytical Book Review
- Deepen the research for the Research Context Paper
- Complete the **Check Your Understanding** activity for Unit 03

### Assessments

- Participate in the **Unit 03 Discussion** (via the **Discussions** tool)  
Original post due: Wednesday, January 25 at 11:59 pm ET  
Reply posts due: Sunday, January 29 at 11:59 pm ET

## Unit 04: Colonizing Canada

### Week 4 – Monday, January 30 to Sunday, February 5

#### Required Resources

- CourseLink site: Unit 04 content
- Ares:
  - Truth and Reconciliation Commission, 2015 (Preface and Introduction, pp. v-22)
  - Film: *Colonization Road* (2016)

### Activities

- Continue reading your chosen book for the Analytical Book Review
- Deepen the research for the Research Context Paper and organize materials from your research. Begin outlining your paper.
- Complete the **Check Your Understanding** activity for Unit 04

### Assessments

- Participate in the **Unit 04 Discussion** (via the **Discussions** tool)  
Original post due: Wednesday, February 1 at 11:59 pm ET  
Reply posts due: Sunday, February 5 at 11:59 pm ET
- Complete **Quiz 1** (via the **Quizzes** tool)  
Opens: Wednesday, February 1 at 12:00 am ET  
Closes: Sunday, February 5 at 11:59 pm ET



## Unit 05: Poverty and Inequality

### Week 5 – Monday, February 6 to Sunday, February 12

#### Required Resources

- CourseLink site: Unit 05 content, including the Citing Lesson
- Ares:
  - Max Roser's Introduction to Our World in Data, Section 1: "Extreme Poverty" (2019)
  - Jason Hickel's commentary in The Guardian (2019)
  - Film: *The Rich, the Poor and the Trash* (2018)

#### Activities

- Draft your Research Context Paper
- Continue reading your chosen book for the Analytical Book Review
- Complete the **Check Your Understanding** activity for Unit 05

#### Assessments

- Participate in the **Unit 05 Discussion** (via the **Discussions** tool)  
Original post due: Wednesday, February 8 at 11:59 pm ET  
Reply posts due: Sunday, February 12 at 11:59 pm ET
- Submit your **Research Context Paper** (via the **Dropbox** tool)  
Due: Sunday, February 12 at 11:59 pm ET
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## Unit 06: Globalization

### Week 6 – Monday, February 13 to Friday, February 17

**Note:** This is a shortened learning week because of Winter Break. Please pay careful attention to the due dates.

#### Required Resources

- CourseLink site: Unit 06 content
- Ares:
  - Nina Pavcnik's interview for the Yale School of Management (2009)
  - Rory Horner et al.'s article published in The Conversation (2018)
  - Film: *Made in Bangladesh* (2013)

## Activities

- Complete the **Check Your Understanding** activity for Unit 06
- Continue reading your chosen book for the Analytical Book Review

## Assessments

- Participate in the **Unit 06 Discussion** (via the **Discussions** tool)  
Original post due: Wednesday, February 15 at 11:59 pm ET  
Reply posts due: Friday, February 17 at 11:59 pm ET

## Winter Break – Monday, February 20 to Sunday, February 26

### Unit 07: Humanitarian Aid

## Week 7 – Monday, February 27 to Sunday, March 5

### Required Resources

- CourseLink site: Unit 07 content
- Ares:
  - Linda Polman's introductory chapters from her book *Crisis Caravan: What's Wrong with Humanitarian Aid* (2010)
  - Film: *Triage: Dr. James Orbinski's Humanitarian Dilemma* (2008, excerpt: start at 44:40)

## Activities

- Complete the **Check Your Understanding** activity for Unit 07
- Continue reading your chosen book for the Analytical Book Review

## Assessments

- Participate in the **Unit 07 Discussion** (via the **Discussions** tool)  
Original post due: Wednesday, March 1 at 11:59 pm ET  
Reply posts due: Sunday, March 5 at 11:59 pm ET

### Unit 08: Gender and Development

## Week 8 – Monday, March 6 to Sunday, March 12

### Required Resources

- CourseLink site: Unit 08 content
- Ares:
  - CNN's news report on the Story of Malala Yousafzai (2013)

- Ross Chainey's report about Malala Yousafzai's contribution to the World Economic Forum (2018)
- A trailer to the documentary *The Mask You Live In* (2018)
- Film: *Poto Mitan: Haitian Women, Pillars of the Global Economy* (2009)

### Activities

- Complete the **Check Your Understanding** activity for Unit 08
- Draft your paper for the Analytical Book Review

### Assessments

- Participate in the **Unit 08 Discussion** (via the **Discussions** tool)  
Original post due: Wednesday, March 8 at 11:59 pm ET  
Reply posts due: Sunday, March 12 at 11:59 pm ET
- Complete **Quiz 2** (via the **Quizzes** tool)  
Opens: Wednesday, March 8 at 12:00 am ET  
Closes: Sunday, March 12 at 11:59 pm ET

## Unit 09: International Migration and Refugees

### Week 9 – Monday, March 13 to Sunday, March 19

#### Required Resources

- CourseLink site: Unit 09 content
- Ares:
  - The FAQs website from the U.N. Refugee Agency UNHCR (2016)
  - Emtithal ('Emi') Mahmoud's slam poem *Head over Heels* (2017)
  - NPR's interview with Jessica Vaughan (2017)
  - Film: *Climate Exodus* (2020)

#### Activities

- Complete the **Check Your Understanding** activity for Unit 09
- Draft your paper for the Analytical Book Review

#### Assessments

- Participate in the **Unit 09 Discussion** (via the **Discussions** tool)  
Original post due: Wednesday, March 15 at 11:59 pm ET  
Reply posts due: Sunday, March 19 at 11:59 pm ET

## Unit 10: Civil Society and Development

### Week 10 – Monday, March 20 to Sunday, March 26

#### Required Resources

- CourseLink site: Unit 10 content
- Ares:
  - Adam Jezard's article on the meaning of the term 'civil society' (2018)
  - The United Nations video report titled "Women in the New Tunisia" (2013)
  - Paul Waldie's article about the WE Charity and its for-profit spin-offs (2020)
  - Film: *Poverty, Inc.* (2014)

#### Activities

- Complete your **Analytical Book Review** paper
- Complete the **Check Your Understanding** activity for Unit 10

#### Assessments

- Submit **Analytical Book Review** (via the **Dropbox** tool)  
Due: Sunday, March 26 at 11:59 pm ET
- Participate in the **Unit 10 Discussion** (via the **Discussions** tool)  
Original post due: Wednesday, March 22 at 11:59 pm ET  
Reply posts due: Sunday, March 26 at 11:59 pm ET

## Unit 11: Popular Presentations of Development

### Week 11 – Monday, March 27 to Sunday, April 2

#### Required Resources

- CourseLink site: Unit 11 content
- Ares:
  - Lara Ghaoui's article titled "How to tell humanitarian disaster stories responsibly" (2016)
  - BBC's feature about "Everyday Africa" (2017)
  - Malkie Khutoretsky's debate contribution for "The Perspective" (2018)
  - Film: *Give Us The Money* (2012)

#### Activities

- Start preparing for the final exam; ensure you have taken the Respondus Practice Test (available via the **Quizzes** tool)
- Complete the **Check Your Understanding** activity for Unit 11

### Assessments

- Participate in the **Unit 11 Discussion** (via the **Discussions** tool)  
Original post due: Wednesday, March 29 at 11:59 pm ET  
Reply posts due: Sunday, April 2 at 11:59 pm ET

## Unit 12: Voluntourism

### Week 12 – Monday, April 3 to Monday, April 10

#### Required Resources

- CourseLink site: Unit 12 content
- Ares:
  - Dan Hernandez' report about an innovative cruise concept in The Guardian (2016)
  - Melissa Flynn's blog entry about her volunteer experience in Haiti (2019)
  - The World Tourism Organization's website (2020)
  - Save the Children's guidelines on image making (2017)
  - Film: *Volunteers Unleashed* (2015)

#### Activities

- Complete the **Check Your Understanding** activity for Unit 12
- Prepare for the final exam

#### Assessments

- Participate in the **Unit 12 Discussion** (via the **Discussions** tool)  
Original post due: Wednesday, April 5 at 11:59 pm ET  
Reply posts due: Friday, April 7 at 11:59 pm ET

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## Assessments

The grade determination for this course is indicated in the following table. A brief description of each assessment is provided below. Select **Content** on the navbar to locate **Assessments** in the table of contents panel to review further details of each assessment. Due dates can be found under the Schedule heading of this outline.

**Table 1: Course Assessments**

<b>Assessment Item</b>	<b>Weight</b>	<b>Learning Outcomes</b>
Weekly Discussion Contribution	30%	1-5
Quizzes	10%	2-5
Research Context Paper	15%	1-5
Analytical Book Review	20%	1-4
Online Final Exam	25%	1-5
<b>Total</b>	<b>100%</b>	

### Assessment Descriptions

#### Weekly Discussion Contribution

Each unit of this course culminates in a discussion assignment, prompting students to engage with others in their assigned groups via the **Discussions** tool. Every week, you are required to submit an original discussion post and two response posts. Your participation in the weekly discussions will be assessed on the quality and consistency of your contributions. Your posts should demonstrate your knowledge and understanding of the CourseLink material and all of the required resources, evidenced by your analysis and synthesis of the various ideas and perspectives contained within each unit.

You must complete ten original posts with two response posts throughout the semester (this means ten weeks of posts out of the twelve weeks, giving you two free weeks to catch up on work). We have discussion prompts created for twelve weeks. Choose your ten posts and response post weeks carefully—we cannot go back in time as the discussion board closes each week.

**NOTE:** Although the discussion posts will only cover ten units, students must read, review and study the material covered in all twelve units in the course.

## Quizzes

Two multiple-choice quizzes will be scheduled over the course of the term. They are designed to periodically test your knowledge about the content covered in the CourseLink material and the required resources, including reading and film assignments. Each quiz will be accessible through the Quizzes tool within the specified time frame listed in the above schedule.

## Research Context Paper

For this individual writing assignment, students will conduct research on the case study presented in the book they have chosen to read for the Analytical Book Review assignment. This assignment is your opportunity to become familiar with the development context in which the book is situated (e.g., environment, infrastructure, poverty and development in Haiti for *The Big Truck That Went By*; migration, gender, human rights and development for *A Hope More Powerful Than the Sea*; and housing, colonialism and development for *This House Is Not a Home*). The Research Context Paper will simulate the research necessary to better understand the case and development issues presented in your chosen book. It is similar to the work necessary for development workers when preparing for 'the field' or in our case, the context presented in the book as it will provide a brief critical analysis.

## Analytical Book Review

At the beginning of the course, each student will select one book from the three available course texts. The Analytical Book Review is an individual writing assignment. For this paper, students will analyze in writing how the book they read engages with three key themes covered in the course.

## Online Final Exam

This course requires the use of Respondus LockDown Browser to proctor your online final exam within CourseLink. Use of Lockdown Browser has been implemented to maintain the academic integrity of the final exam. You must [download and install LockDown Browser](#) to complete the practice test and final exam.

In the comprehensive final exam, students will be required to demonstrate their knowledge of the learning material from Unit 01 to Unit 12. You will be expected to draw on the unit content, the films and the required resources. No aids will be allowed.

The exam is 2 hours in length and will be held on **Friday, April 21, 2023**.

To accommodate students who may be located in various time zones, the exam will be available beginning at **11:30 am** until **12:30 pm** Eastern Time (ET). You can enter the exam at any point during this window of time but will only have 2 hours to complete it from when you start writing. For example, if you start writing the exam by **12:00 pm** you will have until **2:00 pm** to complete it. After **12:30 pm** ET you will no longer be able to enter the exam environment.

Please be sure to review the Online Final Exam instructions by selecting Content on the navbar to locate Assessments in the table of contents panel.

**Important Note:** There is a mandatory Practice Test that you are required to take before the online exam. The purpose of the Practice Test is to ensure that Respondus LockDown Browser is set up properly and that you are comfortable using the software.

If you have any questions regarding the use of Respondus Lockdown Browser or if you encounter any technical issues during the practice test or final exam, please contact CourseLink Support at [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca) or 519-824-4120 ext. 56939.

University of Guelph degree and associate diploma students must check [WebAdvisor](#) for their examination schedule. Open Learning program students must check the [Open Learning Program Final Examination Schedule](#) for their examination schedule.

<http://www.respondus.com/lockdown/download.php?id=273932365>

<https://www.uoguelph.ca/webadvisor>

<http://opened.uoguelph.ca/student-resources/Open-Learning-Program-Final-Exam-Schedule>

<http://opened.uoguelph.ca/student-resources/final-exams>

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## Course Technology Requirements and Technical Support

### CourseLink System Requirements

You are responsible for ensuring that your computer system meets the necessary [system requirements](#). Use the [browser check](#) tool to ensure your browser settings are compatible and up to date. (Results will be displayed in a new browser window).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements>

<https://courselink.uoguelph.ca/d2l/systemCheck>

### Respondus LockDown Browser Requirements

Respondus LockDown Browser is a locked browser for taking exams in CourseLink. It prevents you from printing and copying; using other operating software; using search engines (e.g., going to another URL); communicating via instant messaging; and it blocks non-web-related software (e.g., Adobe PDF, Microsoft Word).

In order to use Respondus LockDown Browser, your computer system must meet the following [system and software requirements](#).

If you have any questions about the system and software requirements, contact [CourseLink Support](#).

<https://opened.uoguelph.ca/student-resources/system-and-software-requirements#Respondus-LockDown-Browser-and-Monitor>

<https://support.opened.uoguelph.ca/contact>



## Microsoft Teams Requirements

This course may use **Microsoft Teams** as a video communication tool. A Webcam, a microphone, and headphones/speakers may be needed. Review [System requirements for Teams for personal use \(microsoft.com\)](https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978) to ensure that your computer meets the technical requirements.

<https://support.microsoft.com/en-us/office/system-requirements-for-teams-for-personal-use-dae0234b-839c-4f85-ae75-d14ad2baa978>

## Technical Skills

As part of your online experience, you are expected to use a variety of technology as part of your learning:

- Manage files and folders on your computer (e.g., save, name, copy, backup, rename, delete, and check properties);
- Install software, security, and virus protection;
- Use office applications (e.g., Word, PowerPoint, Excel, or similar) to create documents;
- Be comfortable uploading and downloading saved files;
- Communicate using email (e.g., create, receive, reply, print, send, download, and open attachments);
- Navigate the CourseLink learning environment and use the essential tools, such as **Dropbox**, **Quizzes**, **Discussions**, and **Grades** (the instructions for this are given in your course);
- Access, navigate, and search the Internet using a web browser (e.g., Firefox, Chrome); and
- Perform online research using various search engines (e.g., Google) and library databases.

## Technical Support

If you need any assistance with the software tools or the CourseLink website, contact CourseLink Support.

### CourseLink Support

University of Guelph

Day Hall, Room 211

Email: [courselink@uoguelph.ca](mailto:courselink@uoguelph.ca)

Tel: 519-824-4120 ext. 56939

Toll-Free (CAN/USA): 1-866-275-1478

### Walk-In Hours (Eastern Time):

Monday thru Friday: 8:30 am–4:30 pm

**Phone/Email Hours (Eastern Time):**

Monday thru Friday: 8:30 am–8:30 pm

Saturday: 10:00 am–4:00 pm

Sunday: 12:00 pm–6:00 pm

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## Course Specific Standard Statements

### Acceptable Use

The University of Guelph has an [Acceptable Use Policy](#), which you are expected to adhere to.

<https://www.uoguelph.ca/ccs/infosec/aup>

### Communicating with Your Instructor

During the course, your instructor will interact with you on various course matters on the course website using the following ways of communication:

- **Announcements:** The instructor will use **Announcements** on the Course Home page to provide you with course reminders and updates. Please check this section frequently for course updates from your instructor.
- **Ask Your Instructor Discussion:** Use this discussion forum to ask questions of your instructor about content or course-related issues with which you are unfamiliar. If you encounter difficulties, the instructor is here to help you. Please post general course-related questions to the discussion forum so that all students have an opportunity to review the response. To access this discussion forum, select **Discussions** from the **Tools** dropdown menu.
- **Email:** If you have a conflict that prevents you from completing course requirements, or have a question concerning a personal matter, you can send your instructor or TA a private message by email. The instructor will respond to your email within 48 hours. Please include the course code (IDDEV 1000) and the nature of your question in the subject line of your email.
- **Online meeting:** If you have a complex question you would like to discuss with your instructor, you may book an online meeting. Online meetings depend on the availability of you and the instructor, and are booked on a first come first served basis.

### Netiquette Expectations

For distance education courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students;
- Using obscene or offensive language online;
- Copying or presenting someone else's work as your own;
- Adapting information from the Internet without using proper citations or references;
- Buying or selling term papers or assignments;
- Posting or selling course materials to course notes websites;
- Having someone else complete your quiz or completing a quiz for/with another student;
- Stating false claims about lost quiz answers or other assignment submissions;
- Threatening or harassing a student or instructor online;
- Discriminating against fellow students, instructors, and/or TAs;
- Using the course website to promote profit-driven products or services;
- Attempting to compromise the security or functionality of the learning management system;
- Sharing your username and password; and
- Recording lectures without the permission of the instructor.

## **Submission of Assignments to Dropbox**

The Research Context Paper and Analytical Book Review should be submitted electronically via the online **Dropbox** tool. When submitting your assignments using the **Dropbox** tool, do not leave the page until your assignment has successfully uploaded. To verify that your submission was complete, you can view the submission history immediately after the upload to see which files uploaded successfully. The system will also email you a receipt. Save this email receipt as proof of submission.

Be sure to keep a back-up copy of all of your assignments in the event that they are lost in transition. In order to avoid any last-minute computer problems, your instructor strongly recommend you save your assignments to a cloud-based file storage (e.g., Google Docs), or send to your email account, so that should something happen to your computer, the assignment could still be submitted on time or re-submitted.

It is your responsibility to submit your assignments on time as specified on the Schedule. Be sure to check the technical requirements and make sure you have the proper computer, that you have a supported browser, and that you have reliable Internet access. Remember that **technical difficulty is not an excuse not to turn in your assignment on time**. Don't wait until the last minute as you may get behind in your

work. Students are expected to maintain backup copies of their work at all times in case of unforeseeable technical failures.

If, for some reason, you have a technical difficulty when submitting your assignment electronically, please contact your instructor or [CourseLink Support](#).

<https://support.opened.uoguelph.ca/contact>

## Late Policy

If you choose to submit your individual assignments to the **Dropbox** tool late, the full allocated mark will be **reduced by 5% per day** after the deadline for the submission of the assignment to a **limit of six days** at which time access to the **Dropbox** folder will be closed.

For late final exam submissions to the **Quizzes** tool, your attempt will be flagged as late, and you will be prevented from making further changes to your attempt once your time ends. Make sure you save all your responses to the exam questions. For details on how long you have to complete the quiz or exam, please see the instructions in **Assessments** on CourseLink. The **Quizzes** tool counts down your time in the upper-left hand corner. Please pay close attention to this countdown and save your answers frequently.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with the instructor as soon as possible and **well before the due date**. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

## Obtaining Grades and Feedback

Unofficial assessment marks will be available in the **Grades** tool of the course website. Feedback for written assignments will be made available through the **Dropbox** tool on CourseLink.

Your instructor will have grades posted online within two weeks of the submission deadline, if the assignment was submitted on time. Once your assignments are marked you can view your grades on the course website by selecting **Grades** from the **Tools** dropdown menu on the navbar. Your course will remain open to you for seven days following the last day of the final exam period.

University of Guelph degree students can access their final grade by logging into [WebAdvisor](#) (using your U of G central ID). Open Learning program students should log in to the [OpenEd Student Portal](#) to view their final grade (using the same username and password you have been using for your courses).

<https://www.uoguelph.ca/webadvisor>

<https://courses.opened.uoguelph.ca/portal/logon.do?method=load>

## Rights and Responsibilities When Learning Online

For distance education (DE) courses, the course website is considered the classroom and the same protections, expectations, guidelines, and regulations used in face-to-face settings apply, plus other policies and considerations that come into play specifically because these courses are online.

For more information on your rights and responsibilities when learning in the online environment, visit [Rights and Responsibilities](#).

<http://opened.uoguelph.ca/student-resources/rights-and-responsibilities>

## Turnitin Originality Check

In this course, your instructor will be using Turnitin, integrated with the CourseLink **Dropbox** tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All individual assignments submitted to the **Dropbox** tool will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

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## University Standard Statements

### University of Guelph: Undergraduate Policies

As a student of the University of Guelph, it is important for you to understand your rights and responsibilities and the academic rules and regulations that you must abide by.

If you are a registered **University of Guelph Degree Student**, consult the [Undergraduate Calendar](#) for the rules, regulations, curricula, programs and fees for current and previous academic years.

If you are an **Open Learning Program Student**, consult the [Open Learning Program Calendar](#) for information about University of Guelph administrative policies, procedures and services.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

### Email 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 Course Requirements

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise your course instructor **in writing**, with your name, ID number and email contact.

### **University of Guelph Degree Students**

Consult the [Undergraduate Calendar](#) for information on regulations and procedures for Academic Consideration.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#) for information on regulations and procedures for requesting Academic Consideration.

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

### **Drop Date**

#### **University of Guelph Degree Students**

Students will have until the last day of classes to drop courses without academic penalty. [Review the Undergraduate Calendar for regulations and procedures for Dropping Courses.](#)

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

#### **Open Learning Program Students**

Please refer to the [Open Learning Program Calendar](#).

<http://opened.uoguelph.ca/student-resources/open-learning-program-calendar>

### **Copies of Assignments**

Keep paper and/or other reliable back-up copies of all assignments: you may be asked to resubmit work at any time.

### **Accessibility**

#### **University of Guelph Degree Students**

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

For more information, contact Accessibility Services at 519-824-4120 ext. 56208, [email Accessibility Services](mailto:accessibility@uoguelph.ca) or visit the [Accessibility Services website](https://wellness.uoguelph.ca/accessibility/).

[accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca)

<https://wellness.uoguelph.ca/accessibility/>

### **Open Learning Program Students**

If you are an Open Learning program student who requires academic accommodation, please [contact the Academic Assistant to the Executive Director](#). Please ensure that you contact us before the end of the first week of your course (every semester) in order to avoid any delays in support. Documentation from a health professional is required for all academic accommodations. Please note that all information provided will be held in confidence.

If you require textbooks produced in an alternate format (e.g., DAISY, Braille, large print or eText), please [contact the Academic Assistant to the Executive Director](#) at least two months prior to the course start date. If contact is not made within the suggested time frame, support may be delayed. It is recommended that you refer to the course outline before beginning your course in order to determine the required readings.

The provision of academic accommodation is a shared responsibility between OpenEd and the student requesting accommodation. It is recognized that academic accommodations are intended to "level the playing field" for students with disabilities.

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of 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. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part

could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

## **Copyright Notice**

Content within this course is copyright protected. Third party copyrighted materials (such as book chapters and articles) have either been licensed for use in this course, or have been copied under an exception or limitation in Canadian Copyright law.

The fair dealing exemption in Canada's Copyright Act permits students to reproduce short excerpts from copyright-protected materials for purposes such as research, education, private study, criticism and review, with proper attribution. Any other copying, communicating, or distribution of any content provided in this course, except as permitted by law, may be an infringement of copyright if done without proper license or the consent of the copyright owner. Examples of infringing uses of copyrighted works would include uploading materials to a commercial third party web site, or making paper or electronic reproductions of all, or a substantial part, of works such as textbooks for commercial purposes.

Students who upload to CourseLink copyrighted materials such as book chapters, journal articles, or materials taken from the Internet, must ensure that they comply with Canadian Copyright law or with the terms of the University's electronic resource licenses.

For more information about students' rights and obligations with respect to copyrighted works, review [Fair Dealing Guidance for Students](#).

[http://www.lib.uoguelph.ca/sites/default/files/fair\\_dealing\\_policy\\_0.pdf](http://www.lib.uoguelph.ca/sites/default/files/fair_dealing_policy_0.pdf)

## **Plagiarism Detection Software**

Students should be aware that faculty 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 from the University can be imposed.

## **Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.



## **Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via CourseLink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

<https://news.uoguelph.ca/2019-novel-coronavirus-information/>

## **Illness**

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

## **Covid-19 Safety Protocols**

For information on current safety protocols, follow these links:

[How U of G Is Preparing for Your Safe Return](#)

[Guidelines to Safely Navigate U of G Spaces](#)

Please note, these guidelines may be updated as required in response to evolving University, Public Health or government directives.

<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>