This was the third time I co-taught the course and the first time to teach with John FitzGibbon, Director of the School of Environmental Design and Rural Development. As in previous years the class was delivered in two two-hour sessions per week making for 48 contact hours rather than the usual 36. We agreed based on the evaluation from the previous year to try and rationalize the course by putting the focus on planning theory and reducing the salience of development theory. We would try to find Canadian and developing country examples of the underlying concepts and theories. We also resolved to select readings and have them bound into course reading sets. There was one set for the Canadian stream and one set for the international stream. The bulk of the reworking of the reading list fell to me. There was a significant reduction in the size of the reading list. However, delays in getting copyright approvals resulted in the reading sets being only available several weeks after classes began. This was a great frustration to the students. We also agreed to have one-hour lectures followed by one-hour break-out sessions for the Canadian and international streams. This was only a partial success because both instructors were unable to be present for all sessions so often both streams were together during the discussion period. The student presentations were dropped altogether and replaced by four individual assignments.

Overall I felt the course was reasonably successful. However, the course evaluation comments reflect extreme polarity among the students. I have been able to include some examples of student work on the class assignments. These are gathered at the end of the course package after the evaluation report.
RURAL PLANNING AND DEVELOPMENT THEORY

RPD*6240      Fall 2001
Room 134 LA
Tuesday and Thursday 10:30 - 12:30

Instructors
John E. FitzGibbon,  Room 125, Johnston Hall, Tel:6783 ;
E-mail:jfitzgib@rpd.uoguelph.ca

John F. Devlin, Room 110, Textiles Building, Tel: 3773 ;
E-mail: jdevlin@oac.uoguelph.ca

COURSE DESCRIPTION
This course examines basic concepts, theories and perspectives in planning and development. A conceptual examination of Rural Planning Theory and Development precedes an examination of how rural planning and development is viewed from alternative and often conflicting theories of rural change and planned intervention. The implications for practice are continuously discussed.

Course Objectives

1. To introduce students to selected theories relating to rural planning and development
2. To examine the relationships between these theories and rural planning and development practice.
3. To explore the relationship between these theories, planning experience and student opinions and experiences concerning rural planning and development practice.

GRADES
Grade allocations will be as follows:

4. Four assignments grades will comprise forty per cent (40%) of the student final course grade. Each assignment grade will contribute ten per cent (10%) of the final course grade.
5. The COURSE PAPER grade will comprise sixty per cent (60%) of the student final course grade.

Assignments
Assignments will be set periodically by the instructors. The purpose of assignments will be to facilitate the student’s critical understanding, comparative assessment, articulation and application of theories and concepts reviewed in the course. Assignments will require the preparation of short (maximum six page - 1500 word) papers which will be due one week after they are assigned. These papers will require analysis of planning scenarios or the critical examination of concepts. They are designed to assist the student in building the analytic skills necessary for the successful completion of the course paper.

**Course Paper**

The COURSE PAPER will demonstrate the graduate student’s capacity to critically compare and contrast various theories applied to a specific planning problem. The student will relate theories to the realities and challenges of professional planning practice in a rural context.

The student will choose, in consultation with the course instructors, a rural development problem or topic. This may be a problem or topic of particular interest to the student (e.g. one that the student might pursue for the Thesis or Major Research Paper). The problem or topic should be place specific (identifying a country, region or community where this problem can be found). The place specific nature and characteristics of the issue should be succinctly presented in 4-5 pages. From there students should develop a planning approach that could be adopted in the effort to address the problem. Alternative planning approaches will be rooted in alternative explanations for the problem at issue, alternative planning objectives arising from alternative explanations of the problem, alternative predictions of the likely course of events surrounding the issue and alternative planning processes that may be adopted by the planning team responsible for developing the intervention. Students will present a comparative analysis in which the strengths and weaknesses of their recommended approach will be contrasted with that of alternative approaches that have been or that could be adopted. The paper will be evaluated on the basis of the comparative analysis and not solely on the merits of the recommended approach.

The COURSE PAPER should convincingly demonstrate the graduate student’s critical capacity to apply theoretical analysis to planning problems with particular emphasis on the interrelationship between theory construction and planning practice.

The COURSE PAPER should be no more than twenty-five (25) pages in length, including bibliographies and graphics and must be submitted to the School Secretary, Room 124, Johnson Hall by 4:30 p.m. on Monday 10 December 2001.
Planning and Development Theory, Fall 2001
RPD*95-6240

Reading List - CANADIAN STREAM

Required Texts
Both texts are available from the Coop Bookstore in the basement of Johnston Hall

Reading sets
There will be a set of photocopied readings for all students and an additional set for each stream (Canadian and International). These will be available from the University Bookstore. The readings will be 3-hole punched and students should arrange for their own binders.

INTRODUCTORY CONCEPTS

6. Tuesday September 11: What is Rural?
   1. Robinson (1990) Chapter 1: The rural realm

7. Thursday September 13: What is Planning?

8. Tuesday September 18: What is Theory?
   2. Wolfe (1989) Theory, hypothesis, explanation and action

THE EVOLVING CONTEXT OF RURAL PLANNING

10. Tuesday September 25: Structural Change in Rural Areas
   2. Fuller, 1994) Sustainable rural communities...
   3. Troughton (1990) Decline to Development...

11. Thursday September 27: Globalization

12. Tuesday October 2: The Neoliberal Challenge 1

13. Thursday October 4: The Neoliberal Challenge 2

14. Tuesday October 9: Sustainable Development 1
   1. NRC (1999) Chapter 1: Our Common Journey

15. Thursday October 11: Sustainable Development 2
   1. Farrington, et al. (1999) Sustainable Livelihoods in Practice...
   2. Fuller et al. (2000) Sustainable livelihoods in rural Canada...

PLANNING PROCESS MODELS AND CRITIQUES

16. Tuesday October 16: Rationality and Rational Comprehensive Planning

17. Thursday October 18: Strategic Planning and Management
18. Tuesday October 23: **Incrementalism and Adaptive Planning**

19. Thursday October 25: **Advocacy Planning**
   1. Marris (1994) *Advocacy Planning as a Bridge*@
   2. Forrester (1994) *Bridging Interests and Community*@

20. Tuesday October 30: **Participatory Planning**

21. Thursday November 1: **Communicative Planning**
   2. Voogd (2001) *Social dilemmas*@

22. Tuesday November 6: **Gender in Planning**
   1. Locke and Okali (1999) *Analysing changing gender relations*@
   2. Sandercock and Forsyth (1992) *A gender agenda*@

23. Thursday November 8: **Planning Ethics**

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**PLANNING SCOPE**

24. Tuesday November 13: **Macro-Economic Planning Models and Problems**
   2. Seers (1972) *The prevalence of pseudo-planning*@

25. Thursday November 15: **Regional Planning**
   2. Robinson and Hodge (1998) *Canadian Regional Planning at 50*@

26. Tuesday November 20: **Local and Community Development Planning 1 (economic)**
   2. Plummer and Taylor (2001) *Theories of local economic growth*@

27. Thursday November 22: **Local and Community Development Planning 2 (social)**
28. Tuesday November 27: **Program and Project Planning**
   1. Moris (1981) @chapter 4: Projects @
   2. Moris (1981) @chapter 2: Programs and the Factors Affecting Them @

29. Thursday November 29: **INSTRUCTORS REVIEW / EVALUATION**
   1. Lucy (1994) @If Planning Includes Too Much...@

**Monday December 10: COURSE PAPERS DUE**

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**References**


Lucy, W. H. (1994). "If planning includes too much, maybe it should include more." Journal of the American Planning Association 60(3), Summer, 305-318.


Planning and Development Theory,  RPD*6240
Fall 2001
Reading List - INTERNATIONAL STREAM

Required Texts
Both texts are available from the Coop Bookstore in the basement of Johnston Hall

Reading sets
There will be a set of photocopied readings for all students and an additional set for each stream (Canadian and International). These will be available from the University Bookstore. The readings will be 3-hole punched and students should arrange for their own binders.

INTRODUCTORY CONCEPTS

30. Tuesday September 11: What is Rural?

31. Thursday September 13: What is Planning?

32. Tuesday September 18: What is Theory?
   2. Wolfe (1989) Theory, hypothesis, explanation and action

33. Thursday September 20: What is Development? Definitions, Variables and Relationships

THE EVOLVING CONTEXT OF RURAL PLANNING
34. Tuesday September 25: **Structural Change in Rural Areas**
   2. Fuller (1994) Sustainable rural communities...

35. Thursday September 27: **Globalization**

36. Tuesday October 2: **The Neoliberal Challenge 1**
   2. Woodward (1992) Chapter 7: Structural Adjustment

37. Thursday October 4: **The Neoliberal Challenge 2**
   2. Blair (2000) Participation and accountability...

38. Tuesday October 9: **Sustainable Development 1**
   2. Swanson (1999) Why is there a biodiversity convention...

39. Thursday October 11: **Sustainable Development 2**
   1. Farrington, et al. (1999) Sustainable Livelihoods in Practice...
   2. Bebbington (1999) Capitals and Capabilities

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**PLANNING PROCESS MODELS AND CRITIQUES**

40. Tuesday October 16: **Rationality and Rational Comprehensive Planning**

41. Thursday October 18: **Strategic Planning and Management**
42. Tuesday October 23: **Incrementalism and Adaptive Planning**
   1. Lindblom (1959) *The Science of Muddling Through*
   2. Rondinelli (1993) *Chapter 4: Designing development projects, the limits of rationalistic planning and management.*

43. Thursday October 25: **Advocacy Planning**
   1. Marris (1994) *Advocacy Planning as a Bridge*
   2. Forrester (1994) *Bridging Interests and Community*
   3. Nyamugasira (1999) *NGOs and advocacy*

44. Tuesday October 30: **Participatory Planning**
   2. Arnstein (1969) *A ladder of citizen participation*

45. Thursday November 1: **Communicative Planning**
   1. Healy (1996) *Planning through debate*
   2. Leeuwis (2000) *Reconceptualizing Participation*

46. Tuesday November 6: **Gender in Planning**
   1. Locke and Okali (1999) *Analysing changing gender relations*
   2. Sandercock and Forsyth (1992) *A gender agenda*

47. Thursday November 8: **Planning Ethics**
   2. Robertson and Fadil (1999) *Ethical Decision Making*

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**PLANNING SCOPE**

48. Tuesday November 13: **Macro-Economic Planning Models and Problems**
   2. Seers (1972) *The prevalence of pseudo-planning*

49. Thursday November 15: **Regional Planning**
   2. Simon (1990) *The Question of Regions*

50. Tuesday November 20: **Local and Community Development Planning 1 (economic)**
   1. Nozick (1993) *Five principles*
2. Egger (1992) Rural Organizations and infrastructure projects...

51. Thursday November 22: **Local and Community Development Planning 2 (social)**
   1. (Vandergeest, 1996) Real Villages

52. Tuesday November 27: **Program and Project Planning**

53. Thursday November 29: **Instructors Review / Evaluation**
   1. Lucy (1994) Planning Includes Too Much...

**Monday December 10: COURSE PAPERS DUE**

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**References**


Lucy, W. H. (1994). "If planning includes too much, maybe it should include more." Journal of the American Planning Association 60(3), Summer, 305-318.


Rural Planning and Development Theory
RPD*6240

Assignment 1
Due Tuesday September 25

Below are five passages with a significant theoretical content. Do you think you understand what each writer is saying? Choose four (4) of the five passages and answer the following questions:
(1) What, in your own words, is one important theoretical point the writer is making? Do you agree or disagree? Explain why.
(2) Is the theoretical point an example of explanatory or normative theory? Explain why.
(2) If you wanted to disprove the theory what sort of evidence would you try to gather?

Maximum 1,500 words (six double-spaced pages)

Passage 1
Community development initiatives focus on both large social issues and on local concerns. A community which has experienced working together in a self-directed process will change and develop as a result of the experience. Its collective identity becomes established and a self-reproducing history of successful community activity will have an impact on the community’s assessment of its own power. One of the unique features of a grassroots community development process is that it forms and shapes the identity of a community which may then see itself against the larger social backdrop. The community becomes empowered or develops a collective sense of its own agency. While there are community development initiatives which begin with big picture aspirations communities which engage in local issues can also develop a collective identity. This in turn will foster an awareness of social change issues.

Adapted from Caragata {Caragata 1999:272}

Passage 2
Knowledge for action, principles of action, and ways of acting can be constituted by the members of an intercommunicating community. The reasoning employed can include not only the reasoning of logic and science but also various systems of morality and culturally specific traditions of aesthetic experience. ARight@and Agood@actions are those we come to agree on, in particular times and places, across our diverse differences in material conditions and wants, moral perspectives, and inclinations. We do not need recourse to common fundamental ideals or principles to guide us. Rational planning and its contents are a way of acting that we can choose after debate.

Adapted from Healy {Healy 1996:243}
Passage 3
The main reason why poor people stay poor in developing countries is as follows. Small, interlocking urban elites - comprising mainly businessmen, politicians, bureaucrats and intellectuals - can in a modern state substantially control the distribution of resources. The power of the urban elite is determined by its capacity to organize, centralize and control. Urban power is out of all proportion to the urban share in either population or production. Rural people, while much more numerous than urban people, are also much more dispersed, poor, inarticulate and unorganized. Consequently, the natural operation of personal and group self-interest has led to wide disparities between urban and rural living standards.
Adapted from Lipton {Lipton 1976} Chapter 1

Passage 4
The peasant use of cash for bride-wealth, bribes, tithes, alms and sacrifices is not wasteful or irrational. It is an investment in maintaining their position in kinship, community, or religious networks which may pay off in the long run by expanding their potential claims on assets and, therefore, their risk-bearing capacity. In the economy of affection, economic action is not motivated by individual profit alone, but is embedded in a range of social considerations that allow for a distribution of opportunities and benefits that is unfamiliar in Western market-oriented cultures.
Adapted from Hyden {Hyden 1980 :18-19}

Passage 5
The rights, obligations, and expectations, of spouses in any particular social context form unwritten conjugal contracts which specify the terms on which husbands and wives exchange goods, incomes and services, including labour. Conjugal contracts structure husband-wife negotiations. However, women and men capacity for individual action, their agency, can lead to re-negotiation of the terms of the conjugal contract. So conjugal contracts need to be understood as resources that are drawn upon in the process of negotiation rather than norms that determine the outcome of a negotiation.
Adapted from Locke and Okali {Locke and Okali 1999:276}
In a previous class you were given a vision statement for the Town of Rockwood and you were asked to use this as a model for developing a vision statement for a place or organization of your own choosing. In this assignment you will first present the vision statement you have developed. (1 page maximum). You will then present an analysis of the ways in which you believe the process of GLOBALIZATION will affect the fulfilment of your vision. In what respects will globalization help to promote the achievement of your vision and in what respects will it inhibit the achievement of your vision? In your analysis you should take care to clarify the meaning of key concepts and to explicitly identify the linkages between globalization and the outcomes implied in your vision. What are the independent, mediating and dependent variables? Where it appears that globalization may inhibit your envisioned outcomes how would you propose to respond to the difficulties created?

Since your vision statement may imply a variety of different outcomes you have the option of selecting a sub-set of outcomes for analysis. But you must analyse at least three outcomes that form an important component of your vision.

Maximum 1,500 words or 6 pages double-spaced.
Rural Planning and Development Theory RPD*6240

Assignment 3
Distributed: Thursday October 18
Due: Thursday October 25 (1 week)

Villillia is a rural town with a mixed economy. Providing services to the surrounding rural community offers a variety of livelihoods both in the processing of agricultural products and in the provision of goods and services to rural families. Villillia is also adjacent to some attractive rural amenities and is able to attract a large number of tourists. Tourism thus provides another important source of town livelihoods. Finally the University of Villillia located just outside town attracts a large population of students and faculty who provide a third important leg to the town economy. On balance the town is evenly dependent upon these three sources of economic activity.

One of the central features of town life and character for the past 100 years has been the farmer’s market which is open three days a week throughout the summer and on Saturday’s during the winter months. The market is held in the town square and attracts rural families who come to sell produce and crafts. The market also attracts tourists who view the market as a source of town character. The university community also frequents the market particularly due to its inexpensive produce and the street cafés which open on market days.

But there are problems. Many of the market stalls are not well built and stand empty several days each week and all week in the winter. Several pedestrians have stumbled over loose boards lying on the street. Food scraps and garbage left after market days have begun to increase. As a result the town centre looks ramshackle and unattractive once the market shuts down. Several tourist-oriented businesses have begun to question whether the market should continue to function in its present form. They have begun to lobby for a solution to the market problem.

You must develop three options to be considered for addressing the market problem. For each option indicate:

- The changes that will be required.
- How those changes will affect all those involved with the market as sellers or buyers.
- Who will benefit from the solution and how.
- Who will loose from the solution and how.
- What additional information would you need to collect to assess whether the option is feasible.
- What major expenses will have to be met in order to implement the solution.

You are not required to indicate which option you would recommend. Clearly additional cost and feasibility studies are required before any final decision can be taken.

Maximum 1,500 words or 6 pages double-spaced (figures and diagrams not included)
Rural Planning and Development Theory      RPD*6240

Assignment 4
Distributed: Tuesday November 6
Due: Tuesday November 20 (2 weeks)

Majoritoria is a country with a significant indigenous (First Nation) population making up about 7 per cent of the total population. Indigenous communities in Majoritoria are primarily rural and continue to rely upon hunting and harvesting as their main economic activities. Recent studies by the World Health Organization (WHO) indicate that health conditions among the indigenous population are significantly lower than those found in the mainstream population. Some of the causes of this condition are related to economic conditions but the WHO has also suggested that a contributing factor is the unwillingness of the indigenous population to take full advantage of the existing medical services provided by the Majoritorian government. Nursing stations, medical clinics and hospitals are available but many within the indigenous communities continue to rely upon a variety of traditional healers and curative practices and avoid the modern services. The WHO has determined through its studies that a primary contributing cause of the unwillingness to use the medical services provided by the government is the discomfort indigenous people feel in having to address medical problems with strangers and in places where they do not feel comfortable or even welcome.

The National Minister of Health has responded to the WHO report by acknowledging that the situation is indeed unacceptable and has called upon members of the government, the medical profession and indigenous leaders to develop strategies to address the problem. Suggested strategies include but need not be limited to:

6. Increasing the recruitment of members of the indigenous community into the health professions.
7. Increasing the interaction of traditional healers with mainstream medical practitioners and institutions.
8. Increasing the familiarity of indigenous communities with mainstream medical institutions such as clinics and hospitals.

The National Minister of Health has called upon the Health Planning Unit, for which you work, to prepare a series of planning scenarios. The Health Minister will be discussing these scenarios with senior regional administrators at a national meeting to be held in two weeks. You have been asked to prepare two scenarios for discussion at that meeting.

The first scenario will describe how the National Ministry of Health can initiate and manage a national planning process having the objective of increasing the numbers of doctors and nurses recruited from indigenous communities.
The second scenario will describe how individual hospitals serving a local indigenous community (among other clients) can manage a planning process having the objective of increasing the willingness of the local indigenous community to make use of the hospital’s services.

For each scenario consider the following questions:

- Who are the stakeholders to be involved in the planning process?
- What are the main stages or activities that will be involved in the planning process?
- What forms of participation will each stakeholder have at each stage or in each activity?
- What are the main anticipated effects or outputs at each stage or from each activity?

In a concluding section please address the following questions:

- What are the major differences between planning for this problem at a national and at a local level?
- Can these two planning levels be productively linked or integrated in this case? Why or why not?

This assignment has been crafted on the assumption that Majoritoria is Canada. But if you wish you may assume that Majoritoria is any other country with a significant indigenous population.

Maximum 1,500 words or 6 pages double-spaced (figures and diagrams not included).
Student Evaluation  
RPD 95-6240 Rural Planning and Development Theory  
John F. Devlin

FACULTY OF ENVIRONMENTAL DESIGN AND RURAL DEVELOPMENT  
ONTARIO AGRICULTURAL COLLEGE  
UNIVERSITY OF GUELPH  
STUDENT COURSE EVALUATION

Student opinions concerning the teaching in this course, together with information from the instructor, are major elements in the evaluation of an instructor for salary, tenure and promotion decisions. Your considered response to the questions below is important, both to reward effective teaching and to show where improvements can be achieved. Please try to make your answers as objective as possible. In addition, your answers to Part One can assist in improving the overall presentation of courses.

Please read all the questions before you answer any. It is most important to answer the questions in Part One and Part Three. Part Two is intended to give you the chance to indicate, if you wish, the more specific aspects that you particularly liked or disliked about the course - you do not need to answer any questions in Part Two. When you are finished, please write any additional comments or suggestions in the space provided.

Indicate answers to the following questions on the computer card provided.

### PART ONE: CONTENT AND ENVIRONMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>MEAN (Max = 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How much of the course material was pertinent to the topic? (Choose only one of a-d)</td>
<td>4.86</td>
</tr>
<tr>
<td>(a) 76-100%</td>
<td>4.86</td>
</tr>
<tr>
<td>(b) 51-75%</td>
<td>4.86</td>
</tr>
<tr>
<td>(c) 26-50%</td>
<td>4.86</td>
</tr>
<tr>
<td>(d) 0-25%</td>
<td>4.86</td>
</tr>
<tr>
<td>2. How much of the course material stimulated your interest in the subject? (Choose only one of a-d)</td>
<td>4.32</td>
</tr>
<tr>
<td>(a) 76-100%</td>
<td>4.32</td>
</tr>
<tr>
<td>(b) 51-75%</td>
<td>4.32</td>
</tr>
<tr>
<td>(c) 26-50%</td>
<td>4.32</td>
</tr>
<tr>
<td>(d) 0-25%</td>
<td>4.32</td>
</tr>
<tr>
<td>3. How heavy was the workload in this course, compared to other courses this year? (Choose only one of a-e)</td>
<td>2.64</td>
</tr>
<tr>
<td>(a) Much lighter</td>
<td>2.64</td>
</tr>
<tr>
<td>(b) Lighter</td>
<td>2.64</td>
</tr>
<tr>
<td>(c) About the same</td>
<td>2.64</td>
</tr>
<tr>
<td>(d) Heavier</td>
<td>2.64</td>
</tr>
<tr>
<td>(e) Much heavier</td>
<td>2.64</td>
</tr>
</tbody>
</table>

### PART TWO: THE TEACHING

How effective was the teaching in helping you to learn? This section lists comments you might want to make on various aspects of the course. Choose only the items you think are both relevant and particularly important - you do not need to answer all of these questions. You may wish to elaborate on some of your responses using the handwritten comment section on the final page.

<table>
<thead>
<tr>
<th>Question</th>
<th>MEAN (Max = 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANAGEMENT OF COURSE</td>
<td></td>
</tr>
<tr>
<td>4. a) Course outline clearly explained</td>
<td>4.81</td>
</tr>
<tr>
<td>b) Course outline not clearly explained</td>
<td>4.81</td>
</tr>
<tr>
<td>5. a) Appropriate guidance throughout course</td>
<td>4.75</td>
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<tr>
<td>b) More guidance required</td>
<td>4.75</td>
</tr>
<tr>
<td>6. a) Good pacing of material through course</td>
<td>4.90</td>
</tr>
<tr>
<td>b) Uneven pacing of material through course</td>
<td>4.90</td>
</tr>
<tr>
<td>7. a) Course material integrated into a cohesive whole</td>
<td>4.89</td>
</tr>
<tr>
<td>b) Did not integrate the course material</td>
<td>4.89</td>
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<tr>
<td>LECTURING STYLE</td>
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<td>8. a) Interesting</td>
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<tr>
<td>b) Not interesting</td>
<td>4.77</td>
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<tr>
<td>Question</td>
<td>Options</td>
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<td>----------</td>
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<tr>
<td>9. a) Explanations clear  b) Explanations not clear</td>
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<tr>
<td>10. a) Good pace in lectures  b) Too fast  c) Too slow</td>
<td></td>
</tr>
<tr>
<td>11. a) Speech is easy to understand  b) Speech difficult to understand</td>
<td></td>
</tr>
<tr>
<td>12. a) Graphic material easy to interpret (overheads, slides, computer-aided, etc.)  b) Graphic material difficult to interpret</td>
<td></td>
</tr>
<tr>
<td>13. a) Good blackboard writing  b) Poor blackboard writing</td>
<td></td>
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<tr>
<td>14. a) Responsive to class  b) Not responsive to class</td>
<td></td>
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<tr>
<td>DISCUSSION IN CLASS</td>
<td></td>
</tr>
<tr>
<td>15. a) Well managed  b) Poorly managed</td>
<td></td>
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<tr>
<td>GROUP WORK</td>
<td></td>
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<tr>
<td>16. a) Well managed  b) Poorly managed</td>
<td></td>
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<tr>
<td>HANDOUTS</td>
<td></td>
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<tr>
<td>17. a) High quality  b) Poor quality</td>
<td></td>
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<tr>
<td>18. a) Appropriate quantity  b) Too many  c) Too few</td>
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<tr>
<td>TEXTS</td>
<td></td>
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<tr>
<td>19. a) Helpful  b) Not helpful</td>
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<tr>
<td>RESERVE MATERIALS</td>
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<tr>
<td>20. a) Helpful  b) Not helpful  c) Not accessed</td>
<td></td>
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<tr>
<td>LABORATORIES</td>
<td></td>
</tr>
<tr>
<td>21. a) Helpful  b) Not helpful</td>
<td>NA</td>
</tr>
<tr>
<td>22. a) Well managed  b) Poorly managed</td>
<td>NA</td>
</tr>
<tr>
<td>TUTORIALS</td>
<td></td>
</tr>
<tr>
<td>23. a) Helpful  b) Not helpful</td>
<td></td>
</tr>
<tr>
<td>ASSIGNMENTS</td>
<td></td>
</tr>
<tr>
<td>24. a) Appropriate number  b) Too many  c) Too few</td>
<td></td>
</tr>
<tr>
<td>25. a) Expectations clearly defined  b) Unclear expectations</td>
<td></td>
</tr>
<tr>
<td>26. a) Returned on time  b) Not returned on time</td>
<td></td>
</tr>
<tr>
<td>27. a) Constructive criticism  b) Inadequate explanation of grade</td>
<td></td>
</tr>
<tr>
<td>TESTS/EVALUATIONS</td>
<td></td>
</tr>
<tr>
<td>28. a) Appropriate number  b) Too many  c) Too few</td>
<td></td>
</tr>
<tr>
<td>29. a) Appropriate coverage of material  b) Inappropriate coverage of material</td>
<td></td>
</tr>
<tr>
<td>30. a) Appropriate distribution of marks in course  b) Inappropriate distribution</td>
<td></td>
</tr>
<tr>
<td>31. a) Fairly marked  b) Not fairly marked</td>
<td></td>
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<tr>
<td>32. a) Constructive criticism  b) Inadequate explanation of grade</td>
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<tr>
<td>INSTRUCTOR'S ATTITUDE</td>
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<td>33. a) Keen interest in the course material  b) Lack of interest</td>
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<tr>
<td>34. a) Supportive attitude to students  b) Poor attitude to students</td>
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<tr>
<td>35. a) Challenging approach to teaching  b) Lacking in rigor</td>
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<tr>
<td>36. a) Available to a reasonable extent  b) Seldom available</td>
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PART THREE: OVERAL RATING OF THE INSTRUCTOR
Please ensure that you complete this section.

OVERALL, what is your opinion of the overall effectiveness of the instructor as a teacher?

<table>
<thead>
<tr>
<th>MEAN (Max = 5)</th>
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<td>3.94</td>
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WRITTEN COMMENTS:
John Devlin did pretty well in class. He needs some improvement in explanation of rationale of assignments. He should give the lecture he gave on the last day in September. There was much uncertainty about expectations.

I enjoyed his lecturing style and knowledge of international development. He ran the course well and kept the students’ attention. He was the only professor here so he should be evaluated only the evaluation form needs to have more variables to grade answers.

Good presentation of material – good lecture notes – interested in students.

Very knowledgeable about topic. Instructions for assignments sometimes unclear or varies from discussion to discussion. Keeps class late all of the time; little respect for other responsibility that students may have. Perhaps would be more effective if professor was more responsive to class reactions – pacing the lecture.

Very clear lectures, easy to understand. Engaging topics (most of the time) allowed for a lot of discussion. Approachable for discussion of assignments and paper. I first thought the assignments should be worth more, but I now understand the rationale for having them worth 10% - good explanation.

Class is over at 12:30pm; people have appointments and things to do – get a watch and end on time. Way too much reading material – find articles that provide an overview of the subject and present the different views on the subject – don’t have the time or the energy to read 5 articles on the same topic. Explain the assignment when handing them out – the last one (#4) was a disaster – everybody had a different understanding of what was going on. Try keeping your bias on certain topics under control – it’s good to state it, but letting your view dominate on topics and discussion with students is inappropriate.

It was difficult to grip the information presented at the beginning of the course, but towards the end it became easier. I think this was partly because many students were lost so the teaching approach was altered, partly because we became more comfortable with the idea of theory. Both professors had difficulty managing their time during the first half of the course – they talked too much for too long. This was really a problem when most students had another class to get to. John Devlin was difficult to warm up to, until I got to talk one-on-one with him. He is receptive to students and their issues.

A possible suggestion is assigning weekly readings to students to present to the class for additional marks, eg. 10%. This can reduce the final paper to 50%. I think that an exam is a bad idea; some students have difficulty expressing their knowledge of a subject under the pressure of a test. Overall, it’s been a great learning experience.
Liked the use of two lecturers and the separation of the class when discussing issues in Canadian and International contexts.

I enjoyed the lectures. I would have enjoyed the course more if there were more split lectures for International and Canadian streams. In many discussions, there was no clear distinction made between the two development fields. Students might be better prepared for, and more involved in, class if they knew their field of interest would be addressed.

His enthusiasm is great, and his teaching and knowledge are very analytical and precise. Thank you, John, very much.

Mr. Devlin is a nice personality and I am sure he has an adequate grasp on the subject, but he has difficulty making himself understood. At least I found him very difficult to understand, or glean what his expectations were for the assignments.

A very enjoyable and interesting class (much better than last year – from comments I’ve heard). More discussion in small groups would be good. Website great – but would have liked to have the option of printing off prior to class and adding my notes on top. Course content useful, but shouldn’t we have focused more on theory and not so much on practice (that is done in many other classes). Assignments really focused on practice, again useful, but not the intent of the course. That said – I have come away with a foundation of understanding of related theory. Thanks for your hard work. Don’t go easy on students; we are here to work and learn. This course was very easy, but allowed room to challenge ourselves.

Excellent course taught by John D. predominantly. The effort put into lectures and prepared notes, which accompanied lectures, were excellent and complementary learning tools. It was also very important to get his opinions and insights on certain issues which proved to be important fodder for thought and discussion. Also appreciated his guidance on papers. Can’t say enough good things about his involvement and enthusiasm and attention to students!

A concern about the final marking of the paper. As Devlin has marked the other assignments there is an understanding of the expectations. For consistency purposes, I think that the same instructor should mark all assignments. Good constructive comments for assignments. Assignment descriptions could have been clearer. I realize that part of the assignment was to correctly interpret the assignment. However, it steepens the learning curve. They may have been more useful if they were better explained.

Overall, excellent. Sometimes time management in the lectures was a problem. The class is too large, not appropriate for a graduate level course. I think the divided International/Canadian seminars would have been good if we had access to the readings at that time.

Truly committed to teaching and to the students. Concerned about student understanding and development. Available to students for advice and discussion. Reflective on other related materials such as materials of other courses that students are involved in. Insightful about teaching methods. Leads very interesting and informative discussion. Promotes creativity in a constructive manner. An excellent instructor.

Excellent knowledge on theory, processes and related topics. Great communicator. Late arrival of course texts and reading material set me back as I had planned to get a jump on the course by advanced reading. Some confusion over expectations of term paper. Stronger linkage between assignments and term paper. Flexibility due to work pressures was greatly appreciated. Thanks!

There needs to be some strong improvements in your teaching style. I have concerns with the biases you bring to the class and how you promote them. It was evident if a student’s opinion did not match your own that
they were penalized or they were put down in front of the class. Your explanations for assignments were very poor. Yes, this is a learning process, however, students should not be penalized because you cannot get your expectations and points across. A re-evaluation of the course structure would be helpful – ie., marks need to be re-allocated to reflect the effort needed for the assignment.

Much confusion surrounding assignments and final paper. This course would have benefited from a balance between professors teaching. Understand John Devlin’s expectations for the paper but have no idea what John F. expects. Late arrival of the texts was a hindrance to progress in the course.

John put a lot of effort into the class, tons of time meeting with students, and the quality of his lectures was excellent. It stimulated a lot of thought for me and encouraged me to think critically. Areas for improvement: finishing class on time (although it got better near the end), maybe devoting more class time for group discussions, and clarifying expectations for assignments before they’re due. I thought John facilitated some really interesting discussions. I would have liked more of that. I really enjoyed this class and was glad to have John as an instructor.

Enjoyed the lectures. Explanation of ideas – very clear – thank you! Enjoyed the flow of the course – it was the most well planned course I have ever taken. Very applicable to real life planning. Would like to see more class participation.