This was the second time I co-taught the course and the second time with David Douglas. As in the previous year the course content was divided explicitly between sessions on planning theory and sessions on development theory. The content was very heavy and the reading list was very extensive. There was again difficulties in moving from lecture to discussion as is evident in some of the students comments on the evaluation.

The main innovation this time was to replace the student group presentations with individual student presentations. The first few lectures were given by the instructors to establish a baseline of general ideas. Then each student had to make a presentation and lead discussion for a total of one hour based on the selection of pre-established course topics. This transferred a great deal of the responsibility for covering content from the instructors to the students themselves. Although many rose very well to the occasion there were some very weak presentations and the overall transfer of knowledge was probably a bit less effective than it had been in 1999 when the instructors presented most of the sessions. The students had the same difficulty as the instructors in getting from lecture to discussion. I think the burden on the students was too great although a somewhat less burdensome individual presentation could have been effective.

There is an evaluation report included.
PART 1  OVERVIEW: THE CONTEXT, THEORIES AND TRADITIONS IN, OF AND FOR RURAL PLANNING AND DEVELOPMENT

Session 1.1 (September 12)

The Course - Purpose, Objectives, Process, Course Structure, Resources and Readings, Schedule: Review and Discussion

The Context - "Rural": An Interactive Exploration of Meanings and Perspectives, Issues around Scale, Distance, Density, Image, Time, Levels, Power, Politics and Polarities, the Market, the State, the Individual, Interest Groups, Households, Community, Global Contexts

The Content - Theory, Concepts, Ideas: An Interactive Exploration

Session 1.2 (September 14)

Planning - Traditions, History, Ideas and Perspectives: A Critical Overview and Presentation
Session 1.3 (September 19)

Development - Traditions, History, Ideas and Perspectives: A Critical Overview and Presentation

PART 2 CURRENT ISSUES AND SELECTED THEORETICAL PERSPECTIVES IN RURAL PLANNING AND DEVELOPMENT

Faculty led seminars and discussions on selected high profile theories and theoretical debates

Session 2.1 (September 21)

Globalization and Development

Session 2.2 (September 26)

Sustainable Development and Eco-Systems

Session 2.3 (September 28)

Community Development

Session 2.4 (October 03)

The Case of Gender

Session (October 05)

Where we Live, What we Live in - Shelter, Place and Space

PART 3 MAINSTREAM THEORIES: POTENT INHERITANCES AND EMERGING REFORMULATIONS AND CHALLENGES

Student presentations and student led seminars on selected theories

Session 3.1 (October 10)

Rationality
Rational Comprehensive Planning

Session 3.2 (October 12)

Modernization - Development Stages: Typologies or Theories?
Modernization - Does Rural Poverty Persist?

**Session 3.3 (October 17)**

Modernization - Does Cultural Change Cause Development?
Modernization - Is Political Development a Dead End?

**Session 3.4 (October 19)**

Incrementalism
Mixed Scanning

**Session 3.5 (October 24)**

Centre-Periphery Perspectives: Staples Exports - Boon or Burden?
Centre-Periphery Perspectives: Does Surplus Extraction Cause Underdevelopment?

**Session 3.6 (October 26)**

Centre-Periphery Perspectives: Does the World System Determine National Development Outcomes?
Centre-Periphery Perspectives: Do Mixed Modes of Production Explain Underdevelopment?

**Session 3.7 (October 31)**

Open Session

**Session 3.8 (November 02)**

Social Learning
Community Development Theory

**Session 3.9 (November 07)**

Social Mobilization and Radical Practice
Advocacy and Participation

**Session 3.10 (November 09)**

Neo-Liberal Perspectives: Inefficiency and Rent-Seeking: Is the State the Problem?
Neo-Liberal Perspectives: Structural Adjustment - Necessary Medicine or Mistake?

**Session 3.11 (November 14)**
Strategic Planning and Management
Strategic Choice

Session 3.12 (November 16)

Redistributive Perspectives: Can there be Development without Redistribution?
Redistributive Perspectives: Can Global Keynesianism Generate Global Development?

Session 3.13 (November 21)

Communicative Action and Related Theoretical Constructs
Phenomenology and Interactionism

Session 3.14 (November 23)

Review of Theories Presented and Discussed and Instructors' Presentations on Selected Theories.

PART 4 THEORY AND PRACTICE: IMPLICATIONS AND CHALLENGES

Session 4.1 (November 28)

Values, Ethics and Practice: A Panel Presentation and Seminar

Session 4.2 (November 30)

Roundtable Review and Reflection: Students' Research Directions and Theory, Remaining Questions, Course Assessment.
RURAL PLANNING AND DEVELOPMENT THEORY

RPD – 6240 Fall 2000

THE COURSE READINGS

General Course References

These are readings that are centrally relevant to this course. Many of them will be foundation readings for a student's entire programme in the School of Rural Planning and Development. The Friedmann (1987) and the Hettne (1995) are core required readings for all participants in this course, and should be purchased. Most of the other sources listed here are in themselves compilations of key papers on specific topics in planning and development theories (e.g. dependency, communicative action). They have been set aside for course participants on the Reserve Shelf in the University Library. Extracts from these compiled readings are referred to in the required and recommended materials for individual sessions in the course.


Daly, Herman E. and John B. Cobb, Jr. 1994. For the Common Good: Redirecting the Economy Toward Community, the Environment and a Sustainable Future. Boston; Beacon Press.


Harriss, John, ed., Rural Development. Theories of Peasant Economy and Agrarian Change. Hutchinson University Library.


Harriss, John, ed., Rural Development. Theories of Peasant Economy and Agrarian Change. Hutchinson University Library.


Part 1 Overview

"Rural"

Below are a selection of readings that should prove useful for student's individual exploration of central issues around the definition of "rural", and the implications of our perspectives and definitions. Issues around context and conditions, distance, scale and density, proximity to natural resources and biotic systems, culture and heritage, and other topics are addressed in these readings. Other topics include the complexities of change, globalization, restructuring, adaptation and adjustment.


Planning - Traditions, History, Ideas and Perspectives.


Part 2  Current Issues

Core readings that all students should read are identified with an asterisk (*) after the citation. These are required readings for seminar participants.

Globalization and Development


Sustainable Development


Community Development

In this very diverse field of research and practice course participants should focus on the theoretical underpinnings to definitions of "community" and to "community development". Required readings are indicated with an asterisk (*).

A session on this topic will be presented by one of the course Instructors (Session 2.3). It will also be the topic for a seminar presented and led by a graduate student (Session 3.8). For the latter, key required readings for the presenter are indicated with a double asterisk (**) below.


Gender

This increasingly diverse field is growing in importance in planning theory, and has been the focus of attention in development theory for three decades. Required readings are indicated with an asterisk (*).


Part 3 Mainstream Theories and Challenges

In this part of the course the seminars will be designed and led by the graduate students. The core readings for each seminar are indicated with a single asterisk (*). All participants will be expected to have read these readings and to bring their reactions and questions to the seminar discussion. In preparing their seminars the presenter should read and use the supplementary readings cited below and marked with two asterisks (**). Other references may be accessed as required.

Rationality and Rational Comprehensive Planning Theory

This is the most influential body of intellectual enquiry and discourse, influencing both planning, as often narrowly conceived, and all aspects of development planning and management.


Modernization Approaches


1. Developmental Stages: Typology or Theory?

2. Why Does Rural Poverty Persist?
3. Does Cultural Change Cause Development?

4. Is Political Development a Dead End?

Incrementalism

This is one of the more potent challenges to rational comprehensive planning theory.


Mixed Scanning

This is another challenge to the scope and applicability of rational comprehensive planning theory.


Centre-Periphery Approaches


5. Staple Exports: Boon or Burden?

6. Did Surplus Extraction Cause Underdevelopment?
Martinussen. 1997. "Neo-Marxist Theories of Underdevelopment and Dependency" pp. 85-100**

7. Does the World System Determine National Developmental Outcomes?

8. Do Mixed Modes of Production Explain Underdevelopment?
Social Learning

This is a major tradition or theme throughout much of the contemporary evolution of planning theory, with application to all facets of development planning and management.


Advocacy and Participation

These constructs straddle a number of theories and approaches to practice.


Social Mobilization and Radical Practice

This is a very broad, diverse tradition encompassing a variety of theories and concepts, most of which tend toward Friedmann's "systems transformation".


Neoliberal Approaches


9. Inefficiency and Rent-Seeking: Is the State the Problem?

10. Structural Adjustment: Necessary Medicine or Mistake?
Communicative Action and Related Constructs

Planning is undergoing very exciting and uncertain developments in theory. A variety of major intellectual, political, social and other discourses including Dewey's pragmatism, Habermass's critical theory, Foucault's postmodern skepticism, and others are exposing theory and practice to significant challenges and uncertain opportunities. Most of these pose fundamental challenges to received theories from our rational comprehensive inheritances.


Phenomenology and Interactionism

Drawing from sociological, social psychological and related constructs these formulations focus on interpersonal interactions, symbols and meanings in the specifics of planning process.


Strategic Planning and Strategic Choice

Methods and often (implicit) theories have been transferred from management science and related fields into planning practice, and from there, reformulated into procedural and other propositions.


Redistributive Approaches


11. Can there be Development Without Redistribution?

12. Can Global Keynesianism Generate Global Development?
Bottom-Up Approaches


13. Can Countries Develop From Below?
   Friedmann. pp. 136-166.**

14. Does Cultural Power Prevent Development?
   Dale, Roger. 1982. "Learning to Be ...What? Shaping Education in 'Developing
   Societies'," in Alavi and Shanin. pp. 408-421.*
   in Alavi and Shanin. pp. 422-429.**
   Discourse," in Munck and O'Hearn. pp. 1-27.**
   Munck and O'Hearn. pp. 44-62.**

Part 4 Theory and Practice

Ethics and Practice

Ethics and related issues around professional codes of practice, the political milieux in which
planning and development take place, personal values and the opportunities and challenges for
the practitioner are central concerns. Complex issues around "natural justice", the "public good",
human rights, power and advantage are key themes here.

The core required readings for all students are marked with an asterisk (*).


Beauregard, Robert A. 1978. "Planning in an Advanced Capitalist State." In Burchell,
Robert W. and George Sternlieb (eds.). Planning Theory in the 1980s: A Search for
Future Directions. New Brunswick, N.J.; Centre for Urban Policy Research, Rutgers
University. pp. 235-254.

30-32.*


Rural Planning and Development Theory (RPD-6240)  
Fall 2000

THE SEMINAR AND SEMINAR PAPER

The student designed and led seminar will be a central learning vehicle in the Rural Planning and Development Theory course. These seminars take place in Part 2 of the course and will take up fourteen (14) of the course's 21 sessions.

OBJECTIVES

The objectives of each student seminar are as follows:

- to facilitate the development of the student presenter's critical appreciation of a particular planning or development theory
- to facilitate the development of the student presenter's critical appreciation of this theory in the context of complementary and conflicting theories
- to facilitate the development of the student presenter's capacity as an effective communicator
- to engender critical and informed discussion on selected theories relevant to rural planning and development

PROCESS

The basic process will consist of:

(a) a half-hour presentation by the graduate student, and

(b) a twenty-five minute discussion period led by the presenter.

It is understood that all seminar participants will have read the core reading(s) ahead of time, and in the spirit of cooperative learning, it will be the responsibility of all students to actively contribute to the discussion.

Two seminars will be given each day and there will be a ten (10) minute break between seminars.

Seminar presenters will submit a ten (10) page Seminar Paper within one week following their seminar. This paper will include the material presented in the seminar but may also include additional topics arising from the seminar discussion.
STUDENT SEMINAR EVALUATION

Criteria for assessing the seminar will include the presenter's knowledge of the theory in question, their effectiveness in communicating the logic, assumptions, evidence and other facets of the theoretical construct and their critical assessment of the theory in the light of the cited literature. The Student Seminar mark will be awarded evenly on the basis of the presentation and the written seminar paper.

OVERALL COURSE EVALUATION

<table>
<thead>
<tr>
<th></th>
<th>30% or 40% of total mark (student may choose)</th>
<th>70% or 60% of total mark (student may choose)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Seminar:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Paper:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>PART ONE: CONTENT AND ENVIRONMENT</th>
<th>MEAN</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>4.88</td>
</tr>
<tr>
<td>(a) 76-100%</td>
<td></td>
</tr>
<tr>
<td>(b) 51-75%</td>
<td></td>
</tr>
<tr>
<td>(c) 26-50%</td>
<td></td>
</tr>
<tr>
<td>(d) 0-25%</td>
<td></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>4.56</td>
</tr>
<tr>
<td>(a) 76-100%</td>
<td></td>
</tr>
<tr>
<td>(b) 51-75%</td>
<td></td>
</tr>
<tr>
<td>(c) 26-50%</td>
<td></td>
</tr>
<tr>
<td>(d) 0-25%</td>
<td></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>1.81</td>
</tr>
<tr>
<td>(a) Much lighter</td>
<td></td>
</tr>
<tr>
<td>(b) Lighter</td>
<td></td>
</tr>
<tr>
<td>(c) About the same</td>
<td></td>
</tr>
<tr>
<td>(d) Heavier</td>
<td></td>
</tr>
<tr>
<td>(e) Much heavier</td>
<td></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>MANAGEMENT OF COURSE</th>
<th>MEAN</th>
<th>(5 is highest)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. a) Course outline clearly explained</td>
<td>4.87</td>
<td></td>
</tr>
<tr>
<td>b) Course outline not clearly explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. a) Appropriate guidance throughout course</td>
<td>4.81</td>
<td></td>
</tr>
<tr>
<td>b) More guidance required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. a) Good pacing of material through course</td>
<td>4.67</td>
<td></td>
</tr>
<tr>
<td>b) Uneven pacing of material through course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. a) Course material integrated into a cohesive whole</td>
<td>4.80</td>
<td></td>
</tr>
<tr>
<td>b) Did not integrate the course material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LECTURING STYLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. a) Interesting</td>
<td>4.88</td>
<td></td>
</tr>
<tr>
<td>b) Not interesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. a) Explanations clear</td>
<td>4.93</td>
<td></td>
</tr>
<tr>
<td>b) Explanations not clear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. a) Good pace in lectures</td>
<td>4.40</td>
<td></td>
</tr>
<tr>
<td>b) Too fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Too slow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. a) Speech is easy to understand</td>
<td>4.88</td>
<td></td>
</tr>
<tr>
<td>b) Speech difficult to understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. a) Graphic material easy to interpret (overheads, slides, computer-aided, etc.)</td>
<td>4.81</td>
<td></td>
</tr>
<tr>
<td>b) Graphic material difficult to interpret</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. a) Good blackboard writing</td>
<td>4.83</td>
<td></td>
</tr>
<tr>
<td>b) Poor blackboard writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. a) Responsive to class</td>
<td>4.93</td>
<td></td>
</tr>
<tr>
<td>b) Not responsive to class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISCUSSION IN CLASS</td>
<td>MEAN</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>15.a) Well managed</td>
<td>4.94</td>
<td></td>
</tr>
<tr>
<td>b) Poorly managed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP WORK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.a) Well managed</td>
<td>4.80</td>
<td></td>
</tr>
<tr>
<td>b) Poorly managed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HANDOUTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.a) High quality</td>
<td>4.82</td>
<td></td>
</tr>
<tr>
<td>b) Poor quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.a) Appropriate quantity</td>
<td>4.44</td>
<td></td>
</tr>
<tr>
<td>b) Too many</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Too few</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEXTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.a) Helpful</td>
<td>4.85</td>
<td></td>
</tr>
<tr>
<td>b) Not helpful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESERVE MATERIALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.a) Helpful</td>
<td>4.33</td>
<td></td>
</tr>
<tr>
<td>b) Not helpful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Not accessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LABORATORIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.a) Helpful</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>b) Not helpful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.a) Well managed</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>b) Poorly managed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUTORIALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.a) Helpful</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td>b) Not helpful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSIGNMENTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.a) Appropriate number</td>
<td>4.79</td>
<td></td>
</tr>
<tr>
<td>b) Too many</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Too few</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.a) Expectations clearly defined</td>
<td>4.50</td>
<td></td>
</tr>
<tr>
<td>b) Unclear expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TESTS/EVALUATIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.a) Returned on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Not returned on time</td>
<td>4.77</td>
<td></td>
</tr>
<tr>
<td>27.a) Constructive criticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Inadequate explanation of grade</td>
<td>4.86</td>
<td></td>
</tr>
<tr>
<td>28.a) Appropriate number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Too many</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part Three: Overall 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>38.a)</th>
<th>Excellent</th>
<th><strong>Mean</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>Good</td>
<td><strong>4.00</strong></td>
</tr>
<tr>
<td>c)</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>e)</td>
<td>Poor</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

- An excellent course. John did a great job – he really helped to clearly explain various theories discussed in class and really helped to illumante the material.

- Good teaching. John. – knowledgeable and obviously passionate about the subject matter, -watch time, -talk to the students, not over our heads, -I would suggest a couple of smaller assignments and a reduction
in value of the term project, this would keep students engaged in the subject matter throughout the semester, and more comfortable with working with the theories when it comes time for the final project.

- You have to watch time in class and structure the lecture around that - if we are expected to end our presentations after one hour, the same must hold for you. Also, greater co-ordination between yourself and David, with regards to essay standards, is necessary. It’s difficult to know which instructor to write for when each have widely different views on requirements.

- John is very insightful and knowledgeable in theory. I found that the lectures were a bit dry and over time – but John is very passionate about theory and he provides a huge amount of information. I’m not sure how well I learned from his teaching style, though. I think the lectures need space for more discussion and involvement.

- Very knowledgeable, was very clear about expectations in assignments – I liked that, really kept things on time and on topic, was patronizing at times.

- I think John is a very effective professor – he has a great knowledge of subject matter and works hard to organize lectures and thoughts before class. Discussion is interesting. Two points of criticism: 1) needs to better manage his time (we always go over and things don’t get covered), 2) good to challenge students but sometimes his questions are unfair and people are put on the spot. He’s a great professor to speak to about assignments – clear and logical about what needs to be done.

- Reading material – would be helpful if copied and bound in text to be purchased by students. Too much time spent looking for reading material in library – some not available.

- Great work, John! Handouts in PDF a welcome addition. A lot of work has been put in by you to get to this point and the smooth running of the class is a result. Keep it up!

- My biggest problem with the course was the lack of organization surrounding the reading list and reserve materials. For next year, core readings should be made available as a bound volume. More often than not, readings were not available on reserve and required an average of 2 hours/week of searching.