CRD 180 TRANSNATIONAL COMMUNITY DEVELOPMENT (WINTER 2023)

Lectures: Tuesdays and Thursdays, 10:00—11:50am
Olson Hall 250

Instructor: Eric Chu (he/him)
Email: ekch@ucdavis.edu | Office: Hart Hall 2329
Drop-in hours: Tuesdays 4:00—5:00pm and Thursdays 1:00—2:00pm, in-person

TA: Megan Gash (she/her)
Email: mhgash@ucdavis.edu | Office: Hunt Hall 237
Drop-in hours: Tuesdays 12:00—2:00pm, in-person

Commitment to equality, diversity, and inclusion in the classroom. We are committed to discovery and innovation, creative and collaborative achievements, debate and critical inquiry, in an open and inclusive environment that nurtures the growth and development of all. Link to the UC Davis Principles of Community: https://diversity.ucdavis.edu/principles-community.

Course adjustments in response to COVID-19. In light of the ongoing COVID-19 global pandemic, we acknowledge that students are facing unprecedented demands and stresses on physical/mental health, individual/family finances, and personal wellbeing. We strive to maintain compassion and support students through offering reasonable adjustments according to individual needs and/or hardships experienced. Further UCD resources can be found here: https://keepteaching.ucdavis.edu.

Land acknowledgement statement. We acknowledge that UCD campus sits on land that has been home of the Patwin people. Today, there are three federally recognized Patwin tribes: Cachil DeHe Band of Wintun Indians of the Colusa Indian Community, Kletsel Dehe Wintun Nation, and Yocha Dehe Wintun Nation. The Patwin people have remained committed to the stewardship of this land over many centuries. It has been cherished and protected, as elders have instructed the young through generations. We are honored and grateful to be here today on their traditional lands. Read more: https://diversity.ucdavis.edu/land-acknowledgement-statement.

COURSE OVERVIEW AND OBJECTIVES

The purpose of the course is to provide an introduction into international development theory and practice from an interdisciplinary perspective. We begin with an overview of the history of international development thinking, explore the main concepts and ideas underpinning development practice, and assess the principal features of past and present approaches to international development across different local, regional, and transnational contexts. The goal of this course is to reflect on dominant debates and theories, as well as reflect on the roles played by different international development actors,
including international/multilateral organizations, national governments, development cooperation and aid agencies, nongovernmental organizations and networks, civil society mobilizations, and others.

In learning about development policies, the course aims to link practical situations with the consequences for historically disadvantaged and marginalized groups. In particular, the course explores new perspectives that emphasize alternative or new dimensions of international development, including political participation, democratization, social inclusion, and environmental justice. These perspectives also see international development as something that is being carried out by a far broader array of actors than was previously understood, including international non-governmental organizations, transnational community groups, and networks of activists operating worldwide. More specifically, we will critically review, analyze, and discuss:

- The epistemological roots of some of today’s development theories and agendas.
- Influential development theories and official policies from the post-World War II period till today, as introduced by social scientists, multilateral financial institutions, and NGOs.
- Some of the roots, trends, and present conditions of global inequality, including the effects of particular policy decisions on socioeconomic inequality at the national and global levels.
- The socioeconomic, political, and cultural practices of non-state actors (international non-governmental organizations, migrant grassroots organizations, networks of activists, etc.) and their impact on development in the global South.

This course provides the student with a knowledge base to assess issues critically and independently in the current development debate. We will use concepts such as national identity, race, ethnicity, gender, class, citizenship, institutions, governance, decision-making, and social change to study how these transnational actors are reshaping community and national development around the world. We also draw on examples from across the globe. In-class discussion will be a central part of the learning process, so you are encouraged to actively participate. One of the goals of this class is to encourage thoughtful dialogue about complex and often controversial issues in an environment of mutual respect.

**Fulfillment of General Education (GE) course requirements.** UC Davis organizes its undergraduate education partially through requiring students to take classes that fulfill certain general education (GE) requirements. CRD 180 fulfills the GE requirements in the following ways:

- **Social sciences (SS):** This course provides students with knowledge of the individual, social, political, and economic activities of people.
- **Writing experience (WE):** Written assignments in the class include both individual assignments (approximately 6,000 words total) and group-based assignments (approximately 1,000 words total). Assuming 250 words per page, this makes a total of approximately 28 pages of individual and group writing. These essays offer the opportunity for students to develop and demonstrate critical thinking and to communicate an understanding of core issues explored in the course.
- **World cultures (WC):** This course provides students with a global perspective in a world where communication technologies, economic relationships, and the flow of people across national borders increasingly challenge national identities and create transnational cultures.

To emphasize these general education (GE) requirements, students will receive clear guidance on assignment expectations through instructions provided and during lecture sessions.
STUDY MATERIALS

The textbooks listed below are required for this course, but students are not required to purchase them. All readings are available digitally and are posted on the course Canvas website. Printed copies of readings are not provided. Our textbooks include the following:


COURSE REQUIREMENTS AND ASSIGNMENTS

Students are expected to attend and participate in class sessions and complete all readings and assignments. Classes are meant to be spaces for students to collaboratively engage with key ideas, concepts, and theories relevant to the topic area, while also providing space for critical reflection and group work. Students are strongly encouraged to keep current or ahead on readings and to come to class prepared to discuss them. This course has 2 required graded components (with 3 subcomponents each) totaling 200 points, plus an optional extra credit opportunity worth a maximum of 10 points:

1. Thematic essays: 3 essays worth 50 points each = 150 points
2. Group project: development project identification (10 points), description (20 points), evaluation (20 points) = 50 points
3. Optional extra credit opportunity: revision of 2 thematic essays worth a maximum of 5 points each = 10 points

Assignments are detailed below:

**1. Thematic essays.** Each student is to write three essays that tackle each of the three thematic areas of the class. The essays must draw on readings and class lectures and provide a synthesis and critical reflection of key messages. Students can conduct some external research in the process of drafting their essays. The objective of these essays is for students to summarize and analyze what they have read and learned in each thematic area. Students can approach their essays using the three prompts below:

   **1(a) Thematic essay 1 (50 points):** This portion of the class explored the many theories and concepts that are foundational to international development studies. These include modernization/modernity, world systems, colonialism, dependency, developmentalism, capitalism, neoliberalism, structural adjustment, institutional reform, and others. **In your view, which one of these ideas best explains the current levels of poverty and social inequality we see in the world today?** In your answer, please discuss the idea in depth by drawing on works by particular development theorists, argue for why your chosen idea offers the best explanation, and provide relevant examples from readings/lectures.

   **1(b) Thematic essay 2 (50 points):** This portion of the class explored emerging practices, tools, and tactics for enabling development on the ground. Some of these practices focus on changing governance arrangements while others focus on designing efforts that better reflect local social,
economic, and political conditions. In your view, how should we enable development that is equitable, inclusive, and sensitive to local conditions? In your answer, please explain the merits (and constraints) of particular approaches, discuss the relevant actors, resources, and decision-making arrangements that are required, and provide relevant examples from readings/lectures.

(1c) Thematic essay 3 (50 points): This portion of the class explored new global challenges and different innovative ideas that development theorists and practitioners are currently pursuing. These include mobilizing NGOs, nonprofits, and civil society groups; better considering gender, race, informality, and indigenous knowledge; and designing new tools to tackle environmental sustainability, economic inclusion, and other livelihoods priorities. In your view, what issues should international development practitioners focus on in the future? In your answer, describe a particular global challenge, highlight its importance going forward, and explore the ways this can be enabled across different contexts by providing relevant examples from readings/lectures.

Each thematic essay should be 2,000-words long (+/-10%). The wordcount excludes the essay title and reference list. It should include a synthesis and critical reflection of key ideas and concepts as instructed in the essay prompt. The three thematic essays are due at the end of Week 3 (January 27), Week 6 (February 17), and Week 9 (March 10). Each essay should be submitted as either a MS Word or PDF file (not Google Doc) to Canvas before 11:59pm on the due date. The assignment should be typed in 12-point Times font, double-spaced, and with 1-inch margins. The assignment should include references to at least six articles, books, or book chapters (either from the syllabus or outside research). Websites can be consulted but they do not count towards the six sources.

(2) Development project/program review (group project). Students will evaluate an existing development project or program that is funded or spearheaded by a multi/bilateral donor, private philanthropy, or nonprofit organizations. Groups can select past and ongoing development projects using these databases (this is not an exhaustive list):

- UN Development Programme: [https://open.undp.org](https://open.undp.org)
- UN Environment Programme: [https://open.unep.org](https://open.unep.org)
- UK Aid: [https://devtracker.fcd.gov.uk](https://devtracker.fcd.gov.uk)
- CARE International: [https://impact.care-international.org/reach/countries/](https://impact.care-international.org/reach/countries/)
- Etc.

Groups of 4-5 students will select one development project and explore its objectives, content, intended beneficiaries, and intended social impact. Groups should discuss with the TA about a potential project selection. This group project assignment is divided into three components:

(2a) Project identification (10 points): Project groups are to identify and submit the project and funder name. A representative from the group should submit the project identification of no more than 30 words to Canvas by the end of Week 4 (February 3). Please also include the project’s website (if available) and a list of group member names in this assignment, although these will not count towards the word limit.
(2b) Project description (20 points): Project groups are to describe the objectives and content of the chosen development project. Drawing on the group’s own research, a description of no more than 500 words should include details on what is being funded (i.e., project budget), who are the intended beneficiaries (and number of participants), and how the project will be delivered. A representative from the group should submit the project description to Canvas by the end of Week 7 (February 24).

(2c) Project evaluation (20 points): Project groups are to critically evaluate the approach, overall merit, and larger social impact of the chosen development project. Drawing on the group’s own research, the project evaluation should discuss whether they think the project is feasible given time/resource constraints, effective in addressing contextual development needs, inclusive of local needs and voices, and whether the project is scalable to other sites/locations. The evaluation should be no more than 500 words and a representative from the group should submit it to Canvas by the last day of exam week (March 24).

Each component of the group project should follow instructions listed above on content, wordcount, and due date. Each component should be submitted as either a MS Word or PDF file (not Google Doc) to Canvas before 11:59pm on the due date. The assignment should be typed in 12-point Times font, double-spaced, and with 1-inch margins. The wordcount excludes the essay title and reference list (if appropriate).

(3) Optional extra credit opportunity. Students are given an opportunity to revise their thematic essays based on the comments and critiques received in the initial submission. Students can incorporate new thinking and refine arguments, while considering the course content in its entirety. The sections of the thematic essays that have been revised should be highlighted or done using track-changes in MS Word. Students are allowed to revise up to 2 thematic essays and exemplary efforts will be awarded a maximum of 5 points each on top of the originally assigned grade (or until the maximum of 50 points is reached for each essay). To be considered for extra credit, essay revisions must be resubmitted within 2 weeks of receiving the grade and comments on the original essay.

GRADING AND DISPUTES

Students will receive clear guidance on assignment expectations through written instructions. When assignments are given, students will also receive clear communication about the criteria used for evaluating their writing via a rubric, which includes an evaluation of content, clarity, organization, and logic, among other criteria. Students will receive written feedback on all assignments as to how to improve. This is especially the case for the assignments that build toward the group funding proposal.

Grading criteria for course assignments are listed below and posted on Canvas. Note that these criteria are not equally weighted and cannot be used to calculate a grade. They are used to inform relative weaknesses and strengths. The approach to grading assignments in this course will be accumulative, meaning that grades are based on a qualitative assessment of criteria that you have successfully and cumulatively achieved, rather than through a process of deducting points that you got ‘wrong’. The latter approach does not work for the course due to the nature of assignments, which are designed to promote critical thought and reflective engagement that often do not have clear right or wrong answers.

Overview of grading criteria for written assignments:

- Engagement: Critical engagement with essay question or topic; Evidence of engagement with relevant literature(s); Evidence of engagement with class materials.
- Structure and execution: General organization of essay; Use of paragraphs and/or headings; Use of figures and illustrations; Flow of argument; Writing style; Appropriate referencing format; Consistent referencing and in-text citations.
- Arguments and conclusion: Critical evaluation of sources; Logic, coherence, and consistency; Selection of relevant evidence to support argument; Originality of argument; Relevance and accuracy of factual content.

Final course grades are distributed by the following percentages of the total points possible.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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</tbody>
</table>

Grade disputes will not be considered in class. If a student feels she/he/they has/have been unfairly graded on an assessment and would like to request consideration for partial or full credit for a particular item or items, she/he/they should do so through the rebuttal process (please speak to course instructor for more information about this process).

EXTENUATING CIRCUMSTANCES

Extensions and late submissions. To request due date extensions, please email the course instructor and give a clear reason for the request well ahead of the due date. An extension request must be supported by documentation, such as a note from a medical professional or coach/manager of an official University athletic team. Considering the ongoing global COVID-19 pandemic and the reasonable adjustment policies put in place, we will strive to accommodate all legitimate requests and special needs. For unexcused late submission of assignments, 1 point will be deducted for each day (including weekends) past the due date. The last day to turn anything in for credit will be the due date of the final assignment.

Special needs. Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact UC Davis Student Disability Center for disability access: [https://sdc.ucdavis.edu/](https://sdc.ucdavis.edu/). Students who have, or suspect they may have, a disability should seek services through Disability Services. Students must be registered with Disability Services and receive written authorization to obtain disability-related accommodations.

Health and counseling service. UC Davis Student Health and Counseling Services or SHCS provides a wide variety of medical, mental health, and wellness services to all registered UC Davis students regardless of insurance coverage. More information at: [https://shcs.ucdavis.edu](https://shcs.ucdavis.edu). Resources pertaining to the COVID-19 global pandemic can be found here: [https://keepteaching.ucdavis.edu](https://keepteaching.ucdavis.edu).

Technology and learning support. The use of cellular telephones is strictly forbidden in class. Phones must be packed away and turned off or switched to silent mode. Laptops and tablets with approved software are allowed in class. Students using laptops or tablets are asked to sit either in the back or sides of the classroom to minimize disruption to other students, although this does not apply to students with special needs (such as permission to record lectures) or disability provisions.
Link to Frequently Asked Questions. UC Davis Student Resources: https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/

ACADEMIC CONDUCT

Collaboration on coursework. Collaboration on class exercises is sometimes necessary and expected. All assignments must be your own original work, although we encourage you to solicit feedback on your drafts from friends, classmates, and the Learning Skills Center in 2205 Dutton Hall (Link: http://lsc.ucdavis.edu/). Please maintain all of your drafts with comments for your records. All of your work completed for this course must be completed for this course alone.

Citations, quotations, and paraphrasing. You must correctly cite, in APA style, all the sources from which you get information for your classwork. As a general rule of thumb, when you use more than three consecutive words from a source, quote the source by inserting a parenthetical citation and referencing the page number within it. Paraphrase authors’ work that you do not quote directly by using your own words to express their ideas. Copying or using any information from a source and not attributing the information to the proper source is plagiarism (see below).

Student Code of Conduct. All students should be familiar with the Student Code of Academic Conduct that is located here: http://sja.ucdavis.edu/cac.html. Please review this carefully and ask your instructor if you have any questions. Remember the instructor is obliged to refer you to Student Judicial Affairs in all cases of violation or suspected violation. In addition to the well-known problems of plagiarism (see below) and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes, unless you take the following points into consideration. It is permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:

1. You inform the instructor beforehand.
2. You clearly identify the portions where you quote yourself (or collaborative work).
3. You provide a copy of the previous work you have submitted in the other class to the instructor.
4. To ensure that you receive a good grade make sure that the quoted or reused parts fit seamlessly into the assignment for THIS class.
5. If you have any doubts about the extent to which you can use already written materials, please speak with the instructor or your TA prior to making any submission.

Plagiarism and other academic misconduct will not be tolerated and will be punished to the full extent of university policy. You are responsible for knowing what constitutes plagiarism and other academic misconduct. Below is the basic definition of plagiarism according to our university:

Plagiarism means presenting the words, phrases, ideas or work of another, including certain facts and statistics, as if they were your own. To avoid plagiarizing, you must clearly acknowledge the source of any borrowed language or ideas that you present in your own work. Quotation marks, followed by documentation, should be used to indicate the exact words of others. A signal phrase identifying a source and/or parenthetical citation or a superscript number should denote the summarized or paraphrased ideas of others, depending on the particular style the paper follows.

For more on academic misconduct and policy, see: http://cai.ucdavis.edu/plagiarism.html. The Academic Integrity Project offers information on citations: http://cai.ucdavis.edu/citation.html.
# COURSE TIMETABLE

<table>
<thead>
<tr>
<th>DATE</th>
<th>SESSION TOPIC</th>
<th>NOTES / ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 10</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Jan. 12</td>
<td>The site(s) of development</td>
<td></td>
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<tr>
<td>Jan. 17</td>
<td>Poverty and inequality</td>
<td></td>
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<tr>
<td>Jan. 19</td>
<td>Early development thinking</td>
<td></td>
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<tr>
<td>Jan. 24</td>
<td>Neoliberal transformations</td>
<td></td>
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<tr>
<td>Jan. 26</td>
<td>States and institutions</td>
<td>Thematic essay 1 due Friday January 27th at 11:59pm</td>
</tr>
<tr>
<td>Jan. 31</td>
<td>Emerging global efforts</td>
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<tr>
<td>Feb. 2</td>
<td>Decentralization and development</td>
<td>Identify development project by Friday February 3 at 11:59pm.</td>
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<tr>
<td>Feb. 7</td>
<td>Development aid</td>
<td></td>
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<tr>
<td>Feb. 9</td>
<td>NGOs and transnational civil society</td>
<td></td>
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<tr>
<td>Feb. 14</td>
<td>Gender and Development</td>
<td>Guest lecture: Megan Gash</td>
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<tr>
<td>Feb. 16</td>
<td>Indigenous land rights</td>
<td>Guest lecture: Rebekah Kaump</td>
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<tr>
<td>Feb. 21</td>
<td>Agriculture and food security</td>
<td>Guest lecture: Ana Zepeda</td>
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<tr>
<td>Feb. 23</td>
<td>Participatory rural development</td>
<td>Guest lecture: Robert Woodke</td>
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<tr>
<td>Feb. 28</td>
<td>Alternative (to) development</td>
<td>Development project description due by Friday February 24 at 11:59pm.</td>
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<tr>
<td>Mar. 2</td>
<td>Urbanization and development</td>
<td></td>
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<tr>
<td>Mar. 7</td>
<td>Environment and development</td>
<td></td>
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<tr>
<td>Mar. 9</td>
<td>New development finance</td>
<td>Thematic essay 3 due Friday March 10 at 11:59pm</td>
</tr>
<tr>
<td>Mar. 14</td>
<td>Professional development panel</td>
<td>Panelists: Humphrey Fellows</td>
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<tr>
<td>Mar. 16</td>
<td>Future of International Development</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Development project evaluation due by Friday March 24 at 11:59pm.</td>
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COURSE READING LIST

The following pages contain a description of the coverage of seminars in this quarter, including lists of required readings for lecture and a selection of additional optional resources for self-study or further interest. All readings are posted on the course Canvas page.

January 10 – Introduction
No required readings

January 12 – The site(s) of development
Multimedia option:
• Adichie, C. N. “The Danger of a Single Story” http://www.youtube.com/watch?v=D9Ihs241zeg
Required reading:
Optional readings:

January 17 – Poverty and inequality
Multimedia option:
• Poverty Unpacked Podcast. 2020. Episode #3: Poverty (measurement) is political – Andrew Fischer. https://poverty-unpacked.org/2020/05/07/episode-3-poverty-is-political-andrew-fischer/
Required reading:
Optional reading:

January 19 – Early development thinking
Required reading:
Optional reading:

January 24 – Neoliberal transformations
Required reading:
Optional reading:

**January 26 – State and institutions**

Required reading:

Optional reading:

**January 31 – Emerging global efforts**

Multimedia option:

Required reading:

Optional reading:

**February 2 – Decentralization and development**

Required reading:

Optional reading:

Case studies:


**February 7 – Development aid**

Multimedia option:


Required reading:


Optional reading:


**February 9 – NGOs and global civil society**

Required reading:


Optional reading:


**February 14—Gender and development**
Multimedia option:

Required reading:

Optional reading:

**February 16—Indigenous land rights**
Required reading:

**February 21—Agriculture and food security**
Required readings:
- TBD

**February 23—Participatory rural development**
Required reading:
- TBD

**February 28—Alternative (to) development**
Multimedia option:

Required reading:

Optional reading:

**March 2 – Urbanization and development**

Multimedia option:

Required reading:

Optional reading:

**March 7 – Environment and development**

Required reading:

Optional reading:

**March 9 – New development finance**

Multimedia option:

Required reading:
• Hanlon, J. et al. 2010. Chapter 3: Cash Transfers Today and Chapter 5: Pro-Poor Growth: Turning a $1 Grant into $2 Income. In: *Just Give Money to the Poor: The Development Revolution from the Global South*.

**March 14 – Professional development panel**

No required readings

**March 16 – The future of international development**

Required reading:

Optional reading:
APPENDIX: GROUND RULES AND EXPECTATIONS FOR CONDUCT IN CLASS

As the instructor, I assume that you are all adults taking the class by choice. The class requires you to cultivate and maintain what I consider to be essential characteristics of good students: curiosity, courage, and discipline. Class time will allow for discussion of various topics, many of which can be controversial. Thus, the following are the ground rules that I propose to provide a safe and respectful atmosphere (see also the UC Davis Principles of Community). The following are ground rules and expectations for your conduct in class:

1. We agree that treating others with compassion, empathy, and respect is something we will strive toward, even if we do it imperfectly. This means we agree to create a safe, respectful, and supportive learning environment for our own benefit and the benefit of our fellow students, our class as a whole, and our broader community. This includes being proactive about communicating how you would like to be treated and respected (such as your gender pronouns, trigger issues for you, etc.), and not making assumptions about what other people think or value based on how they appear. Open communication about what constitutes respectful behavior is important.

2. We agree that striving to use inclusive language (e.g., “humankind” instead of “mankind,” “you all” instead of “you guys,” etc.) is important in creating an inclusive learning environment. We also recognize that this might go against conditioned language patterns, so might be challenging at first, but the benefits of changing that conditioning are important.

3. We agree to respect and give voice to our own viewpoints, even when they appear to be internally conflicting and contradictory. Everyone can contribute, and each contribution is unique and important.

4. We agree to support and respect our peers, Teaching Assistants, and instructors in giving voice to their own viewpoints, even if they may be opposed to our own.

5. We agree to attempt to avoid dominance in discussions, which involves being mindful of the amount of our contributions in relation to that of others. If we tend to be quiet in group discussions, we agree to speak up more often, and if we tend to be dominant in group discussions, we agree to listen more often. We also agree to speak up — through whatever channel is most comfortable or appropriate — when we believe that dominance is occurring so that it can be corrected. Avoiding dominance also includes letting others finish expressing their thoughts, rather than interrupting.

6. We agree to begin statements with “I think” or “I feel” as a way to introduce our views, especially when faced with other peoples’ conflicting perspectives or claims.

7. We agree to support others and ourselves in being silent, if that is what feels like the best approach to a difficult discussion. We are free to withdraw from any interaction at any time if we feel unsafe in any way.

8. We agree that there are no stupid questions. Questions, and all forms of inquiry, reflect interests and one main purpose of this course is to support our discovery of both our interests and the world in which we find ourselves. Additionally, we recognize that other students will benefit from the questions we ask.

9. We agree that we can provide honest feedback to our classmates and instructors, without fear of being belittled or attacked.

10. We agree that perfectionism can be harmful. We agree to strive to give ourselves permission to be wrong and to not judge ourselves or others too harshly when we/they are wrong or behave unskilfully.
11. We agree that forgiveness is an important stance to strive toward when faced with interactions that might have harmed us. We will try to not take disagreements or differences in perspective personally, and to not hold grudges over them.

12. We agree to take full responsibility for what we do with the learning opportunities in this course. This includes coming to class prepared to discuss assigned materials.

**CONTRACT STATEMENT**

Please fill in and sign the following statement, then print it, cut it out, and bring it to lecture within two weeks of the course.

Following the expectations set out above, I will spend ____ hours per week in class sessions (lecture and lab sessions) for this class and ____ hours per week outside of class sessions for this class. I have read the above syllabus and agree to its terms and conditions.

Name (Printed): ________________________________

Signature: ______________________________________

Date: __________________________________________