

CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY
Financial Empowerment for Development and Peacebuilding
PCD-5390C
Session I: JUNE 11-15, 2018

Course Syllabus

Instructor: Jerry Buckland, PhD (University of Manitoba)
Email: j.buckland@uwinnipeg.ca
Lecture times: 8:30am-5:00pm, Monday to Friday
Office hours: After class
Last date for voluntary withdrawal without academic penalty: July 15, 2018

COURSE DESCRIPTION

In the rapidly changing world of consumer finance, vulnerable groups are particularly in need of financial empowerment. The course will engage social change theory in order to identify and evaluate responses to challenging consumer finance issues. This course will be valuable for participants engaged in a variety of sectors, including community development, family mediation, and international development. It will explore how consumer finance can cause citizens harm that might have gender, class, or identity dimensions and will be a practical asset for community workers.

OBJECTIVES

After successful completion of this course students should be able to:

1. understand conceptual building blocks for the course including financialization, sub-prime credit and mortgages, high-interest credit, microfinance, consumer debt, peer-support and monitoring, repeat borrowing, and un- and sustainable debt, in the local Canadian and international context;
2. investigate the relationship between household finances on the one hand and community development and peace building on the other hand;
3. examine the relationship between a number of finance schemes, including matched-savings, microcredit and financial literacy programming, and community development / peace building.

REQUIRED TEXTBOOK

Buckland, J. forthcoming, 2018. *Building Financial Resilience: Do Credit and Finance Schemes Serve or Impoverish Vulnerable People?* London: Palgrave-MacMillan.

Important note about this book: This book will be available in March 2018 (CAD129 for hard cover or CAD 99 for electronic version. If you have access to a library with a Springer Link subscription it is available for free download or \$25 softcover order). But it is unclear if the book will be available in time for the course. If it is not available then an alternative series of readings will be prepared.

Required chapters and journal articles will be provided to registered participants as pdfs.

TEACHING APPROACH

In addition to lectures, there will be opportunity for interactive exercises, exploring case studies with guests, student interaction and a small group project. Students will be expected to keep up with readings and actively engage in class activities.

COURSE REQUIREMENTS AND DEADLINES (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course. Assignments can be submitted in person during the course or via email to the instructor.

ASSIGNMENT	DUE DATE	VALUE
1. Class Attendance, Participation & Social Media Engagement	Mon-Fri, 11-15 June 2018	10%
2. Summary and presentation on Article	Identify and permission: Tues 12 June (in class) Summary: Wed 13 June (in class) Presentation: Thu & Fri, 14 & 15 June 2018 (in class)	1% [approved article] + 14% [summary] + 15% [presentation] = 30%
3. Reflective Journals	Fri, 29 June 2018	30%
4. Research Paper	Mon, 30 Jul 2018	1% [approved topic] + 29% [paper] = 30%

ASSIGNMENT GUIDELINES (for credit)

All assignments must be type-written using common margins (1" all around), font sizes (e.g., Calibri 11), leading to approximately 300 words/page.

1. Class Attendance, Participation & Social Media Engagement

Class participation will be determined primarily by attendance; listening and speaking during group discussions are also an important part of participation. As this is an intensive course, attendance for the full week is required.

Also, sign-up & follow Twitter including: @bucklandjerry, #financialinclusion, #financialwellbeing, #financialemPOWERment, #finaccess2020. Like, retweet, and engage in 1 tweet/day during the week, 11-15 Jun.

Details about the assignment, deadlines, and weighting are as follows:

- ✓ Following the above mentioned people/keywords plus liking/retweeting/tweeting once per day during the week (11-15Jun) is weighted at 2% towards your final grade
 - Compile these (electronically or physically) and submit to instructor by Monday 18 June
- ✓ The remaining value (8% towards the final grade) for this assignment will be based on:
 - Class attendance
 - Preparation for discussions
 - Respectful engagement in class discussions

2. Presentation on an Article

Identify, get permission from instructor for analyzing an article, blog, or podcast that discusses a story about credit and well-being from a reputable commentator, newspaper, or news online. Write a summary and analysis of the article that does the following:

- Summarize the article.
- Possible sources include, Winnipeg Free Press, The Globe and Mail, CBC News, NPR News, The New York Times, The Guardian, BBC News, Al-Jazeera News, Twitter, etc.
- Identify the key problem in the article and discuss how finances have harmed, helped (or both) the human well-being in this case. Explain this relationship in as much detail as you are able,
- Discuss a response to this problem that could foster well-being and peacebuilding.

Details about the assignment, deadlines, and weighting are as follows:

- ✓ Use the information gathered to write a 4 page / 1,200 word report and make a 20 minute presentation in class to help us better understand the issue of finances and human well-being.
- ✓ Identify and instructor permission: Tues 12 Jun (valued at 1% towards the final grade) (in class)
- ✓ Written summary (valued at 14% towards the final grade): Wed 13 June; Presentation of Summary (valued at 15% towards the final grade): Thu or Fri 14 or 15 June. This assignment's total weight towards your final grade is 30%.
- ✓ Deadline is Thu 14 Jun (in class).

3. Reflective Journal

Keep a journal during the course, reflecting on the materials discussed in class, sharing your thoughts about financial literacy, and commenting on your experience with the Twitter. In the journal, you may choose to reflect on a concept, theory, or practice of finances and wellbeing and consider the following questions:

- What are 'our' (you define the 'our') cultural assumptions about money? Finances? Credit? For instance do we understand money (credit or finances) as a 'good'? A 'bad'? Something else? Is money understood as a means or an end in itself? Is money a physical thing (i.e., cash), electronic, something else? Is the understanding of the nature of money changing how new generations understand money?
- What do you think about financialization? Is it affecting you? If yes, how? If not, is it affecting others? Discuss.
- Does improved access to money (credit, finances) help, harm, or affect poor people in another way? Think about examples from your life and the course materials this week to highlight this point.

Details about the assignment, deadlines, and weighting are as follows:

- ✓ The ideal journal is maximum 20 pages in length (5,000-6,000 words), summarizes, analyses, and synthesizes your key learning and make references to course materials (textbooks, articles, lectures, videos, guest speakers, Twitter keywords, etc.).
- ✓ This assignment's weight towards your final grade is 30% .
- ✓ The deadline for submitting the journal is Monday, 29 June.
- ✓ You can email the assignment in a Word Document to Dr. Jerry Buckland at j.buckland@uwinnipeg.ca by 4:00pm. Assignments will NOT be accepted after this date.

4. Research Essay

Conduct research on a topic related to finances and wellbeing through library research. This is a research project designed to assist students in learning in-depth the various issues, e.g., microcredit and gender impact, payday lending and repeat borrowing, debt and mental health. The ideal essay explores the academic literature related to your topic, develops a thesis, and supports the thesis through a carefully crafted essay. Essay structure ideally includes introduction, body of essay, and conclusion.

Details about the assignment, deadlines, and weighting are as follows:

- ✓ The topic must be first approved by the instructor by Fri 15 Jun (valued at 1% towards the final grade).
- ✓ The assignment needs to make references to academic sources (books, journal articles, research, etc...) (minimum of 14 references). Research based primarily on websites and non-academic sources (e.g., news magazine articles) are inappropriate.
- ✓ Typewritten, double-spaced, approx. 4,000 words or 16 pages, including references).
- ✓ Assignment due: Monday, 30 July
- ✓ The value of the completed essay towards your final grade is 29%
- ✓ You can email the assignment in a Word Document to Dr. Jerry Buckland at j.buckland@uwinnipeg.ca by 4:00pm. Assignments will NOT be accepted after this date.

STYLISTIC REQUIREMENTS

CMU has adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

ADDITIONAL NOTES

1. All material referred to in any assignment MUST be appropriately referenced. Plagiarism is a serious matter. Students should be aware of CMU Academic Policies, particularly those regarding academic misconduct (plagiarism and cheating), which apply to all University courses. These are detailed on CMU's website (<http://www.cmu.ca/students.php?s=registrar&p=policies>) and in the CMU Calendar (also available online: <http://www.cmu.ca/academics.php?s=calendar>).
2. Assignments are due as scheduled.
3. I encourage all students to take up any concerns/questions regarding grades, first with the instructor, then with the Associate Dean of Program, Ray Vander Zaag. The CMU Calendar outlines its appeals process clearly.
4. Email: Substantive discussions are best done person to person, not electronically. So email can be used to set up personal appointments, to send regrets if one has to miss class, and so on, but not for engaging in substantive discussions.

EVALUATION

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.



In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	95-100	4.5	Exceptional
A	88-94	4	Excellent
B+	81-87	3.5	Very Good
B	74-80	3	Good
C+	67-73	2.5	Satisfactory
C	60-67	2	Adequate
D	50-59	1	Marginal
F	0-49		Failure

Criteria	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources
STRUCTURE (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions

<p>CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)</p>	<p>- has virtually no errors of conventions</p>	<p>- has minimal errors of conventions</p>	<p>- is understandable but has noticeable problems of sentence structure, usage, mechanics or documentation</p>
<p>STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)</p>	<p>- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read</p>	<p>- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read</p>	<p>- has some personality but lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read</p>

NOTE: The *CMU Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean’s Office.

FINAL DATE FOR WITHDRAWAL

Final date to withdraw from this course without academic penalty is July 15, 2018.

If a student is unable to complete the requirements of a course by the end of the semester, the student must submit a written appeal for an “incomplete” to the Registrar’s office: spenner@cmu.ca. The student should seek the instructor’s support for the appeal and submit the appeal before August 21. If the student’s appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade (which is based on completed work and assigns a value of zero for uncompleted work). Instructor grades are due by August 21st. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the grade will remain as originally entered. The maximum extension is: December 1, for courses ending in August.

SCHEDULE, TOPICS & READINGS*

*This schedule, along with assigned readings, may be adjusted slightly in response to pace of discussion, availability of guests, and other scheduling issues. The instructor will provide advance notice of any changes.

Guest speakers will make presentations throughout the week and may include:

- ✓ Brenda Spotton Visano, Professor, Economics, School of Public Policy & Administration, York University
- ✓ Guy Stuart, Executive Director, Microfinance Opportunities Fellow, Ash Center, Harvard University
- ✓ Karen Duncan, Department of Family Social Sciences, University of Manitoba.

Date	Topic	Readings/Speaker/Activity
Mon 11 June		
AM	<p>Syllabus and Introductions</p> <p>Discuss assignments</p> <p>Provide credit students time to think about, and if possible, search for a relevant article for assignment #2</p> <p>Introduction and definitions financialization, sub-prime credit and mortgages, high-interest credit, microfinance, consumer debt, peer-support and monitoring, repeat borrowing, un- and sustainable debt</p>	<p>Follow Twitter keywords: #financialinclusion, #financialwellbeing, #financialemPOWERmen, #finaccess2020</p> <p><i>Building Financial Resilience?</i>, chp.1-2.</p>
AM	Discuss financial literacy concept topics & agree on top 4 topics from list	<p>Financial Consumer Agency of Canada (FCAC, a Canadian federal government agency) financial literacy curriculum topics: https://www.canada.ca/en/financial-consumer-agency/services/financial-toolkit/trainers-toolkit/trainers-toolkit-materials.html</p>
PM	What is money, credit and how is financialization changing this?	<p>Sandel, Michael J. <i>What Money can't Buy: The Moral Limits of Markets</i>. Chapter 3, New York: Farrar, Straus and Giroux, 2012.</p> <p>Zelizer, Viviana A. <i>Economic Lives: How Culture Shapes the Economy</i>. Chapter 6, Princeton, US: Princeton University Press, 2011.</p>

PM	Homework assignment for all participants	Take the FCAC financial literacy self-assessment quiz: https://itools-ioutils.fcac-acfc.gc.ca/FLSAT-OAELF/star-comm-eng.aspx
Tue 12 June		
AM	Theories of financial inclusion, exclusion, household investment, consumer behaviour etc. (material that links peace with finances)	<i>Building Financial Resilience?</i> , chp.4. Buckland, Jerry 2012. <i>Hard Choices: Financial Exclusion, Fringe Banks and Poverty in Urban Canada</i> , chp.3. Toronto: University of Toronto Press.
AM	1 of 4 financial literacy curriculum topics	
PM	Theories of consumer behaviour Financial diaries	Morduch, J. and Schneider, R. 2017. <i>The Financial Diaries: How American Families Cope in a World of Uncertainty</i> , Chp.3, Princeton: Princeton University Press.
PM	Consumer debt and mental health BFR and articles Financial well-being	Postmus, Judy L., Sara-Beth Plummer, Sarah McMahon, and Karen A. Zurlo. 2013. "Financial Literacy: Building Economic Empowerment with Survivors of Violence." <i>Journal of Family and Economic Issues</i> 34 (3): 275-284. Sweet, Elizabeth, Arijit Nandi, Emma Adam, and Thomas McDade. 2013. "The High Price of Debt: Household Debt and its Impact on Mental and Physical Health." <i>Social Science and Medicine</i> 91: 94-100. Zurlo, K. A., W. Yoon, and H. Kim. 2014. "Insecured Consumer Debt and Mental Health Outcomes in Middle-Aged and Older Americans." <i>Journal of Gerontology, Series B: Psychological Sciences and Social Sciences</i> 69 (3): 461-469. Kempson, Elaine, Andrea Finney, Christian Poppe. 2017. 'Financial Well-Being: A Conceptual Model and Preliminary Analysis,' Final Edition, available: https://www.bristol.ac.uk/geography/research/pfrc/themes/fincap/financial-wellbeing-conceptual-model/ , accessed 26 Oct 2017.

	Behavioural economics on credit and finance: scarcity and tunneling	Mullainathan, Sendil, and Eldar Shafir. 2013. <i>Scarcity: Why Having Too Little Means So Much</i> , Chp.2, New York: Times Books.
Wed 13 June		
AM	Commercial finance schemes	<i>Building Financial Resilience?</i> , chp.3.
AM	2 of 4 financial literacy curriculum topics	Financial Consumer Agency of Canada (FCAC, a Canadian federal government agency) financial literacy curriculum topics: https://www.canada.ca/en/financial-consumer-agency/services/financial-toolkit/trainers-toolkit/trainers-toolkit-materials.html
PM	Payday lending Group-based RESPs	
Thu 14 June		
AM	Non-profit schemes	<i>Building Financial Resilience?</i> , chp.5.
AM	3 of 4 financial literacy curriculum topics	Financial Consumer Agency of Canada (FCAC, a Canadian federal government agency) financial literacy curriculum topics: https://www.canada.ca/en/financial-consumer-agency/services/financial-toolkit/trainers-toolkit/trainers-toolkit-materials.html
	Student presentations on finances and wellbeing item	
PM	Financial empowerment in Canada Micro-credit	Bateman-Rodrick debate: https://www.microlinks.org/library/debate-moving-financial-inclusion-beyond-microfinance-post-event-resources Bateman assessment: https://www.youtube.com/watch?v=GCB351kgeU Rodrick assessment: https://www.youtube.com/watch?v=RfjznPM5HH4
Fri 15 June		
AM	State regulations and programs	<i>Building Financial Resilience?</i> , chp.6.
AM	Speaker	

PM	4 of 4 financial literacy curriculum topics	Financial Consumer Agency of Canada (FCAC, a Canadian federal government agency) financial literacy curriculum topics: https://www.canada.ca/en/financial-consumer-agency/services/financial-toolkit/trainers-toolkit/trainers-toolkit-materials.html
PM	Student presentations on finances and wellbeing item (continued)	
PM	Student evaluations	
PM	Wrap-up	<i>Building Financial Resilience?</i> , chp.7.

SCHEDULE NOTES:

Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.

Class photos will be taken on Monday or Tuesday, plan for 15 minutes for the photo taking.

Aug 17 Last day for credit students to hand in assignments to instructors

Aug 21 Last day for instructors to hand in marks for credit students