COMD5001

International Development Policy

Term 1, 2022

Course Overview

Staff Contact Details

Convenors

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Summary of the Course

Are you interested to understand why there is a rich world and there is a poor world? What type of socio-economic and environmental policies can be identified and implemented to address some of these development challenges? In this course, you will critically engage with several of the 'big issues' concerning international development policy and highlights the link between ideas, policy and the reality of development with an emphasis on the challenges facing local communities in developing countries. The course blends theories of development with the rapidly expanding discipline of public policy to enable you to examine and explain the rate, form and patterns of socio-economic and environmental development challenges and opportunities. You will explore the influences upon this patterning and the response by local communities, state organisations and other institutions. The course will also include engagement with several sectoral policy issues on sustainable development such as participation, urban poverty, food security, equity, climate change and disasters.

Course Learning Outcomes

1. Explain key concepts, approaches, issues and achievements of development theories applied as development policy in developing countries
2. Develop a critical perspective of development policies implemented to address key aspects of uneven development, focusing on major implications for the local communities
3. Undertake critical social science research, independently and in a team environment, and develop the knowledge and communication skills necessary to engage in international development policy analysis and practice

Teaching Strategies

This course is designed to build knowledge and skills in relation to development problems in developing countries, development policy, and the consequences of policy and policy reform. The objective is to focus on the range of ways we can identify development as an issue (for example as poverty or disaster), its components (economic, social, cultural) and solutions (for example as programs, policies etc) to problems that are local, national and global in character. You will have the opportunity to interpret, analyse and propose solutions to development issues using a range of principles constructed as theories about development that are often in conflict with each other and lead to a range of intended and unintended practical outcomes. The course will encourage you to engage in learning through structured activities, independent critical thinking and research-based work. Assessments will build knowledge and skills in a range of development policy topics and assess both written and oral presentations.

Assessment

Assessments should be referenced in accordance with the School of Social Sciences Referencing Guide, available at https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Mid-Term Reflective Essay	25%	18/03/2022 11:59 PM	1, 2
2. Group activity	25%	18/04/2022 11:59 PM	2, 3
3. Research Paper	50%	29/04/2022 11:59 PM	2, 3

Assessment 1: Mid-Term Reflective Essay

Assessment length: As described below
Due date: 18/03/2022 11:59 PM

600 word reflective essay based on class materials, readings, and tutorial discussions. Written feedback and a mark will be provided within 2 weeks of submission. Written feedback and a mark will be provided within 2 weeks of submission.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Essay question: What key ideas have you learned about development policy from the course so far?

In 600 words, reflect on a key idea that you have learned from the past few weeks' lectures and readings. You are not expected to do research outside of the recorded lectures and required / suggested readings, but you are expected to refer and cite relevant recordings, readings and any of the recorded weekly tutorial discussions.

A suggested structure of reflective essay might be:

1. Introduction (what is the key thing you have learned/surprised/challenged you? (~100 words)
2. First topic/theme/argument with supporting evidence and your analysis (~200 words)
3. Second topic/theme/argument (~200 words)
4. Conclusion (~100 words)

Marking rubrics:

	Fail (below 50)	Pass (50 – 64)	Credit (65 – 74)	Distinction (75 – 84)	High Distinction (85 – 100)

Reflective engagement with readings, seminars and discussions (70%)	No reflection; essay is a list of things taught in the seminar	Some reflection but do not demonstrate engagement with course readings; demonstrated limited engagement (e.g. accessed only one week of course content)	Good reflection but could have linked course knowledge with the wider context of international development policy; shows good engagement with course readings and seminars but could have more in-depth analysis	Very good reflection with connects course knowledge with international development policy; discussion shows good understanding of the course readings and seminars	Excellent reflection which connects knowledge or insights with broader context; discussion demonstrates strong understanding of the course readings and seminars
Structure (introduction, key issues, conclusion) (20%)	Poor structure; very weak or no introduction; key points not well delineated; very weak or no conclusion	Some structure; introduction lists topics but did not identify key issues or reflections; no logical flow of key points and conclusion did not refer to introduction or key reflections	Some structure; introduction identifies topics clearly but weaker on identifying key issues and reflections; key points not well delineated; conclusion is brief and serves only to end the essay	Well structured; clear introduction identifies key issues and reflections; key points highlighted through use of sub-headings; conclusion pulls together key reflections	Very well structured; clear introduction identifies key issues and reflections; key points clearly highlighted through sub-headings; strong conclusion pulls together key points and reiterates their importance
Referencing (10%)	Absence or inaccurate use of referencing and citation conventions	Basic referencing is accurate and bibliography and or reference list included. Sometimes lacks consistency, but is a reasonable ack	Use of academic conventions such as referencing and citation is mostly accurate. Attempts to adhere to referencing guidelines,	Use of academic conventions such as referencing and citation is accurate, consistent and appropriate for the discipline.	Use of academic conventions such as referencing, and citation is accurate, consistent and appropriate for the discipline. Consistent with referencing

		nowledgment of the sources of information	however some inconsistencies	Consistent with referencing guidelines	guidelines

Assessment 2: Group activity

Assessment length: 1,000 words
Submission notes: This is one part of the Group Activity; One from each group; submit a file via Moodle site
Due date: 18/04/2022 11:59 PM

The Australian Government has made a call for submission as it is in the process of reviewing the foreign aid policy. In a small group, you will work together and develop a three-page aid policy review submission based on your group's policy position. You will be allocated or self-nominated into a group with specific policy interests and agendas. You can use Blackboard Collaborative, Zoom or designated Moodle forums for your group's discussions and working together. Written feedback and a mark will be provided within 2 weeks of submission.

This is not a Turnitin assignment

Additional details

This assessment has two components:

1. Group Presentation – in-class (10%) [throughout the term]
[Submission via the course's Moodle site (not via Turnitin); due as assigned]

Group members work together in the development and sharing of a Group Presentation on the specific topic above as selected or assigned to them by the lecturer. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 20 minutes, followed by the Q & A session (approx. 10 minutes). On the next day from the presentation day, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site.

Each member of a group will receive equal mark. Hence, each group member is expected to contribute equally to the development and sharing of the presentation. It is up to the group members to mobilise the member in deciding strategies – e.g., who is going to present which section, and how, and how they are going to organise group activity prior to and during the presentation, and how they are going to engage with the class and in Moodle online by posing questions to stimulate thinking and discussion. It is important that group members actively engage in asking and answering questions in the Q&A panel session as well as online.

2. Group submission (15%) due: *18 April Monday by 11.59pm*

[Submission via Course's Moodle site; only one submission required from each group. This is NOT a

TurnItIn submission]

Building on the seminars and group work, you will work with your group members and develop a three-page submission (approx. 1,000 words) based on your group's policy position on the following topic:

- The Australian Government has made a call for submission as it is in the process of reviewing the foreign aid policy.
- Minister for Foreign Affairs and Minister for Women Senator the Hon Marise Payne and Assistant Defence Minister and Minister for International Development and the Pacific the Hon Alex Hawke MP have announced a consultation process to guide a new Australian development policy. This policy will drive the Government's international development efforts in support of security, stability, prosperity, and resilience in the Indo-Pacific.
- Building on the Foreign Policy White Paper, the new policy will guide Australia's development program and ensure it remains aligned with the Government's strategic priorities. The policy will cover development program activities as well as wider government initiatives that support international development. It will also reflect the Government's increased emphasis on strategic and economic partnerships in the Indo-Pacific and its Pacific Step-up.
- The new policy will reflect the Government's plan to retain a targeted and efficient development budget of $4 billion per year.
- For examples of policy submissions, check out this link: https://www.dfat.gov.au/aid/new-international-development-policy/Pages/submissions
- To have a sense of DFAT's development policy priorities (pre-COVID-19), see Minister for International Development, Alex Hawke's keynote speech at the 2020 Australia Aid Conference:
- https://www.youtube.com/watch?v=lFXCobTjB-4 (from time segment 1:46:54)

Rubrics for group submission:

	Fail (below 50)	Pass (50 – 64)	Credit (65 – 74)	Distinction (75 – 84)	High Distinction (85 – 100)
Teamwork (30%)	No evidence of contribution to the project	Superficial participation in team work (e.g. last minute addition of wordings or feedback)	Adequate participation and team work but with days or a week of absence from contribution without valid reason	Participation from the start of the project; actively propose meetings; ensure fair workload distribution	Distinction plus supporting other team members with constructive feedback
Relevance of policy submission (30%)	No reference to DFAT's policy priorities; submission instructs what development policy should be like without giving justification (i.e.	A few reference to DFAT policy priorities; gives policy advice and direction but could have provided more evidence to support your	Submission is generally focused but the targeting is not as clear and is general in nature. Advocacy tends to take	Submission is focused, targeting select government policy priorities while provided a balanced advocacy of your group's priorities and	Distinction plus relating policy submission to good practices from other bilateral agencies

	a "rant" of what the government should do)	team's advocacy	on side and is not balanced	interests	
Research (40%)	No reference or evidence given to claims	Some reference and analysis of implication to development policy but is superficial (e.g. adding statistics without explaining them)	Good referral to other literature and Policy documents and provides analysis between existing literature and policies to your argument	Great research which is evident in referencing to key policy documents or academic literature with good analysis of materials cited	Distinction plus clear linkage between your argument and the evidence cited (in other words, not putting citations for the sake of inclusion)

Assessment 3: Research Paper

Assessment length: 3000 words
Submission notes: Must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle.
Due date: 29/04/2022 11:59 PM

Choose from the list of questions or create your own (please consult with the course convener if choosing your own question). The paper is up to 3000 words in addition to references OR you have the option of having a take home test instead. The take home test will go for five days, and you need to write three short essays (1000 words per short essay). The questions will be released one day before test starts. Written feedback and a mark will be provided within 2 weeks of submission.

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Additional details

Choose ONE question from the list of questions below and write a research paper. The Research Paper is up to 3,000 words in addition to references.

Students have a choice to selecting one of the questions from below:

1. The SDGs has the ambitious overall aim to "leave no one behind". Do you agree or disagree that it has been delivering this promise? or

2. Select one of the key issue(s) (e.g. disasters, climate change; global pandemic) and argue why they are the contemporary challenges for international development policy? or

3. What is science policy interface and what are the key challenges for enhancing science–policy

interface in development policy? Explain with examples of success and failures of science-policy interface in development policies, or

4. Why is public participation in development policy making often associated with elite domination? What are the possible policy responses to solve the problems of elite domination? or,

5. How and why could women's voices can be enhanced through development policies? Explain with examples, or,

6. Local leadership is vital for accountable disaster management policy? Discuss.

Marking rubrics:

Marking criteria	0-49% FL	50 - 65% P	65 – 74% C	75 – 84% D	> 85% HD
1. Structure (5%)	No evident structure	Has a weak or unclear introduction. No clear distinction between sections or evident logic behind the organisation. Does not include a conclusion, or conclusion fails to draw together strands of argument.	Introduction is descriptive, provides a general overview of the core issue but is long or rambling. Some attempt is made to organise. Contains a conclusion that draws together strands of argument.	Introduction is concise. Conclusion is well developed and well integrated. The conclusion draws together the strands of argument and reflects on the implications of the arguments presented.	Introduction provides a clear and succinct overview of the issue. Each section serves a purpose in advancing the argument and there are logical links between the sections. The conclusion is concise and persuasive.
2. Research skills and engagement (30%)	Limited use of relevant materials, misconception of meanings, inappropriate or no use of evidence	Uses only immediately available information. Shows limited evidence of independent research or relation of issue to the literature. Use of literature and additional materials is very limited and/or	Shows evidence of engagement with relevant literature but does not discriminate effectively between sources of information. Over-reliance on dated and/or obvious sources, suggesting limited research skills.	Locate required information. Employs a wide range of relevant literature. Shows sound knowledge of the literature and good research skills. A competent piece of work showing capacity for research and use of evidence.	Demonstrates a thorough and critically reflective approach to source selection appropriate to the task. Demonstrated high level of independent thought in locating required information.

Marking criteria	0-49% FL	50 - 65% P	65 – 74% C	75 – 84% D	> 85% HD
		largely irrelevant.			
3. Critical analysis and arguments (50%)	No evidence of critical analysis	Shows limited understanding what is required in critical analysis. Writing makes unsubstantiated assertions, takes at face value contested concepts/ideas, and/or reproduces claims as 'common knowledge' without evidence. Argument is poorly expressed and/or under-developed.	Attempts to analyse issue and explain not just what it is but how/why it matters. Uses evidence drawn from a range of sources to support claims, but does not critically engage with the evidence to explore its limitations. Writing presents a clear argument but does not develop it fully.	Provides persuasive analysis of the issue at hand to develop a clear and robust argument. Can synthesise a number of concepts or factors into a larger idea. Can evaluate the salience and limitations of various arguments. Analysis may be limited to secondary sources	Analysis is sophisticated and nuanced, evaluates competing ideas from a number of standpoints. Makes and supports persuasive argument(s) that are well supported by careful engagement with the relevant literature. Originality of analysis may be supported by primary source material
4. Presentation and expression (5%)	Poor presentation and expression, consistently poor spelling, grammar and syntax	Does not demonstrate an understanding of what is expected in presentation. Spelling and grammar require editing. Some sentences require rewriting for clarity and/or paragraph structure poor in places. Writing style may be choppy in places and/or poor flow on from one idea to the next.	Adheres to all expectations and conventions with all expected attributes present. Clear writing style with appropriately formatted sentences and paragraphs.	Spelling and grammar used with considerable accuracy and effectiveness. Some translation and interpretation of the conventions to suit personal style and specific execution. Consistent academic writing style and well structured sentences and paragraphs.	Correct spelling and grammar used effectively almost all of the time. Complex sentence structure and sophisticated vocabulary used where appropriate. Highly effective academic writing style, with clear and consistent links to arguments. A unique but appropriate presentation of work.
5. Refere	Errors and in	Basic referencing	Consistent	Use of academic	Use of academic

Marking criteria	0-49% FL	50 - 65% P	65 – 74% C	75 – 84% D	> 85% HD
ncing (10%)	consistencies in referencing and/or insufficient citations	accurate and use of a bibliography or reference list, however, lacks consistency.	system of referencing with minor errors of style or presentation.	conventions such as referencing and citation is accurate, consistent and appropriate.	conventions such as referencing and citation is accurate, consistent and appropriate.

Attendance Requirements

The School of Social Sciences guidelines on attendance are available at
https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/.

Students are expected to be regular and punctual in attendance at all classes in the mode in which they
are enrolled. All applications for exemption from attendance or to change the mode of attendance of any
kind (e.g., face to face or online) must be made in writing to the Course Authority.

A student who attends less than eighty per cent of the classes within a course may be refused final
assessment. You are responsible for keeping track of your attendance and contacting your course
convenor immediately if you are concerned about your attendance record and its impact on your ability
to complete your course successfully.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes
should be addressed to the course convenor in writing and, where applicable, should be accompanied
by appropriate documentation (e.g., medical certificate).

For attendance monitoring, the final assessment for this course is *Research Paper* worth *50%* of your
overall grade for this course. This is the assessment item that may be graded at zero if you do not meet
the attendance requirement for this course.

For this course, attendance is calculated as shown in the table below:

Learning activity	Monitoring mechanism	Minimum attendance requirement
Seminar	*A roll is taken in class*	*80%*
Group presentation	*A roll is taken in class*	*100%*

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 14 February - 18 February	Seminar	**Tuesdays at 6 - 8pm | Venue: Mathews 101** Week 1 (February 15): **Introduction – International Development Policy for a more Just World** Why do we study international development policy? Can the policy promote justice for the poorest, indigenous and marginalised people? How are policies designed and what are the drivers and influences that push for policy

		change? How do historical and contemporary factors such as climate change, rising inequalities, change of new world order and global pandemics shape development policies? Do we need policies to have programs and projects, or as David Mosse in this week's reading asked, "Do development policies guide projects, or do they serve as legitimacy for intervention?" Who benefits, who loses from the process and outcomes of development policies? Do international development policies serve the interest of the poorest of the poor, marginalised and indigenous peoples? If they do, how and if they don't, why not?
	Workshop	In the second half of the seminar, we will discuss key components of the course, learning activities and assessments. Lecturer will also discuss about student learning groups and start the process of group formation. The lecturer will also outline how the in-class group discussions will be organised in each week and what are expected of the members during the seminar time and in-between.
Week 2: 21 February - 25 February	Seminar	Week 2 (February 22): **Public Policy and International development: How to shape policy changes?** How can we think of public policy changes? What are the key challenges and opportunities to shape policies in international development? In this seminar, we explore issues related to public policy and international development. In particular, we focus on processes and actors involved in international development policy.
	Group Activity	In this seminar, lecturer will finalise the group membership so that group discussion can start from week 3. The lecturer will also reiterate how the in-class group discussions will be organised in each week and what are expected of the members. We will also go through a set of examples of group presentations from the previous years. These presentations will demonstrate different ways of developing a group presentation. Student groups are encouraged to think creatively to develop an engaging and interesting presentation.
Week 3: 28 February - 4 March	Seminar	Week 3 (March 1): **Sustainable Development Goals (SDGs):**

		Vision for the future?
		This week will provide a historical and contemporary look at sustainable development goals and highlight key priorities for international development policies. The SDGs were meant to be the bold, visionary successor of the Millennium Development Goals (MDGs), which was criticised for lacking in concrete implantation and guides. With 231 indicators, the SDGs is meant to be a blueprint for global sustainable development and to left no one behind. But just how much influence do the SDGs have in the space of international development policies? With 2030 Agenda for Sustainable Development less than ten years away, this week we will examine SDGs contributions to development policies, its critics and what can be done to ensure the vision is on track. In doing so, we will discuss some of the emerging and existing debates that are critical for international development policy makers to contemplate? Again our focus will be to discuss whether, how and why SDGs serving (or not serving) the poorest and disadvantaged communities in developing countries.
	Group Activity	*Group Presentation by Group 1: AUSTRALIA* ***Topic: Sustainable development initiatives in the Australian local governments: Insights from … [a policy/ project analysis from one or two local governments]*** Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 20 minutes, followed by a Q&A discussion of about 10 minutes. One day after the presentation day, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task is one component of the group work, with 15% weight.

		Due for uploading the presentation slides: 11.59pm, 2 March (penalty applies for late submission).
Week 4: 7 March - 11 March	Seminar	Week 4 (March 8): **Public Participation and Development Policy: who participates, who profits?** Public participation is important for developing and implementing development policies but is often failing both local communities and the environment. Globally, the question of how local communities organise and work effectively to deliver social and environmental benefits remains an enigma, despite many years of development research and practice. Does policy process provide an open a political space to disadvantaged groups and individuals to participate? Do government agencies ignore and co-opt marginalised groups to reinforce existing inequitable relations? What are the pitfalls and potentials of public participation to realise transformative change in international development policy and practice? With a critical discussion of conceptual literature as well as bringing real world experience from Nepal's community forestry, this seminar explores these questions and many more with a view to search for transformative participation in development policy and practice.
	Group Activity	*Group Presentation by Group 2: GUATEMALA* ***Topic: Irony of Guatemala's community☐ based conservation policy: who wins, who loses?*** Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 20 minutes, followed by a Q&A discussion of about 10 minutes. One day after the presentation day, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic.

		A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task is one component of the group work, with 15% weight. **Due for uploading the slides:** 11.59pm, 9 March (penalty applies for late submission).
Week 5: 14 March - 18 March	Seminar	Week 5 (March 15): **Policy advocacy: From grassroots to the Parliament** Non-government Organisations (NGOs), policy advocates, activists and the like often juggle a fine balance between representing the views of the community and vulnerable groups and speak truth to power, to exercising diplomacy and caution when dealing with indifferent or even hostile governments. This is particularly the case for politically sensitive issues such as human rights, sexual and reproductive health, and climate change. This week, we will explore the complexities of policy advocacy in the space of international development, with a particular focus on NGOs.
	Group Activity	*Group Presentation by Group 3: KENYA* ***Topic:* Role of NGOs in influencing policy advocacy in Kenya** Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 20 minutes, followed by a Q&A discussion of about 10 minutes. One day after the presentation day, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task is one component of the group work, with 15% weight. **Due for uploading the slides:** 11.59pm, 16 March (penalty applies for late submission).

Week 6: 21 March - 25 March	Seminar	Week 6 (March 22): **Knowledge and Development Policy – whose knowledge counts?** Development policies and practices are often driven by technical knowledge, undervaluing local and indigenous knowledge and the knowledge from social sciences. As a result, indigenous knowledge is not effectively utilised and local culture ignored. In this seminar, we explore the politics of knowledge and ideas of science-policy interface, and then discuss insights from a case study which demonstrate how and why indigenous knowledges are not effectively utilised in the natural resource management policies in Australia.
	Group Activity	*Group Presentation by Group 4: NEPAL* *Topic:* **Enhancing Science–Policy Interface: issues and opportunities of policy lab approach in Nepal** Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 20 minutes, followed by a Q&A discussion of about 10 minutes. One day after the presentation day, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task is one component of the group work, with 15% weight. **Due for uploading the slides:** 11.59pm, 23 March (penalty applies for late submission).
Week 7: 28 March - 1 April	Seminar	Week 7 (March 29): **Gender Justice in International Development Policies: The Redistribution - Recognition Debate** Achieving gender equality and justice in global

		development has long been considered as vital for sustainable development. However, challenges remain for gender to be recognised meaningfully by powerful donors and policy makers. This week, we will discuss different notions of justice and equity, and why gender is important, what are the key strategies for gender to be integrated.
	Group Activity	*Group Presentation by Group 5: MEXICO* **Topic: Addressing elite capture through policy innovations in Mexico** Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 20 minutes, followed by a Q&A discussion of about 10 minutes. One day after the presentation day, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task is one component of the group work, with 15% weight. **Due for uploading the slides:** 11.59pm, 30 March (penalty applies for late submission).
Week 8: 4 April - 8 April	Seminar	Week 8 (April 5): **Climate Change and Development Policy: Integration Possible?** The changing climate has affected the lives and livelihoods of people and environment today. The hardest hit are the poorest and most disadvantaged people in developing countries because of their high vulnerability and low capacity to adapt to rapid changes,. This seminar discusses some critical themes in the climate change adaptation and international development debate, highlighting the current climate change and development issues affecting the capacity and well-being of local communities in Australia and developing countries. The seminar will

		explore questions such as how and why climate impacts and adaptation actions are inevitably local; can local adaptation practices to climate change n be assumed to occur in a fair and equitable way, and what pathways there are for integrating climate and development policies.
	Group Activity	*Group Presentation by Group 6: BANGLADESH* **Topic: Nurturing local government leadership: Climate change adaptation policies in Bangladesh** Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 20 minutes, followed by a Q&A discussion of about 10 minutes. One day after the presentation day, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task is one component of the group work, with 15% weight. **Due for uploading the slides:** 11.59pm, April 6 (penalty applies for late submission).
Week 9: 11 April - 15 April	Seminar	Week 9 (April 12): **Foreign Aid in Humanitarian Policy and Practice: unpacking disaster politics?** International support during the time of humanitarian disasters has been crucial to respond and recovery, but its effectiveness has been widely questioned. Transparency and accountability of donors have been frequently questioned. This seminar explores, with a case study of Nepal's earthquake recovery practices, a range of questions such as what humanitarian policies' relationship to international development is; how do global, universal humanitarian policies translate into local context, and how and why does local and national politics enables disaster capitalism.

	Group Activity	*Group Presentation by Group 7: SRI LANKA* *Topic:* **Global responses to local impacts: Lessons from disaster recovery policies in Sri Lankan Tsunami** Group members work together in the development and sharing of a Group Presentation slides on the topic above. The presentation includes a brief introduction of the team members first, followed by all members sharing the presentation in class. The duration of the presentation is expected to be about 20 minutes, followed by a Q&A discussion of about 10 minutes. One day after the presentation day, one of the group members will upload the presentation PowerPoint slides to the course's Moodle site. Group members are also encouraged to make some interesting posts in the course's Moodle site (within the Discussion Forum) to initiate further discussions on the topic. A folder will be created in the course's Moodle site to upload your presentation slides. Please note that this group assessment task is one component of the group work, with 15% weight. **Due for uploading the slides:** 11.59pm, April 13 (penalty applies for late submission).
Week 10: 18 April - 22 April	Seminar	Week 10 (April 19): **Wrapping Up: Reframing International Development Policy?** This week will be a reflection on the topics covered throughout the term, with thoughts on how and why to reframe international development policy, and how and why each student could become a development champion!
	Group Work	**The 3-2-1 Reflective Practice Session** Students will also have some time for critical self-reflection using the 3-2-1 exercise, combined with the completion of the end of term survey. Students will work in their groups and individually reflect on the followings: **3:** Three critical ideas/ theories learned from the course's seminar **2:** Two issues they have enjoyed working in the group work

		1: Burning question that they will further work in their studies and work. After the group reflection, each group will share a summary of their discussion, highlighting the contribution made by the course in their overall learning journey.

Resources

Prescribed Resources

All the weekly readings and seminar slides will be available from the course's Moodle site.

Week 1 (February 15):   **Introduction – International Development Policy for a more Just World**

- **Required Reading:** Mosse, D. (2004), Is Good Policy Unimplementable? Reflections on the Ethnography of Aid Policy and Practice, *Development and Change*, 35(4): 639–671. (This is a big article, so please focus only on pages 648-662).

- **Suggested reading:** Mosse, D. (2013), The anthropology of international development, *Annual Review of Anthropology*, 42: 227-246.

Week 2 (February 22): **Public Policy and International development: How to shape policy changes?**

- **Required Reading:** Ojha, H. (2013). "Counteracting hegemonic powers in the policy process: critical action research on Nepal's forest governance " Critical Policy Studies 7(3): 242-262.

  Pierson, P. (2005). "The study of policy development." Journal of policy history 17(01): 34-51.

- **Suggested reading:** Pohl, C. (2008). "From science to policy through transdisciplinary research." environmental science & policy 11(1): 46-53.

  Ojha, H., Khatri, D., Shrestha, K. K.; Bhattarai, B., Baral, J, Basnett, B., Goutam, K., Sunam, R, Banjade, M, Jana, S, Bushley, B, Dhungana, S. & Paudel, D. (2015), 'Can evidence and voice influence policy? Critical review of Nepalese forestry sector policy', Society and Natural Resources. Vol.29, no.3, pp. 357 – 373.

Week 3 (March 1): **Sustainable Development Goals (SDGs): Vision for the future?**

- **Required Reading:** Watch the keynote address by Jonathan Glennie at the 2020 Australasian Aid Conference (from 1:45 in the segment) https://www.youtube.com/watch?v=bkosBGHR0x0

- **Suggested reading:** Moyer, J. and Hedden, S. (2020)**,** Are we on the right path to achieve the sustainable development goals? *World Development*, 127: 104749.

Week 4 (March 8): **Public Participation and Development Policy: who participates, who profits?**

- **Required Reading:** Cornwall, A. (2008), Unpacking 'Participation': models, meanings and practices', *Community Development Journal*, 43: 269-283.

- **Suggested reading:** Millner, N., Peñagaricano**,** I., Fernandez, M. and Snook, L. K. (2020), The politics of participation: Negotiating relationships through community forestry in the Maya Biosphere Reserve, Guatemala, *World Development*, 127, doi: https://doi.org/10.1016/j.worlddev.2019.104743.

  Head, B. (2007), Community Engagement: Participation on Whose Terms? *Australian Journal of*

Political Science 42(3): 441-454.

Week 5 (March 15): **Policy advocacy: From grassroots to the Parliament**

- **Required Reading:** Ojha, H. (2013), Counteracting hegemonic powers in the policy process: critical action research on Nepal's forest governance, *Critical Policy Studies*, 7(3): 242-262.

- **Suggested reading:** Eidt, C. M., Pant, L. P. and Hickey, G. M. (2020), Platform, Participation, and Power: How Dominant and Minority Stakeholders Shape Agricultural Innovation, *Sustainability*, *12*(2): 461- 482.

Week 6 (March 22): **Knowledge and Development Policy – whose knowledge counts?**

- **Required Reading:** Backstrand, B. (2003), Civic science for sustainability: Reframing the role of experts, policy-makers and citizens in environmental governance, *Global Environmental Politics*, 3 (4): 24-41.

- **Suggested reading:** Oreskes, N. (2004), Science and public policy: what's proof got to do with it? *Environmental Science and Policy*, 7(5): 369-383.

  Ojha, H., Regmi, U., Shrestha, K. K., Paudel, N., Amatya, S., Zwi, A., Nuberg, I., Cedamon, E. and Banjade, M. (2020), Improving Research-Policy Interface: Lessons from the Policy Lab Methodology in Nepal's Community Forest Governance, *Forest Policy and Economics*, 114: 101997*.*

Week 7 (March 29): **Gender Justice in International Development Policies: The Redistribution - Recognition Debate**

- **Required Reading:** Agarwal, B. (2009), Gender and forest conservation: The impact of women's participation in community forest governance, *Ecological Economics,* 68(11): 2785-2799.

- **Suggested reading:** Shrestha, K. K. (2016), *Dilemmas of Justice: Collective Action and Equity in Nepal's Community Forestry,* Adroit Publishers, New Delhi, India. (Chapter 2).

  García-López, G. A. (2019), Rethinking elite persistence in neoliberalism: Foresters and techno-bureaucratic logics in Mexico's community forestry, *World Development*, 120: 169-181.

Week 8 (April 5): **Climate Change and Development Policy: Integration Possible?**

- **Required Reading:** Metz, B. and Kok, M. (2008), Integrating development and climate policies, *Climate Policy,* 8**:** 99-102.

- **Suggested reading:** Ingold, K. and F. Varone (2012), Treating policy brokers seriously: Evidence from the climate policy, *Journal of Public Administration Research and Theory*, 22(2): 319-346.

  Urwin, K. and A. Jordan (2008). "Does public policy support or undermine climate change adaptation? Exploring policy interplay across different scales of governance, *Global Environmental Change,* 18(1): 180-191.

Week 9 (April 12): **Foreign Aid in Humanitarian Policy and Practice: unpacking disaster politics?**

- **Required Reading:** Shrestha, K. K., Bhattarai, B., Ojha, H. and Bajracharya, A. (2019), Disaster justice in Nepal's earthquake recovery, *International Journal of Disaster Risk Reduction*, 33: 207–216.

- **Suggested reading:** Gunawardena, A. and Baland, J. (2016), Targeting Disaster Aid in Post-Tsunami Sri Lanka, *Development Policy Review*, 34(2): 179-195.

  Pelling, M. and Dill, K. (2010), Disaster politics: tipping points for change in the adaptation of socio-political regimes, *Progress in Human Geography*, 34(1): 21-37.

Week 10 (April 19): **Wrapping Up: Reframing International Development Policy?**

Recommended Resources

If you are very keen to explore further on international development policy, you might want to check the list of interesting articles/ books below to get yourself started.

Arnstein, S. (1969), A ladder of citizen participation, *Journal of American Institute of Planning* 35 (4): 216-224.

Bowen S, Zwi A. (2005) Pathways to evidence informed policy and practice: a framework for action. *Public Library of Science, Medicine,* 2005 2 (7); 0100-0106 (e166).

Brett, E. (2003) 'Participation and accountability in development management,' *Journal of Development Studies* 40 (2): 1-29.

Collins, A.E. 2009. Disaster and Development, Routledge perspectives in Development series, London. (Chapter 2).

Haslam PA, Schafer J, and Beaudet P (Eds) (2012), Introduction to International Development: Approaches, Actors, and Issues (2nd Edition). Oxford, Oxford University Press.

Howitt, R. (2001)*, Rethinking Resource Management: Justice, sustainability and Indigenous Peoples*, London, Routledge (Chapter 1).

Kates, R., Parris, T. and Leiserowitz, A. (2005), What is sustainable development, Environment 47 (3): 9-21.

Kingsbury D, Mackay J, Hunt J, McGillivray M and Clark M. (2016), International Development: Issues and Challenges (3rd Ed), Palgrave Macmillan, Houndmills.

Kronmuller, E. Attallah, DG, Gutierrez, I, Guerrero, P and Gedda, M. 2012. Exploring indigenous perspectives of an environmental disaster: Culture and place as interrelated resources for remembrance of the 1960 mega-earthquake in Chile, International Journal of Disaster Risk Reduction 23(2017): 238-247.

Louis, RP. 2009. Can you hear us now? Voices from the margins: Using Indigenous Methodologies in Geographic Research, *Aboriginal policy Research Consortium International* 2007: 130-139.

Mosse, D. (2005). Cultivating Development: An Ethnography of Aid Policy and Practice. New Delhi, Vistaar Publications.

Ojha, H., Khatri, D., Shrestha, K. K.; Bhattarai, B., Baral, J, Basnett, B., Goutam, K., Sunam, R, Banjade, M, Jana, S, Bushley, B, Dhungana, S. & Paudel, D. (2015), 'Can evidence and voice influence policy? Critical review of Nepalese forestry sector policy', Society and Natural Resources. Vol.29, no.3, pp. 357 – 373.

Ojha, H., Shrestha, K. K., Subedi, Y., Shah, R., Nuberg, I., Heyojoo, B., Cedamon, E., Tamang, S., Paudel, K., Rigg, J., Malla, Y. & McManus, P. (2017), Agricultural land underutilisation in the hills of Nepal: Investigating socio-environmental pathways of change, *Journal of Rural Studies*, vol. 53, pp.156-172.

Pierson, P. (2005). "The study of policy development." Journal of policy history 17(01): 34-51.

Pohl, C. (2008). "From science to policy through transdisciplinary research." environmental science & policy 11(1): 46-53.

Roy, A. (2009), Why India cannot plan its cities: Informality, insurgence and the idiom of unbarnisation, *Planning Theory*, vol.8, no.1, pp.76 – 87.

Sen, A. (1999). Development as Freedom, Oxford University Press.

Shrestha, K. & Mahjabeen, Z, 2011, 'Civil science, community participation and planning for knowledge-based development: analysis of Sydney Metropolitan Strategy', International Journal of Knowledge-Based Development 2 (4): 412 – 432.

Shrestha, K. K. (2012), 'Towards Environmental Equity in Nepalese Community Forestry', In Frederick D. Gordon & Gregory K. Freeland (ed.), International Environmental Justice: Competing Claims and Perspectives, ILM Publications, Hertfordshire, UK, pp. 97–111.

Shrestha, K. K. (2016), *Dilemmas of Justice: Collective action and Equity in Nepal's Community Forestry,* Adroit Publishers, New Delhi, India.

Shrestha, K. K. and McManus, P. (2008), The politics of community participation in natural resource management, lessons from community forestry in Nepal, Australian Forestry 71 (2): 135-146.

Shrestha, K. K., Ojha, H., & McManus, P. (2015), 'Urbanization, social inclusion and climate change: An introduction', In Shrestha, et al. (2015), Inclusive Urbanization: Rethinking Participation, Planning and Policy, Routledge, London and New York, pp.1–12.

Sneddon, C., Howarth, R. and Norgaard, R. (2006), Sustainable development in a post-Brundtland world, Ecological Economics 57: 253–268.

Thomas A, Mohan G. (2007). Research skills for Policy and Development. How to find out fast, London, Sage.

Wesselink, A., K. S. Buchanan, Y. Georgiadou and E. Turnhout (2013). "Technical knowledge, discursive spaces and politics at the science–policy interface." Environmental Science & Policy 30: 1-9.

Course Evaluation and Development

Student feedback is gathered periodically using, among other means, UNSW's myExperience process. Informal feedback and class-generated feedback are important. A brief survey will be conducted around the middle of the semester to identify areas of student issues. Analysis of feedback will inform the reasonable adjustment of course content and delivery where possible. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Changes to the course will be introduced to subsequent cohorts of students taking the course.

Constructive feedback is greatly appreciated. We aim to continue to improve and update the course; play some part in helping us to do so. Share your feedback, your resources, your ideas. Play a part in facilitating the learning of all members of the class.

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines

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