

ARTS2752

Local Politics of Development

Term 3, 2022



Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Anthony Zwi	a.zwi@unsw.edu.au	Wednesdays 11am; arrange appointment via Teams/email	Morven Brown 120	042369649 0

School Contact Information

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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

In this course you will learn about the influences and politics that shape and are shaped by disasters, humanitarian action and development in local contexts. We engage with the dilemmas of humanitarian action and its interface with development and change and the ways that people experiencing these changes respond.

You will develop your knowledge of the importance of context, politics, power, and interests in determining responses to crises and disasters alongside their longer term outcomes. You are encouraged to learn and deploy different ways of thinking and doing in the humanitarian and development space and will engage with organisational, conceptual and analytical frameworks for approaching humanitarian and development crises from the perspective of local institutions and organisations, communities and the others affected by such complex contexts.

Course Learning Outcomes

1. Identify the actors, interests and ideas that enable and constrain humanitarian action and development at the local level
2. Critically analyse claims about localised humanitarian action made by academics, policy-makers and activists
3. Analyse appropriate academic and non-academic texts to explore local politics of humanitarian action and its interface with development
4. Demonstrate working sensitivity and with awareness of local politics in different contexts

Teaching Strategies

The design of the teaching mode and contact hours reflect both a commitment to face to face teaching (or if needs be online teaching), in-depth scenario and case study analyses, and engagement with various aspects of blended learning, as outlined in the UNSW 2025 Strategy Theme A2: Educational Excellence.

The course consists of a one hour lecture, followed by a two hour practical engagement tutorial. During the lecture, you will be introduced to the key concepts and theories of local politics in development, and learn how to apply these to real world examples. During tutorials, you will have the opportunity to test, in simulated practice and extended case study scenarios, your understanding and learn how to use different analytical frameworks to examine themes in depth. Online content is used throughout the course in the form of a readings quiz on weekly content and prescribed media to access and analyse in preparation for assessments and in class-workshops.


Assessment

Assessment logic: We build up some understanding of development contexts and how different actors and organisations experience development activities and the associated challenges, benefits and at times, harms. This will be done through Assessment 1 which will involve critiquing relevant readings, considering media representation, and exploring topical issues around crises. Assessment 2 reminds us of the different stakeholders that are present in given settings and how their interests may coalesce or differ. Assessment 3 provides an opportunity to focus upon and reflect more deeply on your research about any aspects of the course that you found especially interesting or engaging. It is worth thinking about your third assessment early so that you can gather insights and undertake your research as the course unfolds.

Details of assessment tasks: I will be happy to discuss questions about your assessment while you are researching but will not be in a position to read sequential drafts. Discussion of essays and approach to assignments can be followed up during our classes or at a specific consultation session that you will need to initiate.

Students need to complete and submit ALL assessments in order to pass this course.

All written assessments need to include a bibliography or reference list. Please take care in citing references appropriately; in general you ought to read the reference and then communicate your thoughts in your own words. At times you may wish to quote a short but very powerful and well expressed viewpoint - make sure to keep the quote short and to the point and to enclose it in double "quote marks" and to cite the reference appropriately.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Learning diary	30%	Weeks 1-6	1, 2
2. Localising humanitarian action - role play 	30%	10/11/2022 03:00 PM	1, 4
3. Humanitarian action case study	40%	25/11/2022 06:00 PM	3, 4

Assessment 1: Learning diary

Start date: 12/09/2022 09:00 AM

Assessment length: 400 words each

Due date: Weeks 1-6

Three contributions to class Moodle site reflecting one response to a reading, one in-depth response to a question framed within the weekly Moodle discussion area, and one topical contribution about the challenges of localising and engaging with humanitarian response at a local level.

Students must make three contributions (as indicated above), each of 400 words, during the first 6 weeks of the course. Students receive feedback within a week of posting - from both class members and course convenor/tutor.

This is not a Turnitin assignment

Additional details

The initial learning diary contributions will focus on development-related issues. As the course unfolds additional points of discussion will focus on humanitarian crises and how local politics and development interfaces with these challenging settings.

The logic of the assignment flow is to build on our understanding and critique of development processes and consider how these may interface with evolving contexts in the aftermath of disasters and crises.

Assessment 2: Localising humanitarian action - role play (Group)

Due date: 10/11/2022 03:00 PM

Assessment of group contribution to understanding complex humanitarian action response to crisis and disaster. The class will draw on an extended case study and all class members will be working within groups commonly working to address humanitarian crises (local government, local NGOs, international civil society, United Nations, cluster system - health, water, protection, shelter).

Students will be assessed by convenors and peers re contribution to learning and realistic and in-depth understanding of the challenges of engaging effectively in local humanitarian and development challenges. Students receive group feedback and a group mark following role-play event.

Additional details

This will not be a traditional 'role-play' but rather a group presentation.

You can adopt innovative means (including role-play, panels, interviews or other approaches - including more traditional presentations) to sharing insights with the rest of the class who may not have examined the same 'case study' on which your group has focused. Each group will focus on a different setting and will briefly present the context, the range of stakeholders, organisations and processes present, and will highlight questions of power, trust and the differential interests present in this setting.

The objective is to share some of your group discussions, debate, thinking, critique and questions in relation to a particular setting which you have explored in a little more detail than others in the class. This is your opportunity to highlight the complexities and specificities of the local and to share some insights and advice with the rest of the class. You will be assessed in terms of contextual clarity, insights shared, and your ability to inspire others to think more deeply.

Assessment 3: Humanitarian action case study

Due date: 25/11/2022 06:00 PM

Humanitarian action case study [1,500–2,000 words]

Students submit a 1,500–2,000 word case study of the challenges of localising humanitarian action and will analyse its interface with longer term development debates. Students will receive written individualised feedback and general feedback using a rubric. The rubric will be available at the start of

term to allow students to work towards clearly communicated standards.

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

Additional details

This will be your final assessment and will be an opportunity for you to present insights from your own learning. It will allow you to focus attention on an issue of particular concern to you that has been covered in the course in relation to a development or humanitarian issue. [The title should be humanitarian or development case study - please note development-focused dimensions are also acceptable]. It may pick up in further detail an aspect of the case study with which you have engaged, might consider the role of any of the range of stakeholders operating in local environments, or may pick up on a particular thematic issue and the politics of enhancing outcomes in contested environments. This is your opportunity to do some of your own research and to demonstrate in-depth understanding and analysis of a scenario of interest. I am as interested in the questions you raise and the approach you take as in the answers you derive from your research: I am aware time is limited and you're not in a position to do ultra-detailed research.

Please submit by the end of week 6 a brief abstract with a title, brief context, key issues you hope to cover, and key references so that you receive some feedback and comments and know you are on track and can start thinking earlier rather than later about this assignment. I will not nag you about this and it is not required; but please don't expect the same level of feedback if presented to me at a later point in the course...

Attendance Requirements

Students must attend a minimum of 7 of the 9 tutorial & seminar sessions (+/- 80%). An attendance record will be kept at each session.

Students should in most cases attend the face2face class. Those who are overseas will be able to sign in to our sessions. They are expected to have set themselves up in an appropriate quiet online and focused environment, should have their cameras on, and should be able to participate actively. Students who are unable to participate actively despite being at a distance will have difficulty learning from and satisfactorily completing the course.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
0 week: 5 September - 9 September	Homework	Get yourself organised - look over the Moodle website for our course, introduce yourselves to each other online, check out the course Leganto Library, start reading and thinking...
Week 1: 12 September - 16 September	Seminar	Introduction to our course and learning activities. Key concepts and terms. Politics of development and humanitarian action - getting to grips with our subject matter - and the associated assessment logic for this course.
Week 2: 19 September - 23 September	Homework	This seminar now falls on a public holiday so there will be some work for you to do on your own. This will raise some questions about the following: Development as a concept. Development as an activity. Who is affected by development? Where do 'politics' fit in?

Week 3: 26 September - 30 September	Seminar	<p>Insights and examples of the politics of local development.</p> <p>Exploration of readings, case studies, media representation.</p> <p>Time to progress your learning diary contributions.</p>
Week 4: 3 October - 7 October	Seminar	<p>Humanitarian crises - who, what when?</p> <p>Response to humanitarian crises - the humanitarian system and how it operates.</p> <p>Who is affected by humanitarian crises?</p> <p>Where do 'politics' fit in?</p>
Week 5: 10 October - 14 October	Seminar	<p>Humanitarian case studies: understanding local impacts and response.</p> <p>Group work.</p>
Week 6: 17 October - 21 October	Reading	<p>No seminar - Reading week. Make sure you have completed your learning diary and are gearing up for presenting your case study and scenario insights.</p> <p>Please look over Assessment 2 guidance and ask questions early in our course to help shape what you present in your group.</p> <p>This is also a good time to share your ideas about your final assignment and to get some feedback in early on...</p>
Week 7: 24 October - 28 October	Seminar	<p>Useful tools in assessing the differential impact of development and humanitarian action.</p>
Week 8: 31 October - 4 November	Seminar	<p>Developing equitable and transformative responses to development and humanitarian challenges.</p>
Week 9: 7 November - 11 November	Presentation	<p>Assignment 2... group presentations</p> <p>Case study insights, lessons learned, critique, questions and insights for others...</p>

	Assessment	Localising humanitarian action - role play
Week 10: 14 November - 18 November	Seminar	<p>Challenges and opportunities to improve development and humanitarian systems.</p> <p>Key insights and lessons learned. Remaining questions.</p> <p>Feedback and comments on course and beyond...</p>

Resources

Prescribed Resources

Readings will be available through the Leganto site associated with this course.

Please ensure that you read all mandatory readings and come prepared to the relevant sessions having read the required readings.

For each seminar additional readings will also be made available. You are encouraged to also share interesting resources you have come across and that may be of interest to others in the class.

Note that part of your learning diary is structured around a critical review of a key course reading in the first half of the course.

Recommended Resources

Please refer to the Leganto site and any additional resources that are uploaded to Moodle.

Additional materials will be added to take account of recent publications and media of interest.

Please make sure to consult the course Moodle site every Monday in advance of our sessions on the Thursday. It is intended that any updated materials or clarifications re tasks will be uploaded by Monday lunchtime each week.

Course Evaluation and Development

This course has been totally restructured from a previous iteration.

Please provide constructive feedback and comments; these will be used to enhance your learning and experience during the course this year and will also contribute to enhancing the course for the future.

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

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.

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).

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Image Credit

Photo: Anthony Zwi, Local development, Nepal

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