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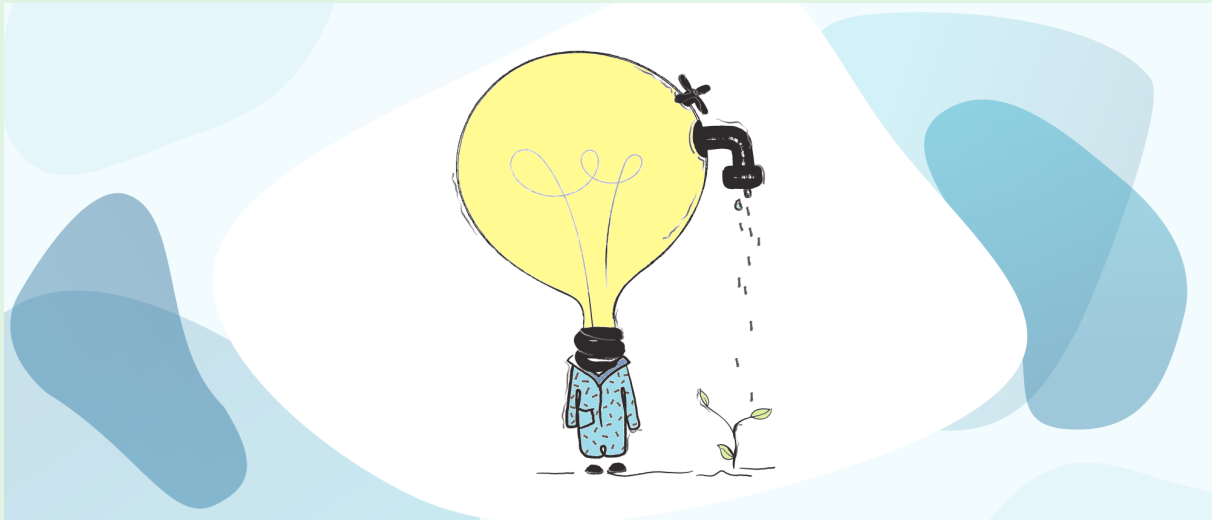
Global Development: Theory, Practice and Reflexivity

Term 3, 2022

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Joyce Wu	joyce.wu@unsw.edu.au	Email for appointment	143, MORVEN BROWN BUILDING	

School Contact Information

School of Social Sciences

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Morven Brown C20

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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

How is the global development landscape changing? What are current questions, dilemmas and approaches? How is theoretical knowledge applied in praxis? This capstone course provides you with cutting-edge knowledge and skills for the global development workplace. You will learn how to understand and navigate the field of global development, explore creative solutions to existing policy and practice gaps, and how to work collaboratively, inter-disciplinarily, ethically and inclusively. You will be encouraged to critically reflect on the broader context of the discipline, contemporary trends in global development and how the knowledge acquired in your major can be translated into practical outcomes.

Course Learning Outcomes

1. Explain the relationships between research, policy, and agency in development
2. Critically evaluate the ways that development agencies operate and their impacts
3. Conduct independent and/or collaborative research into development practice and ethics
4. Apply concepts and tools developed in the course to scenarios and case studies

Teaching Strategies

The **3-hour seminar** is designed to reflect the type of research, writing, and in-depth knowledge required in professional settings of global development practice. It is also designed to encourage the kinds of collaborative work and peer feedback that are common in such professional settings.

Assessment

- Assessments should be referenced in accordance with the School of Social Sciences Referencing Guide, available at
https://socialsciences.arts.unsw.edu.au/media/SOSSFile/SoSS_Referencing_Guide_2019.pdf
- For late submissions guideline, see https://www.arts.unsw.edu.au/our-students/current-students/protocols-guidelines#:~:text=If%20the%20task%20is%20marked%20out%20of%20100%25%2C%20then%20late,thereof)%20past%20the%20stipulated%20deadline.
- No footnotes, please! The SoSS guide uses an in-text citation system.
- Please do NOT use web reference pages such as Wikipedia etc. Official aid organisation websites are OK to use.
- You must have a bibliography in addition to the in-text references in the essay.
- Word counts include the entire essay text as well as in-text citations. **Only the bibliography is exempt from the count.**
- Try to work within the word-count specified. I will allow a +/- 10% margin (above and beyond the word count), anything above [or below] this margin will result in a penalty of 5% deduction of the final mark for every 50 words.
- The course convenor is happy to discuss questions about your assignment while you are researching but will NOT be available to read drafts.
- Discussion of essays will only be available in allocated consultation sessions or by appointment.
- There will be a Q&A Forum on Moodle, so please direct your questions there and only email me if it's personal. Your question might be one that is on the mind of others, and in the Forum I can respond more generally.
- Assessment extension must be applied through Special Consideration https://student.unsw.edu.au/special-consideration
- It is your responsibility to keep a copy of your work in case of loss of an assignment. You are also responsible for checking that your submission is complete and accurate.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Blog	30%	14/10/2022 11:59 PM	2, 4
2. Group Presentation 👥	20%	16/11/2022 11:59 PM	2, 3, 4
3. 'Wicked Problem' Project	50%	21/11/2019 11:59 PM	1, 2, 3, 4

Assessment 1: Blog

Assessment length: 600 to 800 words
Due date: 14/10/2022 11:59 PM

Blog – 600 to 800 words blog piece that provides an opinion on the wicked problem and what the solutions should be, based on research and analysis conducted from the wicked problem project.

Students will be assessed based on a rubric made available to them at the start of the course so they can work towards specified standards. Written feedback and a numerical grade will be provided within ten working days of submission.

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

Assessment 2: Group Presentation (Group)

Assessment length: Not application
Due date: 16/11/2022 11:59 PM

Students will work in small groups to prepare a 10 minute presentation on an identified challenge faced by development organisations/policies and offer level recommendations on how to address the challenge.

Students will be assessed based on a rubric made available to them at the start of the course so they can work towards specified standards. Written feedback and a numerical grade will be provided within ten working days of submission.

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

Assessment 3: 'Wicked Problem' Project

Assessment length: 3000 to 3500 words
Submission notes: Online submission on Moodle
Due date: 21/11/2019 11:59 PM

Students will prepare a 3000 to 3500 word response to a wicked problem faced by development agencies (e.g., post-COVID; funding strategies; gender mainstreaming; safeguarding, monitoring and evaluating; sustainability; Indigenous participatory development; and co-design).

Students will be assessed based on a rubric made available to them at the start of the course so they can work towards specified standards. Written feedback and a numerical grade will be provided within ten working days of submission.

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

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
O week: 5 September - 9 September	Seminar	As with all weeks, seminars will be delivered in "hybrid" mode so that online and on-campus students can attend at the same time. Further information about weekly topics, readings and seminar activities will be available on Moodle.
Week 1: 12 September - 16 September	Seminar	Introduction + a vision of your career
Week 2: 19 September - 23 September	Seminar	CV, job applications, selection criteria deep dive
Week 3: 26 September - 30 September	Seminar	Public Speaking [You will be learning physical exercises and techniques that will aid public speaking. Please wear comfortable shoes and clothing for this week's seminar]
Week 4: 3 October - 7 October	Seminar	Interviews: The types, processes, the questions, and how to prepare for them
Week 5: 10 October - 14 October	Homework	Development in Practice: Ethics and dilemmas
	Assessment	Blog
Week 6: 17 October - 21 October	Homework	No seminar this week (study break)
Week 7: 24 October - 28 October	Seminar	NGO Accreditation with guest speaker
Week 8: 31 October - 4 November	Seminar	Guest speaker on what it's like to work in the development sector.
Week 9: 7 November - 11 November	Seminar	Equity and Diversity
Week 10: 14 November	Reading	Conclusion + student-led project presentations

- 18 November	Assessment	Group Presentation

Resources

Prescribed Resources

Please refer to the Leganto reading list for each week's required and recommended readings (which can be journal articles, reports, documentaries, films, news articles, blogs etc.).

Recommended Resources

Additional readings will be made available on Moodle on a week-by-week basis - but students are encouraged to do a lot of their own research

Recommended to understand the status of the field (new readings for the COVID-19 Age will be available on Moodle):

Fischer, Andrew (2019) 'Bringing Development Back into Development Studies', *Development and Change,* 50(2): 426-444.

Haddad, L (2017) Development Research: Globalised, Connected and Accountable*, IDS Bulletin*, 48(1A).

Hickel, Jason. 2017. *The Divide: A Brief Guide to Global Inequality and its Solutions.* London: Penguin Random House UK.

Horner, Rory (2019) 'Towards a new paradigm of global development? Beyond the limits of international development', *Progress in Human Geography*, online first, 1-22.

Horner, R. and D. Hulme (2019) 'From International to Global Development: New Geographies of 21st Century Development' *Development and Change* 50(2): 347-378

Longhurst, R. (2017) Introduction: universal development: Research and Practice, *IDS Bulletin*, 48(1A)

Recommended for knowledge/learning:

Green, M. (2009). Doing development and writing culture: Exploring knowledge practices in international development and anthropology. *Anthropological Theory*, *9*(4), 395–417. https://doi.org/10.1177/1463499609356043

Ramalingam, B. 2006. T*ools for Knowledge and Learning: A Guide for Development and Humanitarian Organisations;* London: RAPID/ODI: https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/188.pdf [Some interesting tools]

Recommended for policy engagement:

Green. M. (2007) Delivering discourse: Some ethnographic reflections on the practice of policy making in international development, Critical Policy Analysis, 1:2, 139-153, DOI: 10.1080/19460171.2007.9518515

ODI, ROMA: A guide to policy engagement and policy influence
- https://www.odi.org/features/roma/home

Online Opinion Blogs

Most blogs are informal opinion editorials, written quickly and often without substantial supporting evidence. They can be an excellent source of very timely analysis and can point you in the direction of the latest information on policy issues. It is important to never read a blog uncritically. I encourage you to try to follow at least one on a frequent basis to give you some real-life understanding of the latest debates in development. I have also included one podcast and one website with short talks for those want something to listen [great when on public transport] or watch instead of read:

- Australia-Focused development policy blog by the Australian National University http://devpolicy.org/

- Devex Blog: https://www.devex.com/news

- Duncan Green's Oxfam blog, 'From Poverty to Power', http://www.oxfamblogs.org/fp2p/

- Overseas Development Institute (ODI)'s blog: http://www.odi.org/opinion

- Center for Global Development Policy Blogs: http://www.cgdev.org/section/opinions/blogs

- World Bank Blog on Development Impacts: http://blogs.worldbank.org/impactevaluations/

- 'Africa Can End Poverty' – World Bank: http://blogs.worldbank.org/africacan/

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Apps that help you to write well:

- http://www.hemingwayapp.com/
- Test your writing: Is your writing flabby or fit? - http://writersdiet.com/test.php

Resources on writing well:

- https://researchvoodoo.wordpress.com/2015/06/12/10-tips-for-more-concise-writing/
- Sword, Helen. 2012. *Stylish Academic Writing.* Harvard University Press. http://www.hup.harvard.edu/catalog.php?isbn=9780674064485
- Sword, Helen. 2016. The Writer's Diet: Guide to Fit the Prose. University of Chicago Press. http://press.uchicago.edu/ucp/books/book/chicago/W/bo23162311.html
- Strunk, William and E. B. White, *The Elements of Style* (any edition starting from 1918 onwards)
- Leftwich, Adrian. 2004. *Writing Essays: Some Guidance.* http://www.york.ac.uk/media/politics/documents/resourcesyork/teaching/resources/Essay%20Writing%202009.pdf
- Carroll, David L. 2000. *A Manual of Writer's Tricks.* Da Capo Press; 2nd edition
- Provost, Gary. 1980. *Make Every Word Count: A Guide to Writing That Works--For Fiction and Nonfiction.* Writer's Digest Books; 1st edition.
- UNSW's Learning Centre (http://www.lc.unsw.edu.au/olib.html) – use them, they have great resources! *This is for everybody as you can have them help you make it to the next level.*

Course Evaluation and Development

Formal student feedback is gathered using UNSW's evaluation process, *My Experience.* Informal feedback and class-generated feedback are also important and will be sought throughout the course, including a Health Check at Week 3, with students' feedback and recommendations considered and adapted into the course (where feasible), which is followed by a mid-term evaluation to see how everyone is doing and if the changes made are working out. Please also feel free to share your feedback verbally or in writing with the Course Convener throughout the term as well.

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

https://miro.medium.com/max/4000/1*0HVUWHxQQ9jWLezUsAErQw.png

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