ARTS2755

Global Development in Practice: Concepts and Practices for Inclusive Development

Term One // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Geneve O'Connor	g.oconnor@unsw.edu.au	Please see Moodle for location & availability.		

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

'Empowerment', 'participation', 'social inclusion', 'resilience' 'justice': we all know that we want to achieve these ideals, but what do they mean and how are they operationalized in practice? In this course, you will gain a critical knowledge of the core vocabulary and approaches common in global development today. You will learn strategies to stay up to date with the ever-shifting terrain of development practice, and develop the sensibilities to work effectively with a range of development partners. You will gain critical insight into how to make development 'inclusive' for all people, regardless of gender, (dis)ability, sexuality, socio-economic background and so on. The course has been designed for global development students to deepen their understanding of core development practices, while equipping students from other disciplines with foundational knowledges and skills to work effectively, ethically and sensibly in the Global South.

Course Learning Outcomes

1. Explain and critically analyse core approaches in Global Development practice
2. Communicate, solve problems and negotiate productively and effectively with a diverse set of actors in Global Development
3. Identify the actors, interests and ideas that enable and constrain inclusive development

Teaching Strategies

This course's teaching strategies and rationale are based on you bringing your prior learning to the classroom and engaging in teamwork in the co-construction of knowledge. This replicates research and practice environments in Development Studies, which is inter-disciplinary and explicitly includes multiple voices to produce actionable knowledge(s). This course includes online and face-to-face components. Lectures are interactive and include group work, individual reflection, and critical reflection on content. Tutorials provide an opportunity to refine your understanding of key issues and concepts. There will be an emphasis on teamwork in the tutorials. Online content relates to course content and aims.

Assessment

Please consult Moodle for any additional important information regarding assessments.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Critical evaluation of a common tool/approach to inclusive development	40%	20/03/2020 12:00 AM	1,3
Local Development Case Study	60%	01/05/2020 12:00 AM	2,3

Assessment Details

Assessment 1: Critical evaluation of a common tool/approach to inclusive development

Start date: Not Applicable

Length: 1500 - 2000 words

Details: 1,500-2,000 words: Students will be asked to select a tool or approach commonly used in the development sector and evaluate its advantages and disadvantages to achieving inclusive development.Students will receive written feedback and a marked rubric within ten days of submission. The rubric will be available at the start of term to allow students to work towards clearly communicated standards.

Additional details:

Please consult Moodle for further information.

Submission notes:online

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

Assessment 2: Local Development Case Study

Start date: Not Applicable

Length: 2.500-3,000 words

Details: Students submit a 2,500-3,000 word essay analysing the potential effectiveness (or not) of different approaches to achieve inclusive development in that context. Students will receive written feedback and a marked rubric within ten days of submission. The rubric will be available at the start of term to allow students to work towards clearly communicated standards. This is the final assessment for the course.

Additional details:

Please consult Moodle for further information.

Submission notes:online

Turnitin setting: 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
Week 1: 17 February - 21 February	Lecture	Course Introduction. "Leaving No One Behind": The Challenge of Inclusive Global Development
Week 2: 24 February - 28 February	Lecture	Power, the Practitioner & the "Ignorant Expert".
Week 3: 2 March - 6 March	Lecture	Empowerment. From social struggles to service delivery. Is it worth reclaiming?
	Assessment	**Formative Assessment (not marked).** 150 - 250 word proposal for assessment no. 2 "Local Development Case-Study", due Friday 6th of March. *This task is designed for students to get feedback and input into the major assessment (60%) early in the course. Please consult Moodle for further information.*
Week 4: 9 March - 13 March	Lecture	Addressing the "non-politics" of participation.
Week 5: 16 March - 20 March	Lecture	Inclusive Practice: Women & Girls
	Assessment	**Assessment No.1** 1500 - 2000 word "Critical Evaluation", due midnight Friday 20th of March. *Please consult Moodle for further assessment information.*
Week 6: 23 March - 27 March	Blended	Review Week
Week 7: 30 March - 3 April	Lecture	Inclusive Practice: Indigenous Peoples & Communities
Week 8: 6 April - 10 April	Lecture	Inclusive Practice: Diverse Sexualities, Genders & Bodies
Week 9: 13 April - 17 April	Lecture	Inclusive Practice: People with Disability
Week 10: 20 April - 24 April	Lecture	Inclusive Practice: Age
Week 11: 27 April - 28 April	Lecture	Recap & Review. Inclusive Global Development into the Future
	Assessment	**Assessment No.2** 2500 - 3000 word "Local

		Development Case-Study", due midnight Friday 1st of May. *Please consult Moodle for further assessment information.*

Resources

Prescribed Resources

Please consult Moodle for prescribed and recommended readings for this course, as well as other useful resources for academic study.

Recommended Resources

Course Evaluation and Development

Student evaluative feedback is gathered through UNSW's My Experience. Informal feedback and class-generated feedback are also important.

I welcome and appreciate your constructive feedback on this course. Adjustments and developments to this course in future will be based on student feedback, in efforts to continuously improve the student learning experience. Time is allocated in the last tutorial in week 11 for students to provide more detailed feedback both verbally and in writing (anonymously), which will be utilised to make further changes to the course structure and assessments as required.

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

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.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

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