



# ARTS3750

Development, Community and Environment

Term One // 2021

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Krishna K. Shrestha	krishna.shrestha@unsw.edu.au	By email appointment	Morven Brown G151	93851413 / 0413151111

### School Contact Information

School of Social Sciences

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## Course Details

### Credit Points 6

### Summary of the Course

Are you interested in understanding and tackling important environment-development challenges in the 21st century? Do you think a community-based approach to development and environment management delivers more sustainable and equitable outcomes? The course interrogates these and many more critical questions surrounding the community-based approach to development and environmental management. The course exposes you to a sophisticated understanding of the current development and environment issues affecting the well-being of local communities in Australia and developing countries. Specifically, the course provides you with the necessary theoretical background as well as a set of case studies to understand and tackle real-world environmental and development challenges. Through this course, you will have an opportunity to integrate social, economic and environmental aspects of development and environmental issues, and the concepts are discussed through the lens of sustainable development from a societal perspective. Ideas and issues are presented as contested entities because of the multiplicity of diverse, and at times, diametrically opposed stakeholder interests. The approach of the course, therefore, eschews the “one right way” approach to development and environment management in favour of an approach based on understanding the diverse and complex societal contexts in which development and environment professionals operate. Different approaches to managing the environment and development projects and programs are illustrated throughout by means of relevant case studies. You will be able to explore whether and how different policies and practices are working (or not working), and how policy responses can be made more equitable and sustainable at the community level.

### Course Learning Outcomes

1. Explain the range of development and environmental approaches, issues and responses in relation to the sustainable and equitable development of local communities
2. Critically analyse some community-based development and environmental management policies using case studies, and identify potential options to address challenges facing the local communities
3. Conduct social science research and analysis independently, and also in a team environment, and demonstrate an appreciation of the opportunities and challenges in professional work
4. Demonstrate the development of effective communication and critical analysis skills needed to engage with diverse stakeholders involved in the field of development and environmental management

### Teaching Strategies

The course is designed in a way that encourages you to take a ‘deep approach’ to learning. The course content and the adoption of the teaching strategies are student-centred. The learning outcomes will be achieved through a balanced combination of teaching and learning activities such as seminars, reading, class discussion, group work, oral presentation, and online activities. During the term, you are encouraged to interact with your peers and the lecturer through various means, such as the course’s Moodle site and emails. Seminars are conceived of as an interactive learning activity where you can ask questions, discuss ideas and explore solutions.

## 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 Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Essay	30%	19/03/2021 11:59 PM	1, 2, 4
Case Study Report	50%	30/04/2021 11:59 PM	1, 2, 3, 4
Group Presentation	20%	Not Applicable	1, 2, 4

### Assessment Details

#### Assessment 1: Essay

**Start date:** Not Applicable

**Length:** 1,000 words

#### Details:

Students are required to write an individual essay on conceptual advances in community-based approach to environment and development management. This essay should be up to 1000 words in length excluding references. The specific questions for this essay, assessment criteria and standards are outlined in the course outline and discussed with the students at the beginning of the semester. Essay will be marked and feedback provided online.

#### Additional details:

**Submission due 19 March by 11.59pm**

Choose ONE question from the list of questions and write an essay. The paper is up to 1,000 words in addition to references.

1. Does decentralised natural resource management lead (do not lead) to more equitable outcomes? Explain with examples.
2. The SDGs has the ambitious overall aim to “leave no one behind”. Do you agree or disagree that it has been delivering this promise for local communities?
3. Why is community participation in NRM often associated with elite domination? What are the

ways to solve the problems of elite domination?

A suggested structure of an essay might be:

- Introduction (~200 words)
- First topic/theme/argument with supporting evidence and your analysis (~200 words)
- Second topic/theme/argument (~200 words)
- Third topic/theme/argument (~200 words)
- Conclusion (~200 words)
- References

**Submission notes:** All assessments must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle. There is no hard copy submission required.

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

## **Assessment 2: Case Study Report**

**Start date:** Not Applicable

**Length:** 1,500 words

### **Details:**

Students are required to write a case study report of 1500 words. It involves the analysis of a case study related to any one of the themes: community participation, decentralisation, equity, food security, disasters and urbanisation, in a country (or a region). Assessment criteria and standards are clearly outlined in the course outline and discussed with the students at the beginning of the semester. Case study report will be marked and feedback provided online.

### **Additional details:**

**Submission due on 30 April 11.59pm**

This case study analysis report provides you with the opportunity to investigate in some depth an issue of your interest within a country's context and write a report. You have the choice of selecting **ONE TOPIC** from the followings and develop a case study report:

1. **Local leadership for accountable disaster management:** Lessons from [*a project/ program/ policy*] in [*a country*] (in the Asia Pacific region)
2. **Planning for inclusive climate change adaptation:** Role of local governments [from a developing country (or in Australia)]

3. **In search of local voices: indigenous knowledge** in land/ nature management in Australia, or NZ, or another country
4. **Women's voices and choices:** Enhancing representation of women in decision making of [a project/ program/ policy] in [a country] (in the Asia Pacific region)
5. **Engaging with the neoliberal markets:** Can local communities identify and exploit market opportunities in the age of climate change?
6. **Addressing centralisation within decentralisation:** How and why to solve the problems of elite capture?

The suggested outline for the report might be as below:

**1. Introduction** - provide a brief background of the topic, and include a brief literature review of the topic to identify the angle of your report, highlighting the problems and formulating a set of objectives of your report. You provide a structure to the report according to the ideas you will present. (~300 words).

**2. Description of the case study description and overview of problems and opportunities** – Identify a case study project or program from a country or a region, and gather relevant information from websites, articles and reports. You could use the map, pictures and figures to show the nature and pattern of the issues under consideration. The purpose here is to provide a context of the problems. Depending on the angle you have chosen that is, focus of your analysis, you might like to discuss the broad issue and then three specific sub-issues (~200 words).

**3. Evidencing and analysis of problem 1:** Gather relevant evidence and analyse these to develop arguments on how and why this problem has emerged and evolved, and provide a brief thoughts on how to solve this problem for the benefit of local communities (~200 words).

**4. Evidencing and analysis of problem 2:** Gather relevant evidence and analyse these to develop arguments on how and why this problem has emerged and evolved, and provide a brief thoughts on how to solve this problem for the benefit of local communities (~200 words).

**5. Evidencing and analysis of problem 3:** Gather relevant evidence and analyse these to develop arguments on how and why this problem has emerged and evolved, and provide a brief thoughts on how to solve this problem for the benefit of local communities (~200 words).

**6. Finding solutions and making recommendations:** Based on the analysis of problems, now you are coming to the stage where you can draw on some literature and link the ideas from the literature to propose viable solutions. Your recommendations must be substantiated by evidence, and are well-argued and convincing with the support of your data as well as ideas from the papers (~200 words).

**7. Conclusions:** You need to provide a summary of your key ideas and synthesize why and how your report and recommendation is credible. You need to make some statements on the implications of your recommendations to the policy and practice affecting local communities (~200 words).

**8. References:** Include a full and accurate references of the materials used in this report. (*excluded from word budget*)

**Submission notes:** All assessments must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle. There is no hard copy submission required.

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

### **Assessment 3: Group Presentation**

**Start date:** Not Applicable

**Length:** Approx. 30 minutes of recorded presentation, slides and a summary

#### **Details:**

Students will be required to work in a group throughout the semester and deliver a group presentation in the class. Assessment criteria and standards are clearly outlined in the course outline and discussed with the students at the beginning of the semester. Mark and feedback on presentation will be provided on and after the presentation.

#### **Additional details:**

#### **Group Presentation (20%) due on the specific date for each group**

Group activity is important part of this course. By the end of week 2, all students are expected to have a group. They would know their group members, the topic of their presentation and the date in which they are allocation for presentation.

From Week 3 onwards, a day before the seminar day, one group will upload their pre-recorded presentation together with the PowerPoint slides and a 300 word summary in the course's moodle site. A link will be created for this purpose.

The recording of the group presentation is anticipated to be about **20 to 30 minutes** of duration. Each group member is expected to contribute to the presentation. It is up to the group members to decide strategies – e.g. who is going to present what section, and how, and how they are going to organise group activity prior to the presentation, and how they are going to engage with the class in Moodle online by posing questions to stimulate thinking and discussion.

The recording includes a brief introduction of the team members first, followed by the recording of the presentation (e.g. voice over PowerPoint slides). This recording is then uploaded to the course's Moodle site. The group will also attach the related PowerPoint slides and a 300 words presentation summary with the recording.

It is important that group members actively engage in asking and answering questions online.

**Submission notes:** As assigned to each group

**Turnitin setting:** This is not a Turnitin assignment

## 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: 15 February - 19 February	Web	<p>Students are strongly encouraged to view the pre-recorded lectures, read weekly required readings and comment on student group presentations.</p> <p><b>Week 1 (Feb 18) Introduction: 'Local communities' in Development and Environmental Management – 'just Sustainability'?</b></p> <p>Are local communities important for sustainable development? What are the pitfalls and potentials of communities? This introductory seminar will explore a range of issues and opportunities for local communities in the age of sustainable development. We will discuss a broad framework for ARTS3750. This seminar will also discuss the course information and assessment. In particular, the lecture will elaborate group activity that is vital to this seminar course and how it is going to be implemented and why this is critical for students to be an active member of a team.</p>
	Tutorial	<p>Students are strongly encouraged to attend the voluntary, one-hour online tutorial (Q &amp; A session) each Thursday at 5pm for the entire trimester for this course. This is hosted by Krishna. The online tutorial will be an opportunity for students to discuss the week's lecture and readings, ask Krishna any questions and interact with each other.</p>
Week 2: 22 February - 26 February	Web	<p><b>Week 2 (Feb 25): Sustainable development Goals (SDGs): Visionary blueprint for local communities?</b></p> <p>This week will provide a historical and contemporary look at sustainable development. The SDGs were meant to be the bold, visionary successor of the Millennium Development Goals</p>

		<p>(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? Our focus will be to discuss whether, how and why SDGs serving (or not serving) the poorest and disadvantaged communities in developing countries. In the second part of the seminar, we will 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.</p> <p>By this time, we will finalise the group membership and the topic for each group to work together.</p>
<p>Week 3: 1 March - 5 March</p>	<p>Web</p>	<p><b>Week 3 (March 4)</b>  <b>Decentralisation in NRM: 'Fair' Devolution of power and resources to the communities?</b></p> <p>In a global movement promoting democracy, justice and sustainability, decentralisation is now the centre-piece of policy reforms around the world. Decentralisation is the process where a central government relinquishes some of its management responsibilities or powers to local governments, local leaders, or community institutions. Decentralisation has been advocated for a range of reasons, such as improving efficiency, equity and sustainability, democratisation and people's participation rural development, public service performance and helping to increase the legitimacy of government. However, decentralisation can occur in ways that leaves the status quo – central government dominance in decision making – largely unchanged, with little benefit to the environment or local empowerment. Optimism of community empowerment has been tempered by the reality of rigid and inequitable local social mechanisms, structures and relations such as</p>

		<p>social identity, coercion and trickery and material wealth. Decentralisation can also occur when power is devolved to the local level, but local elites capture most power and benefits. Sometimes, powerful individuals may control resources, even against the rules produced by the local council, broader society or state. This seminar explores these and more issues.</p>
	Group Activity	<p><b>Presentation by Group 1 - INDONESIA</b>  Topic: Problems of decentralisation in Indonesian NRM: Unpacking local accountability</p> <p>Group members work together and develop/ record a group presentation. The recording includes a brief introduction of the team members first, followed by the recording of the presentation (e.g. voice over PowerPoint slides). The duration of the recording is expected to be about 20 to 30 minutes. This recording is then uploaded to the course's Moodle site. The group will also attach the related PowerPoint slides and a 300 words presentation summary.</p> <p>This is a group assessment task with 20% weight. <b>Due for upload - 11.59pm, 3 March</b></p>
Week 4: 8 March - 12 March	Web	<p><b>Week 4 (March 11):  Tyranny of community participation: Who participates, who profits?</b></p> <p>Public participation is important for developing and implementing development and environmental 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? This seminar explores these questions and many more with a view to search for transformative participation.</p>
	Group Activity	<p><b>Groupwork: Presentation by Group 2 - THAILAND</b>  Topic: Irony of Thailand's community-based biodiversity conservation: who wins, who loses?</p>

		<p>Group members work together and develop/ record a group presentation. The recording includes a brief introduction of the team members first, followed by the recording of the presentation (e.g. voice over PowerPoint slides). The duration of the recording is expected to be about 20 to 30 minutes. This recording is then uploaded to the course's Moodle site. The group will also attach the related PowerPoint slides and a 300 words presentation summary.</p> <p>This is a group assessment task with 20% weight. <b>Due for upload: 11.59pm, 10 March</b></p>
<p>Week 5: 15 March - 19 March</p>	<p>Web</p>	<p><b>Week 5 (March 18): Indigenous Knowledge in Australian's NRM – whose knowledge counts?</b></p> <p>Environmental 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 and practices in NSW Australia.</p>
	<p>Group Activity</p>	<p><b>Groupwork: Presentation by Group 3 - NEW ZELAND</b> <i>Topic: Whether and why is New Zealand's engagement with effective in NRM? Lessons for Australia</i></p> <p>Group members work together and develop/ record a group presentation. The recording includes a brief introduction of the team members first, followed by the recording of the presentation (e.g. voice over PowerPoint slides). The duration of the recording is expected to be about 20 to 30 minutes. This recording is then uploaded to the course's Moodle site. The group will also attach the related PowerPoint slides and a 300 words presentation summary with the recording.</p> <p>This is a group assessment task with 20% weight. <b>Due for upload - 11.59pm, 17 March</b></p>
<p>Week 6: 22 March - 26</p>		

March	Online Activity	<p><b>Week 6 (25 March):</b>  <b>Catching Up / Reflection Week</b> (no seminar/online tutorial this week)</p> <p>In this week, students will have an opportunity to catching up with readings and undertake critical self-reflection on their learning in this course. Each student will also write a 200 words critique of one of the papers below:</p> <p>Hill, R. S. (2016), New Zealand Maori: The Quest for Indigenous Autonomy, <i>Ethnopolitics</i>, vol. 15, no. 1, pp. 144-165.</p> <p><b>OR</b></p> <p>Satyal, P., Shrestha, K. K., Ojha, H., Vira, B. and Adhikari, J. (2017), A new Himalayan crisis? Exploring transformative resilience pathways, <i>Environmental Development</i>, 23: 47–56.</p> <p>In the context of climate crisis, COVID-19, rising authoritarianism, inequalities, food insecurity, terrorism... are these unexpected disrupters that caught policy makers and stakeholders by surprise, or simply ignored due to ideological differences? In a context of diverse and sometimes divisive views, how do we build resilience of local communities?</p> <p>Each student will write a 200 words critique and submit this in the Moodle discussion section – ‘Paper Critique by [your name]’ by 11.59pm, 25 March, 2021.</p>
Week 7: 29 March - 2 April	Web	<p><b>Week 7 (April 1):</b>  <b>Politics of participation and wicked deliberation: Local struggles in Sydney’s Malabar Headlands</b></p> <p>Urban environments and communities are often confronted with multiple and at times incommensurable interest sets that do not lend themselves to straightforward solutions. This seminar explores wicked problems and the struggles of local communities in Eastern Sydney to stop harming the environment at Malabar Headland. Many scholars have highlighted why do</p>

		<p>higher levels of governments often attempt to ignore community interest, while urban communities tend to be disorganised to fight for their rights. However, the case of Malabar shows something interesting – urban communities fighting for their environmental for decades and finally forcing the governments to address their concerns. In this seminar, we will explore historical complexities and power dynamics of local struggle in Malabar Headland.</p>
	Group Activity	<p><b>Groupwork: Presentation by Group 4 - BANGLADESH</b>  <i>Topic: Politics of climate change adaptation – Nurturing local leadership?</i></p> <p>Group members work together and develop/ record a group presentation. The recording includes a brief introduction of the team members first, followed by the recording of the presentation (e.g. voice over PowerPoint slides). The duration of the recording is expected to be about 20 to 30 minutes. This recording is then uploaded to the course's Moodle site. The group will also attach the related PowerPoint slides and a 300 words presentation summary with the recording.</p> <p>This is a group assessment task with 20% weight. <b>Due for upload - 11.59pm, 31 March</b></p>
Week 8: 5 April - 9 April	Web	<p><b>Week 8 (Apr 8):  Gendered community and urbanising poverty:  Resurgent women voices in India's slums development</b></p> <p>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. The case of gendered water access in a slum of Bhopal India will be discussed.</p>
	Group Activity	<p><b>Groupwork: Presentation by Group 5 - THE PHILLIPPINES</b>  <i>Topic: Gender and Slums - Lessons from a slum development in Manila</i></p> <p>Group members work together and develop/ record a group presentation. The recording includes a brief introduction of the team members first, followed by</p>

		<p>the recording of the presentation (e.g. voice over PowerPoint slides). The duration of the recording is expected to be about 20 to 30 minutes. This recording is then uploaded to the course's Moodle site. The group will also attach the related PowerPoint slides and a 300 words presentation summary with the recording.</p> <p>This is a group assessment task with 20% weight. <b>Due for upload - 11.59pm, 7 April</b></p>
Week 9: 12 April - 16 April	Web	<p><b>Week 9 (Apr 15): (Un)accountable foreign aid and community-based disaster governance: Local champions in Nepal's <i>disaster recovery</i></b></p> <p>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 local leadership is more pronounced during the time of response and recovery than external forces.</p>
	Group Activity	<p><b>Groupwork: Presentation by Group 6 – SRI LANKA</b></p> <p>Topic: Global responses to local impacts: Lessons from recovery practices of Sri Lankan Tsunami</p> <p>Group members work together and develop/ record a group presentation. The recording includes a brief introduction of the team members first, followed by the recording of the presentation (e.g. voice over PowerPoint slides). The duration of the recording is expected to be about 20 to 30 minutes. This recording is then uploaded to the course's Moodle site. The group will also attach the related PowerPoint slides and a 300 words presentation summary with the recording.</p> <p>This is a group assessment task with 20% weight. <b>Due for upload - 11.59pm, 14 April</b></p>
Week 10: 19 April - 23 April	Web	<p><b>Week 10 (Apr 22): Wrapping Up: Transforming community participation</b></p> <p>This week will be a reflection on the topics covered</p>

	throughout the term, with thoughts on how and why to transform the role and possibilities of local communities in development and environment management, and how and why each student could become a community champion for change!
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## Resources

### Prescribed Resources

#### Week 1 (Feb 18):

#### Introduction: 'Local communities' in Development and Environmental Management – 'just Sustainability'?

*Required reading:*

Dressler, W., Buscher, B., Schoon, B., Brockington, D., Hayes, T., Kull, C., McCarthy, J. and Shrestha, K. K. (2010), From hope to crisis and back again? A critical genealogy of the global CBNRM narrative, *Environmental Conservation*, 37(1): 5–15.

*Suggested Reading:*

Agyeman, J. (2005), Where justice and sustainability meet, *Environment*, 47: 10–24.

Mansuri, G. and Rao, V. (2004), Community-based and-driven development: A critical review, *The World Bank Research Observer*, 19(1): 1

#### Week 2 (Feb 25):

#### Sustainable development Goals (SDGs): Visionary blueprint for local communities?

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.

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

#### Week 3 (March 4):

#### Decentralisation in NRM: 'Fair' Devolution of power and resources to the communities?

*Required reading:*

Ribot, J., Agrawal, A. and Larson, A. (2006), Recentralizing while decentralizing: How national governments reappropriate forest resources. *World Development*, 34(11): 1864-1886

*Suggested Reading:*

Sahide, M., S. Supratman, A. Maryudi, Y.-S. Kim and L. Giessen (2016), Decentralisation policy as recentralisation strategy: forest management units and community forestry in Indonesia, *International Forestry Review*, 18(1): 78-95.

Gallemore, C., M. Di Gregorio, M. Moeliono and M. Brockhaus (2015), Transaction costs, power, and multi-level forest governance in Indonesia, *Ecological Economics*, 114: 168-179.

#### **Week 4 (March 11):**

##### **Tyranny of community participation: Who participates, who profits?**

###### Required Reading:

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

###### Suggested reading:

Bennett, N. J. and P. Dearden (2014), Why local people do not support conservation: community perceptions of marine protected area livelihood impacts, governance and management in Thailand, *Marine Policy*, vol. 44, pp. 107-116.

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>.

#### **Week 5 (March 18):**

##### **Indigenous Knowledge in Australian's NRM – whose knowledge counts?**

###### Required Reading:

Adeyeye, Y., Hagerman, S., and Pelai, R. (2019), Seeking procedural equity in global environmental governance: Indigenous participation and knowledge politics in forest and landscape restoration debates at the 2016 World Conservation Congress, *Forest Policy and Economics*, 109, doi: <https://doi.org/10.1016/j.forpol.2019.102006>;

###### Suggested 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.

Addition, J., Stoeckl, N., Larson, S., Jarvis, D. [Bidan Aboriginal Corporatio](#), [Bunuba Dawangarri Aboriginal Corporation](#), [Ewamian Aboriginal Corporation](#), [Gooniyandi Aboriginal Corporation](#), [Yanunijarra Ngurrara Aboriginal Corporation](#), and [Esparon](#), M. (2019), The ability of community based natural resource management to contribute to development as freedom and the role of access, *World Development*, 120: 91-104.

#### **Week 6 (March 25):**

##### **Catching Up / Reflection Week** (no seminar/ online tutorial this week)

In this week, students will have an opportunity to catching up with readings and undertake critical self-reflection on their learning in this course. Each student will also write a 200 words critique of one of the papers below:

Hill, R. S. (2016), New Zealand Maori: The Quest for Indigenous Autonomy, *Ethnopolitics*, vol. 15, no. 1, pp. 144-165.

**OR**

Satyral, P., Shrestha, K. K., Ojha, H., Vira, B. and Adhikari, J. (2017), A new Himalayan crisis? Exploring transformative resilience pathways, *Environmental Development*, 23: 47–56.

In the context of climate crisis, COVID-19, rising authoritarianism, inequalities, food insecurity, terrorism... are these unexpected disrupters that caught policy makers and stakeholders by surprise, or simply ignored due to ideological differences? In a context of diverse and sometimes divisive views, how do we build resilience of local communities?

*Each student will write a 200 words critique and submit this in the Moodle discussion section – ‘ Paper Critique by [your name]’ by 11.59pm, 25 March, 2021.*

### **Week 7 (April 1):**

#### **Politics of participation and wicked deliberation: Local struggles in Sydney’s Malabar Headlands**

Required Reading:

Shrestha, K. and Dee, J. (2008), Planning for sustainable development: Investigating environment-development decision making in Sydney’s Malabar Headland, *Dialogues in Urban Planning: Towards Sustainable Regions*, Sydney University Press, Sydney: Gilmour and Blakely (eds.), pp. 3-26.

Suggested Reading:

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*, vol. 2, no. 4, pp. 412 – 432.

Xu, J. (2016), Environmental discourses in China’s urban planning system: A scaled discourse-analytical perspective, *Urban Studies*, vol. 53, no. 5, pp. 978-999.

### **Week 8 (April 8):**

#### **Gendered community and urbanising poverty: Resurgent women voices in India’s slums development**

Required reading:

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.

Suggested reading:

Shrestha, K. K., Ojha, H., McManus, P., Rubbo, A. and Dhote, K. (eds.) (2015), *Inclusive Urbanization: Rethinking Participation, Planning and Policy*, Routledge, London and New York (Chapter 1).

Choi, N. (2016), Metro Manila through the gentrification lens: Disparities in urban planning and displacement risks. *Urban Studies*, vol. 53, no. 3, pp. 577-592

### **Week 9 (April 15):**

#### **(Un)accountable foreign aid and community-based disaster governance: Local champions in Nepal's *disaster recovery***

##### 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 (22 April):**

#### **Wrapping Up: Transforming community participation**

This week will be a reflection on the topics covered throughout the term, with thoughts on how and why to transform the role and possibilities of local communities in development and environment management, and how and why each student could become a community champion for change!

## **Recommended Resources**

**If you are very keen to explore further on development, community and environment, you might want to check out the list which contains some interesting articles/ books below.**

Agrawal, A. and Gibson, C. (1999), Enchantment and Disenchantment: The Role of Community in Natural Resource Conservation, *World Development*, 27(4): 629-649.

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- Kates, R., Parris, T. and Leiserowitz, A. (2005), What is sustainable development, *Environment* 47 (3): 9-21.
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- 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.
- Lockwood, M. and Davidson, J. (2010), Environmental governance and the hybrid regime of Australian natural resource management, *Geoforum*, 41(3): 388–398.
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Geographic Research, *Aboriginal policy Research Consortium International* 2007: 130-139.

Mahjabeen, Z., Shrestha, K. K. and Dee, J. (2009), Rethinking community participation in urban planning: The role of disadvantaged groups in Sydney Metropolitan Strategy, *Australasian Journal of Regional Studies*, vol. 15, no. 1, pp.45-63.

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Thomas A, and 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 and Policy* 30: 1-9.

World Commission on Environment and Development (1987), *Our Common Future*, Oxford University Press, Oxford.

## **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.

## **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](mailto: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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We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.