



Australia's
Global
University



ARTS3751

Global Development: Theory, Practice and Reflexivity

Term Three // 2020

Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|------------------|------------------------|----------------|---------------------|-------------------|
| Susanne Schmeidl | s.schmeidl@unsw.edu.au | By Appointment | Morven Brown 138 | (02) 9385 2405 |

School Contact Information

School of Social Sciences

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Course Details

Credit Points 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 a cutting-edge for entering into the global development work place and study by gaining necessary skills to assist your career development. 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-disciplinary, 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 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
- 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.
- Essays are meant to engage with recommended readings, even if it is a reflection.
- You must have a bibliography in addition to the in-text references in the essay. 5% of the final mark will be taken off if you fail to include a bibliography.
- 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 its personal. Your question might be one that is on the mind of others, and in the Forum I can respond more generally.
- 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 Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---------------------|--------|---------------------|------------------------------------|
| Critical Reflection | 30% | 14/10/2019 09:00 AM | 2,3,4 |
| Group Project | 30% | 06/11/2020 12:00 PM | 1,2,3 |
| Essay | 40% | 30/11/2020 11:00 PM | 2,3 |

Assessment Details

Assessment 1: Critical Reflection (30%)

Start date: Not Applicable

Length: 1,500 words

Details:

Students write a critical reflection (1,500 words) about what they learned in the Global Development major.

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.

Additional details:

This assessment is a reflection of the knowledge and skills gained through your Global Development Major in relation to future employment. After you identified what you learned, you are asked to look at possible gaps in relation to the future employment. The subsequent two assessments provide you with an opportunity to select on knowledge gap and work on it individually and in a team.

You will receive an introduction to this assessment in Week 1 and the course content in Week 1 and 2 will have group sessions on this assessment to provide students with peer feedback. For more details consult Moodle.

Submission notes: Online submission on Moodle

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

Assessment 2: Group Project (30%)

Start date: Not Applicable

Length: Group Presentation / Concept Note

Details:

Students will work in small groups on a specific issue/concept/skill identified in the first assessment and develop either a group presentation on an agreed topic (plus 2-3 page concept note) or submit a short concept paper/proposal (5-10 pages).

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.

Additional details:

Please consult Moodle for further information. The idea is for students to design an hour of the Capstone Seminar to communicate new knowledge/skill. This can be a short presentation, identification of videos, podcasts, and designing an interactive exercise. Details will be discussed in Week 5 - and topics are to be shared with the Course Convener no later than Week 7. Groups that deliver their content in Week 9 will have to submit the concept at the same time as the other groups in Week 8.

Submission notes: Group Exercise / Presentation

Turnitin setting: This is not a Turnitin assignment

Assessment 3: Essay (40%)

Start date: Not Applicable

Length: 2,000 words

Details:

These individual essays (2,000 words) will follow-up from the first two assessments and allow students to deepen their engagement with a specific issue/concept/skill. Students will be able to choose from different options. This is the FINAL assessment for this course.

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.

Additional details:

Please consult Moodle for further information.

Submission notes:Online Moodle submission

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 |
|-------------------------------------|-----------------|--|
| O Week: 8 September - 11 September | Online Activity | Please introduce yourself to your peer in Padlet - as this will facilitate that we get to know each other with some of us not physically being in Sydney. Post a picture of you and let us know how you are feeling at the end of your Global Development degree and what is next for you (more studies etc.). You can also share any concerns you have about what comes next. |
| Week 1: 14 September - 18 September | Seminar | Introduction to course and assessments. As we don't quite know yet how we will be working, this first Seminar will lay the foundations for the weeks to come - be it online, face-to-face or a bit of both. As this course is meant to help you analyse what you learned so far and what you may still wish to learn - as well as think about future steps (career, future studies) - all assessments will build on each other and aim to give you some agency about your future employment and studies. |
| Week 2: 21 September - 25 September | Seminar | COVID-19 and the Global Development Sector |
| | Online Activity | Please come prepared to having read at least two of the recommended readings - as well as explored some of the recommended job sites. It is important that your skill-gap analysis (first assessment) is based on what is happening in the employment sector/world. |
| Week 3: 28 September - 2 October | Seminar | Meet Alumni / Industry Reps - The Sector in the Age of COVID-19. This Seminar will focus on hearing from those working in Global Development and what they see the future might hold for Global Development Graduates. This will be a mixture of presentation and what I call "career speed dating". I will aim for this to be online to accommodate all students. |
| Week 4: 5 October - 9 October | Seminar | Advancing Skills - Forming Thematic groups and getting reading for Assessment II. Based on the previous week all of you will have identified skills they want to enhance or new knowledge to gain. This Seminar will work on putting this into action by forming groups around skills/knowledge gaps - so |

| | | |
|------------------------------------|------------|--|
| | | you can start thinking about assessment II. |
| Week 5: 12 October - 16 October | Seminar | SKILL-GAP Filler: Contributing to Debates in Global Development - if we agree in Week 1/2 this is a skill you want to fill, this Seminar will discuss blog writing and influencing policy. As I'm building this skill-gap filler on an assumption, we may decide jointly that something else is better suited. |
| | Assessment | First Assessment Due: 14 October - 9 AM - Critical Reflection / Skill/Knowledge Gap analysis. |
| Week 6: 19 October - 23 October | Group Work | This week you will work independently. |
| Week 7: 26 October - 30 October | Seminar | Careers Week - this hands-on seminar will discuss CV-writing, applying for and interviewing for jobs. |
| Week 8: 2 November - 6 November | Seminar | Student-lead Seminars/Online Learning |
| Week 9: 9 November - 13 November | Seminar | Student-lead Seminars/Online Learning |
| Week 10: 16 November - 20 November | Seminar | Final Reflections - Going forward |

Resources

Prescribed Resources

A reading list recommended readings available through the UNSW library online is available on our Moodle page for each week.

Though perhaps outdated - UNSW Library has one of the few books that discusses getting ready for working in Global Development and Humanitarian Assistance

Gedde, M. (2015). *Working in international development and humanitarian assistance : A career guide*. London ; New York: Routledge, Taylor & Francis Group.

https://primoa.library.unsw.edu.au/permalink/f/jhud33/UNSW_ALMA51263039740001731

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. *Tools 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/>
-

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, please feel free to share your feedback verbally or in writing with the Course Convener. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. For example, after redesigning the capstone last year, I've adjusted some of the seminar content and the second assessment based on student input for this year. As this was before COVID-19, it is important that we continue to learn from you what works (and does not) in this new blended course delivery.

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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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.