



Australia's  
Global  
University



## COMD5000

NGOs, Civil Society and Development

Term One // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Anthony Zwi	a.zwi@unsw.edu.au	Please email to arrange a time to discuss; place course code and issue in subject heading. Tuesday or Thursday 11h00-12h00	Room 25, Ground Floor, Morven Brown Bldg	0423696490

### School Contact Information

School of Social Sciences

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## Course Details

### Credit Points 6

### Summary of the Course

In this course you will critically examine the complex role of civil society and NGOs in development activities and processes, with an emphasis on international development. In this course you will cover theoretical and practical insights concerning the role of civil society and NGOs and will learn about different types of organisations (such as humanitarian and development; faith-based, campaigning vs. service delivery) and their strategies, activities and approaches. You will explore the interfaces of these organisations and institutions with culture, gender, human rights, Indigenous rights, and dominant ideologies. You will also explore the links between civil society, NGOs and other development actors, as well as their relationship to the sustainable development goals (SDGs) and key global challenges. You will be required to engage actively online, in class, independently and in a group. You will come from any of a range of disciplinary backgrounds and will want to learn how to make a difference in social justice, development and humanitarian settings.

### Course Learning Outcomes

1. Analyse the social, economic and other contextual changes that have led to the emergence and growth of large numbers of civil society, not-for-profit and social purpose organisations;
2. Evaluate the theories that help to explain the emergence, growth and changing roles of civil society, not-for-profit and social-purpose organisations;
3. Document and critique the debates and developments affecting civil society and NGO roles in both “developed” and “developing” societies;
4. Based on research, design and communicate a set of strategies and accountabilities that will reflect the development and/or humanitarian roles of NGOs;
5. Ability to provide advice, drawing upon theory, evidence, and experience, concerning effective activities and roles that civil society and NGOs can play in a range of development settings.

### Teaching Strategies

The course seeks to engage participants in an active-learning environment. It draws strongly on blended learning and flipped classroom approaches drawing on participants to share insights from their knowledge, experience and research.

Teaching strategies include short lecture inputs, seminars, online interaction, group work, presentations, paper critique and independent learning exercises.

Short lecture (or video or other media) inputs - aim to contextualise or summarise issues, facilitating shared understanding of specified topics.

Seminars - weekly seminars are central to opening out issues for discussion, sharing insights and research, and constructively critiquing current development practices.

Online interaction - the course is based around a high degree of participation in online activities. This provides an opportunity for sharing insights and research and promotes a flipped classroom ethos. Activities and learning resources are placed within an online environment.

Group work including group presentation and group report - a key element of this course will include group work concerning engagement with an NGO working in real time to contribute to international development. The group will research an issue together, present to the class and NGO, and submit a report reflecting their insights and guidance. Group work skills are essential to working in development settings.

Paper critique facilitates critical analysis of a published paper. This provides insights into the peer-review process and how journal articles get published as well as building competence in examining and critiquing different types of journal articles. Focusing on recently published papers also helps students see how the field is developing and what issues are being discussed. Students prepare a critical summary that brings in other literature and provides insights into whether others in the class should prioritise the paper in their further reading and research activities.

Independent learning exercises - some activities will be uploaded to the Moodle site and students will be encouraged to view, respond and critique these in their own time, with a view to sharing their insights online. The course draws on numerous films and videos and students also gain insights into how to critically view these materials.

## Assessment

Seminars are core to the course - especially as there is also a 30% component derived from group work. This is a real-life opportunity to engage with, constructively support and critique a developing development-oriented NGO. Please take this seriously. The assessments will feed into further development and debate within the NGO itself.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
NGO Moodle Posts	30%	31/03/2019 05:00 PM	1,2
Reflection Essay	40%	29/04/2019 05:00 PM	1,3,4
Group report & presentation	30%	17/04/2019 05:00 PM	4,5

### Assessment Details

#### Assessment 1: NGO Moodle Posts

**Start date:**

**Length:** 600 words each

**Details:** Two Moodle posts each relevant to course content (600 words each). These Moodle posts are also required to be submitted via Turnitin and are each worth 15%.

#### Additional details:

Two moodle posts in relation to any of the issues discussed in the first six seminars. The first Moodle post should be offered by the end (Sunday 5pm) of week 2 and the second post by the end (Sunday 5pm) of week 6.

**Submission notes:** First Moodle post by end of second week; second post by end of week 6. Each worth 15%

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

#### Assessment 2: Reflection Essay

**Start date:**

**Length:** 1500 words

**Details:** Reflection essay is submitted via Turnitin and covers learning and insights regarding course content and approach to learning by the student. Word length is 1500 words. Feedback via Turnitin within 10 working days.

**Additional details:**

This essay should focus on two issues: 1) insights arising from the real-life real-time focus on an NGO seeking to address key international development issues and 2) provide an in-depth examination and critique of innovative strategies that can be (or are) used by civil society organisations, international NGOs or local NGOs and community-based organisations, to promote transformative development in a specific context and setting. Additional details to be discussed in class.

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

**Assessment 3: Group report & presentation**

**Start date:** Not Applicable

**Details:** A report by groups of 4-6 students focusing on a specific topic relating to real-time challenges facing a specified NGO. No more than 4000 words (written by whole group) including a two page Executive Summary. Written feedback within 10 working days. This is the final assessment for the course.

**Additional details:**

Groups likely to be of four students only. Two components - a group report and a group presentation as if your group were consultants presenting to the NGO on which we are focusing - this will take place during our intensive on Sunday April 14. Both the recommendations and the mode of presentation and report-writing should acknowledge and take note of the context - opportunities and constraints - to promote transformative development. Written report on behalf of the group must be submitted by the due date - all members of the group must upload to Turnitin the same report.

A peer assessment of participation in the group activities will allow moderation of the Assessment 3 mark that each person will receive.

**Submission notes:** Presentation will be during intensive on 14 April. Group report can to be presented by date and time stipulated.

**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: 18 February - 24 February	Seminar	Orientation, Introduction to course, participants and convenor.  Overview of course structure, activities, reading and assignments.  Role of Moodle in course; role of groupwork activities.
	Online Activity	View the Baulkham Hills African Ladies Troupe video. Come to lecture in Week 2 having already viewed this documentary. Links in Moodle.
	Online Activity	Introduce yourself on Moodle. Provide some details about your background, interests and experience. What do you most want to learn about? What experience have you had with NGOs in your own country or elsewhere? What can we learn from you?  Surprise us by telling us something else that's interesting or surprising about you. And please upload a photo to your Moodle profile... this makes communication easier for all of us.
Week 2: 25 February - 3 March	Seminar	Mini-lecture and discussion: civil society and NGOs in development.  Introduction to the Aminata Maternal Foundation. Engaging with the AMF.
	Online Activity	View online documentary - Daughter of Sierra Leone  or Radio interview with Richard Fidler. Links in Moodle. Come prepared to discuss and engage around the AMF.
	Assessment	Submit first Moodle contribution drawing on readings, class discussion, other materials - by end of second week of course. This can pick up on any course materials and/or preparatory work

		undertaken to date in class or online.
Week 3: 4 March - 10 March	Seminar	<p>Discussion with Aminata Maternal Foundation re background, context of operation, objectives, strategies and challenges.</p> <p>Discussion re priority concerns at the present time. Feedback and questions re screened documentaries and related materials.</p> <p>Q&amp;A re priorities and concerns. Division into groups for group project.</p>
Week 4: 11 March - 17 March	Seminar	<p>Mini-lecture and discussion.</p> <p>Rights-based approaches and NGOs/civil society.</p> <p>Examples and critiques. Prior reading in moodle.</p> <p>FGM, child-marriage, trafficking as a case in point.</p>
Week 5: 18 March - 24 March	Seminar	<p>Mini-lecture and discussion.</p> <p>Culture, gender, faith, Indigenous people - challenges for NGOs.</p> <p>Prior reading and paper critiques - see Moodle.</p>
Week 6: 25 March - 31 March	Seminar	<p>Setting standards, accreditation, regulation, and lesson learning</p> <p>Mini-lecture and discussion re ACFID and its role and code of conduct</p> <p>See Moodle for preparatory work.</p>
	Assessment	Submit second Moodle contribution relevant to course content by this date. See and respond to earlier online discussions.
Week 7: 1 April - 7 April	Seminar	<p>Transformative development; capacity development; sustainable development.</p> <p>NGOs &amp; civil society roles.</p> <p>Case study examples.</p>
	Online Activity	View film re MSF in West Africa. Prepare notes, do reading, come to next seminar ready to discuss interface between shorter and longer term engagements; complex emergencies and development.
Week 8: 8 April - 14 April	Seminar	Complex emergencies, disasters, development.



		Case study discussion based around prior film screening and careful note-taking. Details on Moodle
	Intensive	Intensive class will be held on <b>Sunday 14 April - from 9.30am to 4.30pm in Morven Brown G6.</b>  Groups will present their group work research and advice on this occasion (TBC). A shared lunch will also be held - each person to bring a share plate. Further details in class.
Week 9: 15 April - 21 April	Seminar	Good practice examples in NGOs and Development.
	Assessment	Submit group report and engage in consultative discussion with AMF in class. Groups may present or find a more innovative means of sharing their insights with the Foundation. Criteria and guidance on Moodle and in class.
Week 11: 29 April - 1 May	Assessment	Submit final reflective essay - due on 29 April by 5pm

## Resources

### Prescribed Resources

See Moodle and Leganto links

### Recommended Resources

See Moodle and Leganto links

Online Blogs/Podcasts:

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 of you who want something to listen to [great when on public transport] or watch instead of just reading:

- Development Policy Centre: <https://devpolicy.crawford.anu.edu.au/>
- The Guardian's Global Development blog: <http://www.theguardian.com/global-development>
- 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>
- Project Syndicate –<http://www.project-syndicate.org> – contains numerous op-eds from prominent economists (and the occasional political scientist).
- <http://developmentdrums.org/> - a podcast about development
- 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/>
- IMFdirect; International Monetary Funds' Global economy forum: <http://blog-imfdirect.imf.org/>

Resources on writing well:

- 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.

Relevant journals available through the UNSW library

- Development and Change
- Development in Practice
- Development Policy Review
- Disasters

- European Journal of Development Research
- Gender and Development
- Global Governance
- International Organization
- Journal of Development Studies
- Journal of Human Development
- Journal of International Development
- Journal of Peasant Studies
- Journal of Peacebuilding and Development
- Oxford Development Studies
- Progress in Development Studies
- Third World Quarterly
- World Development

### Key Development Data Sources [great places to hang out]

- GapMinder: <http://www.gapminder.org/> - Hans Rosling's amazing world of visualized development and global health data [great videos, but also great data]; sadly he died recently: <https://www.theguardian.com/global-development/2017/feb/07/hans-rosling-obituary>
- The Economist – Big Mac Index: <http://www.economist.com/content/big-mac-index>
- Sustainable Development Goals: <http://unstats.un.org/sdgs/>
- World Bank Data: <http://data.worldbank.org/>; your one-stop guide to all kinds of country-level information
- World Bank's World Development Reports <http://go.worldbank.org/LOTTGBE9I0>: influential, agenda-setting annual publication, focused on a single issue each year.
- UNDP's Human Development Reports (<http://hdr.undp.org/en/>): Annual publication on the state of social /economic development in the world. Excellent data visualization tools
- World Income Inequality Database by the United Nation's University: <https://www.wider.unu.edu/project/wiid-world-income-inequality-database>
- AidData – open data for international development: <http://www.aiddata.org>
- Oxford Poverty & Human Development Initiative (OPHI)'s Multidimensional Poverty Index: <http://www.ophi.org.uk/multidimensional-poverty-index/>; a new development index developed by the Oxford Poverty and Human Development Initiative, now adopted by the United Nations Development Program for integration into the annual Human Development Reports

### Gender Data Portals

- OECD: <http://www.oecd.org/gender/data/>
- World Bank: <http://datatopics.worldbank.org/gender/>
- MEDevEcon: <https://sites.google.com/site/medevecon/development-economics/devecondata> - website links to a variety of datasets for empirical development economists, most of which are freely accessible; great website to explore and learn if you are a data-geek (like me)
- UNDP's Millennium Development Goals Monitor: <http://www.mdgmonitor.org>
- IMF World Economic Outlook (WEO), Global Financial Stability Reports and Global Monitoring Reports: <http://www.imf.org/external/pubind.htm>
- Organization for Economic Cooperation and Development: <http://www.oecd.org>; good source of macroeconomic data on the OECD member states, as well as many analytical reports on salient economic policy issues.
- Vision of Humanity Global Peace Index; a new way to look at development; <http://www.visionofhumanity.org/#/page/indexes/global-peace-index>

You will also benefit from becoming familiar with GoogleScholar (<http://scholar.google.com>) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Go to Google Scholar> settings> library links, and enter 'University of New South Wales' in the box for "Library": You can sign up for Table of Contents (TOC) Alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence will be related to the topic.

Prof. Zwi has a twitter account that is used for drawing attention also to relevant development debates, podcasts, book reviews and publications. If you are on twitter, follow <https://twitter.com/HEARDatUNSW> - also hashtags #DevStuds #GlobalDev #COMD5000 #COMD5001 #COMD5002 . There are also numerous valuable twitter lists on @HEARDatUNSW related to Sierra Leone, global health, human rights, humanitarian policy, INGOs, development policy and related issues - check them out. You don't need to broadcast what you had for breakfast to derive benefit from twitter... it's a useful source of up-to-date debates, critiques, resources, jobs and opportunities [and yes, a lot of not so useful stuff too :- ( so be selective)].

## **Course Evaluation and Development**

Student feedback has contributed actively to reshaping the course to make it more engaging and to offer real-time insights into a development-oriented NGO based in Australia but working internationally.

## **Submission of Assessment Tasks**

## **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/>

## Image Credit

Photo: Anthony Zwi - Aminata Conteh-Biger, CEO of the Aminata Maternal Foundation, an NGO on which we will focus during the course.

## CRICOS

CRICOS Provider Code: 00098G