



## **COMD5000**

NGOs, Civil Society and Development

Term One // 2021

## 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. Monday 11:00-12:00 or Thursday 14h00-15h00 | Room 120, First Floor, Morven Brown Bldg | +610423696490 |

### 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 global 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 contextual changes, and evaluate the theories, that help to explain the emergence, growth and changing roles of civil society, not-for-profit and social purpose organisations
2. Document and critique the challenges and responses affecting civil society and NGO roles in both “developed” and “developing” societies
3. Based on research, design and communicate a set of strategies and accountabilities that reflect good practice in global development and humanitarian action
4. Develop the 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. An intensive day will allow consolidation of groupwork skills and interaction.

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%    | 22/03/2021 11:00 PM | 1, 2                               |
| Group report & presentation | 30%    | 23/04/2021 11:00 PM | 4                                  |
| Reflection Essay            | 40%    | 07/05/2021 11:00 PM | 1, 3, 4                            |

### Assessment Details

#### Assessment 1: NGO Moodle Posts

**Start date:** 19/02/2021 11:00 PM

**Length:** 400 words each

**Details:**

Two Moodle posts each relevant to course content (400 words each). These Moodle posts are also required to be submitted via Turnitin and are each worth 15%.

**Additional details:**

Posts need to be submitted at any time during the first four weeks of the course. I encourage you to submit one post that you have initiated and one post in response to a topic or an issue raised by another person in your class. Get these done early - they are an opportunity to get feedback and stimulate discussion within the class.

In each week there is an area where these posts can be uploaded. Please also make sure - and this is your responsibility - to upload your post also in Turnitin. This is where it will be formally marked and assessed.

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

#### Assessment 2: Group report & presentation

**Length:** 4000 words; plus presentation

**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, along with a presentation to communicate the group findings and insights, is a major group activity. Group members will formally rate the contributions of other group members and marks will be adjusted accordingly.

**Additional details:**

Topics and split of marks b/w report and presentation TBC

**Assessment 3: Reflection Essay**

**Length:** 1500

**Details:**

Reflection essay (1500-words) is submitted via Turnitin and covers learning and insights regarding course content and approach to learning by the student. The reflection essay must contain a major component revealing in-depth learning relevant to one major course theme (1000 words of the 1500 word essay). Feedback via Turnitin within 10 working days.

## 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 | Seminar         | <p>Orientation, Introduction to course, participants and convenor.</p> <p>Overview of course structure, activities, reading and assignments.</p> <p>Role of Moodle in course; role of groupwork activities.</p> <p>What is global development? What are the current challenges? Where does civil society and the NGO sector fit in? What are the challenges facing civil society and NGOs in specific settings in Australia, China, the Middle East, Africa?</p> |
|                                   | Online Activity | <p>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?</p> <p>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.</p>             |
| Week 2: 22 February - 26 February | Seminar         | <p>Mini-lecture and discussion: civil society and NGOs in development.</p> <p>Concepts, trends, definitions, typology...</p>   |
|                                   | Online Activity | <p>View online documentary - Daughter of Sierra Leone</p> <p>or Radio interview with Richard Fidler. Links in</p>  |

|                             |                 |   |
|-----------------------------|-----------------|---|
|                             |                 | 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: 1 March - 5 March   | Seminar         | Discussion with NGO Board members describing background, context of operation, objectives, strategies and challenges.<br><br>Q&A re priorities and concerns. Allocation to groups for groupwork project.  |
| Week 4: 8 March - 12 March  | Seminar         | Mini-lecture and discussion.<br><br>Rights-based approaches and NGOs/civil society.<br><br>Examples and critiques. Prior reading in moodle.<br><br>FGM, child-marriage, trafficking as a case in point.<br><br>Human rights in difficult settings: China, Philippines, Syria... |
| Week 5: 15 March - 19 March | Seminar         | Mini-lecture and discussion.<br><br>Culture, gender, faith, Indigenous people - challenges for NGOs.<br><br>Prior reading and paper critiques - see Moodle.   |
| Week 6: 22 March - 26 March | Seminar         | Setting standards, accreditation, regulation, and lesson learning<br><br>Mini-lecture and discussion re ACFID and its role and code of conduct<br><br>See Moodle for preparatory work.  |
|                             | Assessment      | Submit second Moodle contribution relevant to course content by this date. See and respond to earlier online discussions.   |
| Week 7: 29 March - 2 April  | Seminar         | Transformative development; capacity development; sustainable development.<br><br>NGOs & civil society roles.<br><br>Case study examples.   |
|                             | 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: 5 April - 9 April    | Seminar    | Complex emergencies, disasters, development.<br><br>Case study discussion based around prior film screening and careful note-taking.<br><br>Details on Moodle  |
|                              | Intensive  | Intensive class details to be provided.<br><br>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 place. Further details in class. |
| Week 9: 12 April - 16 April  | Seminar    | Good practice examples in NGOs and Development.  |
|                              | Assessment | Submit group report and engage in consultative discussion with NGOs in class. Groups may present or find a more innovative means of sharing their insights. Criteria and guidance on Moodle and in class.                        |
| Week 10: 19 April - 23 April | Seminar    | Week 10: Civil society, NGOs and development in other settings<br><br>Review comparative insights from China, Australia and other settings.  |

## Resources

### Prescribed Resources

## Prescribed Resources

This Course draws on a wide range of resources and you are encouraged to become familiar with and explore them. These range from formal texts to peer-reviewed articles to organisational reports and evaluations to blogs and other forms of media. The main site for identifying relevant materials is via Moodle and Leganto using the course Moodle page. I will do my best to direct you to a smaller number of must read items but will also be highlighting a wide range of other materials, including podcasts and films. I expect that you will engage with this and find the sorts of materials that will help you learn - for each person this is likely to be different.

I like listening to podcasts and viewing films and videoa or streaming audiobooks - hopefully you do too! If not there's more than enough to read and think about. I'm expecting you will share your insights and viewpoints with each other - I know there is a lot of experience and different perspectives within our class.

Each week I expect you to read the key assigned reading(s) – whether this be one, two or occasionally three items. These have been carefully chosen and your learning will be enhanced by undertaking your own work. In addition, I will provide additional suggestions and recommendations for those keen to do a little more reading, thinking and researching. These will be of substantial additional benefit to developing your understanding.

You are expected to have done the key reading prior to our seminars: these will build on the readings while opening out areas for discussion and exploration. Please come prepared as this then will be of benefit not only to you but also to other members of the class and your tutorial group. I encourage you also to share your insights, concerns and questions in Moodle... this is a safe space for raising questions and clarifying issues. Help each other out and learn together!

If you want one or two general key texts, these will be useful to you, but they are not essential to purchase. From time to time I will recommend particular chapters and these are certainly of value to your studies. Please check out other recommendations below and in Moodle/Leganto where I have uploaded lots of materials with some indication of why you might look them over...

Currie-Alder B, R Kanbur, D M Malone and R Medhora (Eds. 2014) *International Development: Ideas, Experience, and Prospects* [First Edition]; Oxford University Press/Oxford Scholarship Online via UNSW library: **[update]**

Additional recommended Text: Kingsbury D, Mackay J, Hunt J, McGillivray M and Clark M. (2016). *International Development: Issues and Challenges (3rd Ed)*, Palgrave Macmillan, Houndmills.

### Recommended Resources

## Recommended Additional Resources

Here I have listed a wide range of additional resources and materials that you might find of interest. These may help you clarify issues or give you an opportunity to play with data or share your understanding. You are not expected to read all of this or download everything – they are here for your

interest, your learning, and your consideration. I hope that those of you venture into these spaces will enjoy them. I will also provide a space on Moodle where you can share resources you have come across that you have found helpful. Offer a brief comment so your classmates know what you think is interesting or useful in relation to this material. Invite comments and engage with each other...

#### 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](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/>

#### **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

There are many others – if you find one you really like then sign up to receive regularly their Table of Content alerts – they will email you when new articles are published; these might be of interest to you.

### **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; he died a few years ago – see what they wrote about him: <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/>; a one-stop guide to all kinds of country-level information. You can also look at online sites such as those from the BBC or Guardian to get good country-context and data.

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

### **General 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 into data

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. Also check out their Development Assistance Committee (DAC) reports and data on aid flows and trends.

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.

I have a twitter account that I use for drawing attention to relevant development debates, podcasts, book reviews and publications. Sometimes I offer my own opinions. [I rarely describe what I had for breakfast...] If you are on twitter, follow <https://twitter.com/HEARDatUNSW> - also hashtags #DevStuds

#GlobalDev #ARTS1750 #COMD5000 #COMD5001 #COMD5002.

There are also numerous valuable twitter lists on @HEARDatUNSW related to development, human rights, humanitarian policy and related issues - check them out. Twitter can be 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 and don't waste time!].

### **Resources on writing well:**

Strunk, William and E. B. White, The Elements of Style (any edition!)

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**

## **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

Image: Reclaiming comprehensive public health: A call to action [Image by Anthony Zwi]

## CRICOS

CRICOS Provider Code: 00098G

## Acknowledgement of Country

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