



## UNSW Course Outline

# ARTS3751 Global Development: Theory, Practice and Reflexivity - 2024

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## General Course Information

**Course Code :** ARTS3751

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** Faculty of Arts, Design and Architecture

**Academic Unit :** School of Social Sciences

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

The word “leadership” often conjures an image of an intelligent, charismatic individual leading

people and organisations to success. However, such a traditional understanding of leaders and leadership practices does not always translate into successful development outcomes. In this course, we will critically examine leadership in development and asking questions such as: What is leadership in development, and how does leadership support or hinder successful development outcomes? How does history, societal and cultural contexts influence and shape the practices of leadership? And how do we approach leadership in development when there are social injustices and inequalities?

## **Relationship to Other Courses**

Students are encouraged to consider SOSS2008 Leadership and Work-Based Learning, which is a self-guided, four module online course with regular in-person consultation with the course convenor about your voluntary/internship experience (ongoing or recently completed). SOSS2008 can be taken before or after completing ARTS3751.

For further information, please refer to: <https://www.handbook.unsw.edu.au/undergraduate/courses/2024/SOSS2008>

# Course Learning Outcomes

| Course Learning Outcomes  |
|---|
| CLO1 : Gain an appreciation of how international development challenges and changes occur within a highly dynamic and complex sector. |
| CLO2 : Develop critical analysis and problem-solving skills in response to development issues.  |
| CLO3 : Build and apply leadership skills based on development theories and practice.  |
| CLO4 : Attain practical skills to champion positive change at the institutional and community levels.                                 |
| CLO5 : Attain an understanding of inclusive leadership from gender, intersectionality and global indigenous perspectives.             |

| Course Learning Outcomes  | Assessment Item   |
|---|---|
| CLO1 : Gain an appreciation of how international development challenges and changes occur within a highly dynamic and complex sector. | <ul style="list-style-type: none"><li>• Reflection Essay</li><li>• Leadership Case Study</li></ul>  |
| CLO2 : Develop critical analysis and problem-solving skills in response to development issues.  | <ul style="list-style-type: none"><li>• Attendance and participation</li><li>• Reflection Essay</li><li>• Leadership Case Study</li></ul> |
| CLO3 : Build and apply leadership skills based on development theories and practice.  | <ul style="list-style-type: none"><li>• Attendance and participation</li><li>• Reflection Essay</li><li>• Leadership Case Study</li></ul> |
| CLO4 : Attain practical skills to champion positive change at the institutional and community levels.                                 | <ul style="list-style-type: none"><li>• Attendance and participation</li><li>• Reflection Essay</li><li>• Leadership Case Study</li></ul> |
| CLO5 : Attain an understanding of inclusive leadership from gender, intersectionality and global indigenous perspectives.             | <ul style="list-style-type: none"><li>• Reflection Essay</li></ul>  |

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

## Learning and Teaching in this course

You are strongly encouraged to do the required reading and think about the week's topic before attending the seminar. If lectures are about listening and gaining knowledge from the academic, then seminars are where you as the student shine by contributing your ideas, debates and knowledge to the conversation.

# Additional Course Information

Please refer to Moodle

## Assessments

### Assessment Structure

| Assessment Item   | Weight | Relevant Dates  |
|---|--------|---|
| Reflection Essay<br>Assessment Format: Individual<br>Short Extension: Yes (3 days)      | 40%    | Start Date: Not Applicable<br>Due Date: 14/10/2024 11:59 PM |
| Attendance and participation<br>Assessment Format: Individual                           | 10%    | Start Date: Not Applicable<br>Due Date: 08/11/2024 12:00 PM |
| Leadership Case Study<br>Assessment Format: Individual<br>Short Extension: Yes (3 days) | 50%    | Start Date: Not Applicable<br>Due Date: 20/11/2024 11:59 PM |

### Assessment Details

#### Reflection Essay

##### Assessment Overview

Drawing on the course materials, readings and seminar discussions, students will reflect on their journey of learning about inclusive leadership. The essay word count is 1000 words.

##### Course Learning Outcomes

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- CLO2 : Develop critical analysis and problem-solving skills in response to development issues.
- CLO3 : Build and apply leadership skills based on development theories and practice.
- CLO4 : Attain practical skills to champion positive change at the institutional and community levels.
- CLO5 : Attain an understanding of inclusive leadership from gender, intersectionality and global indigenous perspectives.

##### Detailed Assessment Description

In addition to a CV, you will develop a two-page career plan based on the "hero's quest model" (we will cover this in Week 1 and 2) on how you plan to achieve your career goals and aspirations.

##### Assessment Length

Up to four pages

## Submission notes

Submission in Word or PDF document only

## Assessment information

Please refer to Moodle

## Assignment submission Turnitin type

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

## Generative AI Permission Level

### **Assistance with Attribution**

This assessment requires you to write/create a first iteration of your submission yourself. You are then permitted to use generative AI tools, software or services to improve your submission in the ways set out below.

Any output of generative AI tools, software or services that is used within your assessment must be attributed with full referencing.

If outputs of generative AI tools, software or services form part of your submission and are not appropriately attributed, your Convenor will determine whether the omission is significant. If so, you may be asked to explain your submission. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Using GenAI is increasingly popular for cover letters, resumes and online profiles and contents. The purpose of this exercise is to help you to create or refine your career portfolio whilst gaining skills on how to use AI effectively and ethically whilst retaining your original voice and authenticity.

## **Attendance and participation**

### Assessment Overview

Students must attend seven seminars (out of nine). Students will be assessed on their level of participation. A rubric will be made available at the start of the course setting out specified standards. Written feedback and a numerical grade will be provided at the end of term.

### Course Learning Outcomes

- CLO2 : Develop critical analysis and problem-solving skills in response to development issues.

- CLO3 : Build and apply leadership skills based on development theories and practice.
- CLO4 : Attain practical skills to champion positive change at the institutional and community levels.

### Detailed Assessment Description

Please refer to Moodle

### Assessment Length

10 mins presentation

### Submission notes

Based on the nature of presentation/submission - to be discussed with Joyce

### Assessment information

You can use a variety of format or medium for this assessment: PowerPoint, Canvas, YouTube video recording, Podcast. If submitting as video recording or podcast, a transcript will need to be uploaded onto Turnitin.

### Assignment submission Turnitin type

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

### Generative AI Permission Level

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Please use the coversheet to declare AI usage. More information about this, as well as how to use AI effectively and ethically, will be covered at the beginning of the Term.

# **Leadership Case Study**

## **Assessment Overview**

Leadership Case Study: using a case study, the student will analyse how leadership was implemented in a development context and provide an appraisal. This can be done individually or as a team of two.

A marking rubric will be made available at the start of the course. Written feedback and a numerical grade will be provided within ten working days of submission.

## **Course Learning Outcomes**

- CLO1 : Gain an appreciation of how international development challenges and changes occur within a highly dynamic and complex sector.
- CLO2 : Develop critical analysis and problem-solving skills in response to development issues.
- CLO3 : Build and apply leadership skills based on development theories and practice.
- CLO4 : Attain practical skills to champion positive change at the institutional and community levels.

## **Detailed Assessment Description**

Details about the assessments will be covered in Week 1 and throughout the term.

On a case-by-case basis, students may have the option to work in pairs for the final assessment.

## **Assessment Length**

3000 to 3500 words

## **Submission notes**

Submission in Word or PDF document only

## **Assessment information**

Please refer to Moodle

## **Assignment submission Turnitin type**

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

## **Generative AI Permission Level**

## **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent

that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

Use of AI for assessments effectively and ethically will be discussed at the beginning of the Term as well as throughout the course.

## General Assessment Information

The following information will be provided in the course Moodle:

- Detailed assessments guide and rubric;
- Assessment coversheet;
- Weekly seminar recordings;
- Referencing guide and how to use AI ethically and authentically;
- Weekly readings (through Leganto);
- Online resources and links.

### Grading Basis

Standard

### Requirements to pass course

Achieve at least 50 out of 100 in the overall course results.

# Course Schedule

| Teaching Week/Module                 | Activity Type | Content  |
|--------------------------------------|---------------|--|
| Week 0 : 2 September - 8 September   | Reading       | Welcome to ARTS3751! Dive right in to Moodle and check out the course content (or use O-Week to nap, work, spend time with family and friends before returning to campus).   |
| Week 1 : 9 September - 15 September  | Seminar       | Week 1: Course Introduction: The Anti-leadership Leadership Course (or question everything that you thought/knew about leadership, from a global development perspective). We will also go over the assessments this week.   |
| Week 2 : 16 September - 22 September | Seminar       | Week 2: When development leadership and leaders go @(<br>Week 2: When development leadership and leaders go @(<br>@([integrat_CO_Schedule(2)(integrat_content)])amp;!:>* downhill: Case studies (don't do this at home)<br>We will also have a go at storyboarding your hero narrative for the first assessment, Career Portfolio<br>amp;!:>* downhill: Case studies (don't do this at home)<br>We will also have a go at storyboarding your hero narrative for the first assessment, Career Portfolio<br>amp;!:>* downhill: Case studies (don't do this at home)<br>We will also have a go at storyboarding your hero narrative for the first assessment, Career Portfolio<br>amp;!:>* downhill: Case studies (don't do this at home)<br>We will also have a go at storyboarding your hero narrative for the first assessment, Career Portfolio<br>amp;!:>* downhill: Case studies (don't do this at home)<br>We will also have a go at storyboarding your hero narrative for the first assessment, Career Portfolio<br>amp;!:>* downhill: Case studies (don't do this at home)<br>We will also have a go at storyboarding your hero narrative for the first assessment, Career Portfolio<br>amp;!:>* downhill: Case studies (don't do this at home)<br>We will also have a go at storyboarding your hero narrative for the first assessment, Career Portfolio |
| Week 3 : 23 September - 29 September | Seminar       | Week 3: Gender equality and intersectionality in leadership<br>Storyboard exercise part 2  |
| Week 4 : 30 September - 6 October    | Seminar       | Week 4 Decolonising leadership in global development, or just lip service?   |
| Week 5 : 7 October - 13 October      | Seminar       | Week 5: Social justice-driven leadership models: the good, the bad and the TikToc worthy case studies.   |
| Week 6 : 14 October - 20 October     | Homework      | Week 6: Study week (no seminar)  |
| Week 7 : 21 October - 27 October     | Seminar       | Week 7: Organisation, leadership and change  |
| Week 8 : 28 October - 3 November     | Seminar       | Week 8: Guest speaker (TBA)  |
| Week 9 : 4 November - 10 November    | Seminar       | Week 9: Showcasing your group work!  |
| Week 10 : 11 November - 17 November  | Seminar       | Week 10: Conclusion: Becoming leaders in a world of uncertainties, opportunities, and hope.  |

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

Every Friday from 9 am to 12 noon at Mathews 102 <https://www.learningenvironments.unsw.edu.au/physical-spaces/mathews-building/k-f23-102-mathews-102>

# Course Resources

## Prescribed Resources

Reading list (Leganto) is available from Moodle.

## Recommended Resources

Please refer to Moodle and weekly seminar slides.

## Additional Costs

Not applicable

## Course Evaluation and Development

In week 3, we will have a course health check to see how everyone is doing. What's working, what can be improved, and suggestions will be taken up by Joyce who will report back in week 4 on the changes made, and if not possible, explanations will be provided.

## Staff Details

| Position | Name     | Email | Location                  | Phone | Availability  | Equitable Learning Services Contact | Primary Contact |
|----------|----------|-------|---------------------------|-------|---|-------------------------------------|-----------------|
| Convenor | Joyce Wu |       | 144 Morven Brown, Level 1 |       | Please email to book for consultation. I am also available for in-person consultation after the seminar until 2 pm. | Yes                                 | Yes             |

## Other Useful Information

### Academic Information

For essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Student equity and disability;
- Special Consideration in the event of illness or misadventure;
- Examination information;
- Review of results;

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## 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 includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original 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 for the purpose of them plagiarising, 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.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. 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 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

## Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

### [Use of AI for assessments | UNSW Current Students](#)

## Submission of Assessment Tasks

Assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment.

In instances where this is not possible, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management is available here](#).

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## School Contact Information

### School of Social Sciences

**Location:** Room 159, Morven Brown Building (C20), Kensington campus

**Opening Hours:** Monday – Friday, 9am – 5pm (except public holidays)

**Telephone:** +61 2 9385 1807

**Email:** [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

**Web:** <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>