UNSW Course Outline

ARTS3756 Current Debates in Global Development - 2024

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General Course Information

Course Code : ARTS3756
Year : 2024
Term : Term 2
Teaching Period : T2
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 global development landscape is constantly changing and shifting. This course will give you the opportunity to explore cutting-edge debates and problems pertaining to policy and practice that the global development discipline is grappling with, both globally and locally. You will have

the opportunity to explore the global cooperation and multi-dimensional response necessary to addressing some of the most pressing challenges of our time, including the diversity of actors involved.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Articulate the contested terrain of global development with sensitivity and reflexivity, and in relation to diverse contexts and intersectional perspectives.
CLO2 : Exhibit initiative and self-direction in researching, selecting and analysing appropriate texts to engage with the epistemic diversity of global development literatures, debates and practices.
CLO3 : Demonstrate and communicate an understanding of current debates in global development in relation to chosen examples, case studies and illustrations drawn from the global development landscape.
CLO4 : Act ethically, respectfully, responsibly and with accountability in relating global development debates to examples of development in practice, respectful of and attentive to Indigenous knowledges and practices in local or global contexts.

Course Learning Outcomes	Assessment Item
CLO1 : Articulate the contested terrain of global development with sensitivity and reflexivity, and in relation to diverse contexts and intersectional perspectives.	• Analysing Debates Annotated Bibliography • Analysing Debates in Events • Analysing Debates in Text
CLO2 : Exhibit initiative and self-direction in researching, selecting and analysing appropriate texts to engage with the epistemic diversity of global development literatures, debates and practices.	• Analysing Debates Annotated Bibliography
CLO3 : Demonstrate and communicate an understanding of current debates in global development in relation to chosen examples, case studies and illustrations drawn from the global development landscape.	• Analysing Debates in Events • Analysing Debates in Text
CLO4 : Act ethically, respectfully, responsibly and with accountability in relating global development debates to examples of development in practice, respectful of and attentive to Indigenous knowledges and practices in local or global contexts.	• Analysing Debates in Events • Analysing Debates in Text

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

ARTS3756 is made up of a weekly, **three hour seminar**. Seminars are sustained, interactive and discussion-based environments where we work together towards answering the weekly guiding question. You should come to each and every seminar fully prepared and able to discuss your research and readings. As an educator at UNSW, I am committed to creating, with your help, a safe, respectful and collaborative learning environment. I ask you to treat all your learning activities, each other, and your teaching staff with the fullest extent of your care and respect. We are a diverse group, from various backgrounds, which is a particular strength to this course. You should always feel welcome in ARTS3756, and I encourage you to work to your interests, to speak to your experience and to collaborate with your peers. Your knowledges, experiences and contributions are important and valued. UNSW offers excellent support resources and I ask you to seek help whenever and wherever you might benefit (see UNSW Support and Development also Student Support Advisors). You may also want to ask to schedule a meeting with me, which you can do at any point during Term. If you are unsure of **anything** in ARTS3756, it is always okay to ask.

Additional Course Information

This course is run through a **weekly three hour seminar**, which everyone is expected to attend each week. Seminars provide extended space for discussion, and are composed of a mixture of activities. They are, most importantly, a shared space of and for learning, requiring your **commitment**, **respect** and **openness**. You can expect the same from me. You are especially encouraged to make yourself aware of the UNSW Indigenous Strategy and the ADA Indigenous Strategy 2021. ARTS3756 is committed to creating as culturally safe a learning environment as possible, and you are encouraged in this course to treat your learning practices, assessments, peers and educators with the full extent of your care and reflexivity, at all times.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Analysing Debates Annotated Bibliography Assessment Format: Individual Short Extension: Yes (3 days)	35%	Start Date: Not Applicable Due Date: 24/06/2024 11:59 PM Post Date: 09/07/2024 12:30 AM
Analysing Debates in Events Assessment Format: Group	30%	Start Date: Not Applicable Due Date: Not Applicable
Analysing Debates in Text Assessment Format: Individual Short Extension: Yes (3 days)	35%	Start Date: Not Applicable Due Date: 05/08/2024 11:59 PM Post Date: 20/08/2024 12:30 AM

Assessment Details

Analysing Debates Annotated Bibliography

<u>Assessment Overview</u>

For this assessment, you must identify the main source for your 'Analysing Debates in Text' Assessment (#3), providing an annotated bibliography of this plus up to nine other academic sources. These sources should be chosen as especially relevant to the text and ensuing debates you have chosen to focus on in Assessment #3. Annotating a bibliography means adding your own writing, in a paragraph below each source, on why you have chosen each source, what you hope to draw from it, how it fits with the rest of the literature with which you engage, as well as your own specific analysis of the chosen text. You will be assessed on your ability to demonstrate research skills (the ability to provide accurate and detailed research on and relevant to your chosen text and relevant global development debates), on synthesis and persuasive argument (in bringing together ideas and data from several sources), on quality of presentation (including following guidelines and accurate referencing) and on the clarity of your writing. You must in this assessment make reference to high quality, peer-reviewed research, drawing from relevant weekly readings and independent research as much as possible. The aim of this exercise is to encourage you to develop your research skills, and to begin thinking about how best to capture global development debates through independent research. This is an essential skill for the successful completion of Assessments 2 and 3. Further guidelines on the Annotated Bibliography can be found in Moodle. You will receive feedback, a completed rubric and a numerical grade within two weeks of submission.

Course Learning Outcomes

- CLO1 : Articulate the contested terrain of global development with sensitivity and reflexivity, and in relation to diverse contexts and intersectional perspectives.
- CLO2 : Exhibit initiative and self-direction in researching, selecting and analysing appropriate texts to engage with the epistemic diversity of global development literatures, debates and practices.

Assessment Length

2,000 words

Submission notes

Submissions should be MS Word files only.

Assessment information

Please note that chapters from textbooks cannot be used as sources in this assignment; all sources cited must be peer-reviewed, academic journal articles or research monographs. Organisational and policy papers from reputable sources are also permissible, but should support and not replace academic sources. The aim of this exercise is to encourage you to begin planning the foundations of your 'Analysing Debates in Text' Assessment (ARTS3756 Assessment #2), describing clearly your understanding of the relevance and significance of your chosen academic sources, which are high quality and appropriately selected.

Assignment submission Turnitin type

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

Analysing Debates in Events

Assessment Overview

For this assessment, you must produce a jointly-prepared presentation for class on an event of relevance to current debates in global development. As a group, identify and research your event, preparing a dynamic and engaging group presentation of no more than ten minutes duration. You will be assessed as a single group on your ability to present your discussion dynamically and informatively (including the quality of the debates discussed, your use of visual/verbal prompts, the overall quality of delivery, and your careful adherence to guidelines), on synthesis and persuasive analysis of key debates and literatures (bringing together ideas and data from several reputable sources to bear on your event), and on your ability to demonstrate strong research skills (the ability to support discussion of your chosen event with appropriate research, and the full and accurate use of a research bibliography). The aim of this exercise is to give you the opportunity to present your research on relevant debates in and of global development in relation

to a chosen event in effective and imaginative ways. Further guidelines on the Presentation can be found on the ARTS3756 Moodle page. You will receive feedback, a completed rubric, and a numerical grade within two weeks of submission.

<u>Course Learning Outcomes</u>

- CLO1 : Articulate the contested terrain of global development with sensitivity and reflexivity, and in relation to diverse contexts and intersectional perspectives.
- CLO3 : Demonstrate and communicate an understanding of current debates in global development in relation to chosen examples, case studies and illustrations drawn from the global development landscape.
- CLO4 : Act ethically, respectfully, responsibly and with accountability in relating global development debates to examples of development in practice, respectful of and attentive to Indigenous knowledges and practices in local or global contexts.

<u>Detailed Assessment Description</u>

The week in which you present and the group you will present with will be allocated **by the end of Week** 2. If for any reason you are not able to attend class in Week 1, you will need to contact me (penny.griffin@unsw.edu.au) as a priority as soon as possible. You may jeopardise your assessment practices and course results in ARTS3756 if you do not.

<u>Assessment Length</u>

10 minutes

<u>Assessment information</u>

You may draw from a variety of sources for this Assessment (Assessment #2). You **must** include with your Presentation an accurate **bibliography** for **all sources used and cited** in the production off your Presentation. Peer-reviewed academic sources should make up most of your Presentation Bibliography.

<u>Assignment submission Turnitin type</u>

This is not a Turnitin assignment

Analysing Debates in Text

<u>Assessment Overview</u>

For this assessment you must identify a relevant academic or policy text, using the sources provided in your Annotated Bibliography (Assessment #1), plus additional peer-reviewed literature, to draw out and analyse the current debates therein. You will be assessed on your ability to demonstrate strong research skills (the ability to provide accurate and detailed information about your chosen text and relevant debates), on synthesis and persuasive

argument (in bringing together ideas and data from several sources), on quality of presentation (including following guidelines and accurate referencing) and on the clarity of your writing. The aim of this exercise is for you to display the strong research skills you have built over the duration of ARTS3756, and to reflect in depth on relevant global development debates, as discussed in class and through your own independent research. You must in this assessment make reference to extensive reading, drawing from weekly readings and independent research as much as possible. You will receive feedback, a completed rubric and a numerical grade within two weeks of submission.

Course Learning Outcomes

- CLO1 : Articulate the contested terrain of global development with sensitivity and reflexivity, and in relation to diverse contexts and intersectional perspectives.
- CLO3 : Demonstrate and communicate an understanding of current debates in global development in relation to chosen examples, case studies and illustrations drawn from the global development landscape.
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Assessment information

Please note that chapters from textbooks cannot be used as sources in this assignment; all sources cited must be peer-reviewed, academic journal articles or research monographs. Organisational and policy papers from reputable sources are also permissible, but should support and not replace academic sources.

Assignment submission Turnitin type

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

General Assessment Information

All your written assessments in ARTS3756 must be formatted according to the guidelines in the School of Social Science's Referencing Guide. This guide is available through the SoSS website and via the Moodle page for ARTS3756. It should be consulted for all referencing queries.

Moodle is a key repository of information for this course, including **assessment information**. You

should be checking the ARTS3756 Moodle site regularly (at least daily).

Any information communicated directly to you through email will be sent to your University email account. **It is a University requirement that you regularly check email sent to this address**. Please read the Rules of Use of UNSW Email and contact UNSW IT if you are unclear on using or redirecting your email.

We will spend some time in class together discussing and planning your assessments in ARTS3756. This is partly why attendance in this course is so important. Please make sure you attend from **Week 1**.

Make sure you have made yourself fully aware of all relevant policies concerning referencing, academic honesty and plagiarism, and the late submission of work.

<u>Grading Basis</u>

Standard

<u>Requirements to pass course</u>

The submission of all assessed work, to an overall passing grade, is required to pass ARTS3756. Where assessment adjustments and exemptions exist, these will be monitored by the Course Convenor. It is important that you communicate with your Course Convenor any specific needs or questions you might have, either directly or through ELS. Equitable Learning Services is a free and confidential service that provides practical support to ensure your mental or physical health conditions do not adversely affect your studies.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Seminar	What is at stake in debating global development?
Week 2 : 3 June - 9 June	Seminar	What is at stake in 'decolonising' global development?
Week 3 : 10 June - 16 June	Seminar	How is global development "expertise" created and sustained?
Week 4 : 17 June - 23 June	Seminar	Texts and events: how do I analyse global development debates, in theory and in practice?
Week 5 : 24 June - 30 June	Seminar	What are the implications of COVID-19 for global development?
	Assessment	Assessment #1: Analysing Debates Annotated Bibliography Due Monday 24/06/2024 11:59 PM.
Week 6 : 1 July - 7 July	Reading	There is no class in Week 6. You are encouraged to undertake the learning activities available via Moodle for this week. These activities are not mandatory.
Week 7 : 8 July - 14 July	Seminar	How is, can or should global development be financed?
	Assessment	Assessment #2: Analysing Debates in Events Presentation
Week 8 : 15 July - 21 July	Seminar	What theoretical and practical challenges do instability, conflict and violent extremism pose for global development?
	Assessment	Assessment #2: Analysing Debates in Events Presentation
Week 9 : 22 July - 28 July	Seminar	How are environmental movements shaping global development?
	Assessment	Assessment #2: Analysing Debates in Events Presentation
Week 10 : 29 July - 4 August	Seminar	How has 'celebrity humanitarianism' impacted global development?
	Assessment	Assessment #2: Analysing Debates in Events Presentation
Week 11 : 5 August - 11 August	Assessment	Assessment #3: Analysing Debates in Text. Due Monday 05/08/2024 11:59 PM.

Attendance Requirements

Strong attendance correlates with better engagement and success on a course. The School of Social Sciences (SoSS) expects that you will attend and participate actively in **100 per cent of learning** and **teaching activities** (including all seminars, assessments and additional activities). If you arrive to class more than 15 minutes late, you may be recorded as **absent**. If you attend less than 80 per cent of classes, you **may be refused final assessment**. This means that your 'Analysing Debates in Text' assessment (Assessment #3, worth 35 per cent in ARTS3756) may receive a mark of zero. You will be contacted directly if your Course Convenor has any concerns with lateness/attendance, but do note that it is your responsibility to keep track of your attendance. Contact your Course Convenor immediately if you are concerned about your attendance record and its impact on your ability to complete your course successfully. You should be aware that **attending only part** of your weekly three hour seminar **constitutes an absence**. Classes are not recorded in this course and their is no online attendance option.

Course Resources

Prescribed Resources

Please see **Moodle** for your required reading in each week of the UNSW Term. Moodle is

organised on a week-by-week basis and contains **all your educational resources for ARTS3756**. It is always assumed that you have completed your required reading before coming to class, and that you have also undertaken some independent research to complement this. You are asked to come to class every week fully prepared to debate and discuss each weekly topic in the course. Where you might need further support in this, you are asked to reach out, to me (penny.griffin@unsw.edu.au) or to a UNSW Student Support Advisor.

Recommended Resources

Recommended readings and additional sources are listed on **Moodle**. These are available to you without charge. Relevant course resources and subject guides can also be accessed through the UNSW Library (Development Studies is listed under 'International Studies'). You should check the **UNSW Library** regularly for all database, ejournal and subject guide inquiries.

Course Evaluation and Development

Student evaluative feedback is gathered formally using UNSW's MyExperience survey mechanism, and also through informal and class-generated channels. Your constructive feedback is especially important, and is used throughout the course revision process going forward. I work to incorporate student feedback in whatever ways I can each year in ARTS3756. I ask you to remember when providing feedback to staff at UNSW that you are speaking to real people who take your comments seriously. Your words have an impact.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Dr Penny Griffin		Room 128		You are always welcome to ask me for a meeting during term-time. Please email me to arrange an appointment, which can be in-person or via Teams.	Yes	Yes

Other Useful Information

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

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

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, 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.

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

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