



## UNSW Course Outline

# ARTS2755 Inclusive Development: Gender and Intersectionality - 2024

Published on the 02 Feb 2024

## General Course Information

Course Code : ARTS2755

Year : 2024

Term : Term 1

Teaching Period : T1

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

'Empowerment', 'participation', 'social inclusion', 'resilience' 'justice': we all know that we want to achieve these ideals, but what do they mean and how are they operationalised in practice? In this course, you will gain a critical knowledge of the core vocabulary and approaches common in

global development today. You will learn strategies to stay up to date with the ever-shifting terrain of development practice, and develop the sensibilities to work effectively with a range of development partners. You will gain critical insight into how to make development 'inclusive' for all people, regardless of gender, (dis)ability, sexuality, socio-economic background and so on. The course has been designed for global development students to deepen their understanding of core development practices, while equipping students from other disciplines with foundational knowledges and skills to work effectively, ethically and sensibly in the Global South.

## **Relationship to Other Courses**

Students may wish to take up ARTS2752 Local Politics of Development (which focuses on humanitarian aid, theories and practices), or ARTS3755 Project Design (focuses on how to design and evaluate aid projects), since ARTS2755's themes are compatible with the two courses.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Critically apply development studies' bodies of knowledge and appraise development perspectives and power relations from gender and intersectional analyses.
CLO2 : Act ethically, respectfully, responsibly and with accountability in relation to inclusive development, and be respectful of and attentive to Indigenous knowledges and practices in local or global contexts.
CLO3 : Communicate and debate complex ideas in a range of different contexts using a variety of forms of evidence and appropriate media to engage with diverse stakeholders.
CLO4 : Identify the actors, interests and ideas that enable or constrain inclusive development, and utilise gender and intersectionality development knowledge to propose new solutions.

Course Learning Outcomes	Assessment Item
CLO1 : Critically apply development studies' bodies of knowledge and appraise development perspectives and power relations from gender and intersectional analyses.	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Reflection Essay on the Group Work Assessment Task</li> <li>• Research Essay</li> </ul>
CLO2 : Act ethically, respectfully, responsibly and with accountability in relation to inclusive development, and be respectful of and attentive to Indigenous knowledges and practices in local or global contexts.	<ul style="list-style-type: none"> <li>• Group Work</li> <li>• Reflection Essay on the Group Work Assessment Task</li> </ul>
CLO3 : Communicate and debate complex ideas in a range of different contexts using a variety of forms of evidence and appropriate media to engage with diverse stakeholders.	<ul style="list-style-type: none"> <li>• Research Essay</li> <li>• Group Work</li> </ul>
CLO4 : Identify the actors, interests and ideas that enable or constrain inclusive development, and utilise gender and intersectionality development knowledge to propose new solutions.	<ul style="list-style-type: none"> <li>• Reflection Essay on the Group Work Assessment Task</li> <li>• Research Essay</li> <li>• Group Work</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

## Additional Course Information

Please refer to the course Moodle for weekly readings, lecture slides, tutorial resources and other useful learning tools and cat pictures.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Group Work Assessment Format: Group	30%	Start Date: Not Applicable Due Date: 27/03/2024 11:59 PM Post Date: 01/04/2024 11:30 PM
Reflection Essay on the Group Work Assessment Task Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: 01/04/2024 11:59 PM Post Date: 12/04/2024 12:00 PM
Research Essay Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 22/04/2024 11:59 PM Post Date: 02/05/2024 11:30 PM

## Assessment Details

### Group Work

#### Assessment Overview

Over three weeks, students will be in randomly allocated groups to role play a humanitarian scenario and negotiate the best outcomes for the community, so that gender and intersectional concerns and needs are integrated into solutions and practices.

You will receive feedback via a marked rubric, and a numerical grade within ten working days of submission. The rubric will be available at the start of term to allow you to work towards clearly defined standards.

#### Course Learning Outcomes

- CLO1 : Critically apply development studies' bodies of knowledge and appraise development perspectives and power relations from gender and intersectional analyses.
- CLO2 : Act ethically, respectfully, responsibly and with accountability in relation to inclusive development, and be respectful of and attentive to Indigenous knowledges and practices in local or global contexts.
- CLO3 : Communicate and debate complex ideas in a range of different contexts using a variety of forms of evidence and appropriate media to engage with diverse stakeholders.
- CLO4 : Identify the actors, interests and ideas that enable or constrain inclusive development, and utilise gender and intersectionality development knowledge to propose new solutions.

#### Detailed Assessment Description

Although it is a group work, each student will be marked individually based on their contribution to the team efforts.

### **Assessment Length**

N/A

### **Submission notes**

N/A

### **Assessment information**

Each group is encouraged to assign tasks, roles and responsibilities within the team and keep a record of meetings. Separate group section (accessible only to your group) will be made available on Moodle in the form of a forum so that you can talk to each other, but you can also create your own private communication channel (e.g. Facebook, Whatsapp, Teams, Google, meet up in person, etc.).

You will be marked individually and if there are concerns about unequal workload and contribution, I will investigate the issue and work with the group to resolve this. Part of the learning outcomes of this assessment is to build your problem-solving, negotiation in real-time situations and team work, all of which are valuable skills for the workplace.

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

## **Reflection Essay on the Group Work Assessment Task**

### **Assessment Overview**

You will prepare an essay of 1000 words that reflects on: 1) what you have learned from the Group Work on gender and intersectionality; 2) whether it was easy/difficult to integrate gender and social considerations into your negotiations and solutions; and 3) how you will apply this knowledge into future learning or other activities?

You will receive written feedback, a marked rubric, and a numerical grade within ten working days of submission. The rubric will be available at the start of term to allow you to work towards clearly defined standards.

### **Course Learning Outcomes**

- CL01 : Critically apply development studies' bodies of knowledge and appraise development perspectives and power relations from gender and intersectional analyses.
- CL02 : Act ethically, respectfully, responsibly and with accountability in relation to inclusive development, and be respectful of and attentive to Indigenous knowledges and practices in local or global contexts.
- CL04 : Identify the actors, interests and ideas that enable or constrain inclusive development,

and utilise gender and intersectionality development knowledge to propose new solutions.

### **Assessment Length**

1000 words (max 1500 words)

### **Submission notes**

online

### **Assessment information**

Please consult Moodle for further information about the assessments, as well as resources.

If required, a 7-day automatic Short Extension without documentation is available for this assessment. You can apply by accessing the Short Extension Student Portal on the [Special Consideration login page](#). This will be visible, and open for student applications, from 13 February 2024.

### **Assignment submission Turnitin type**

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

## **Research Essay**

### **Assessment Overview**

You will submit a 2,000-2,500 word essay that analyses a case study that has either 1) successfully achieved the goals of improving gender and intersectional outcomes; or 2) failed to deliver on these goals.

You will receive written feedback, a marked rubric, and a numerical grade within ten working days of submission. The rubric will be available at the start of term to allow you to work towards clearly defined standards.

### **Course Learning Outcomes**

- CL01 : Critically apply development studies' bodies of knowledge and appraise development perspectives and power relations from gender and intersectional analyses.
- CL03 : Communicate and debate complex ideas in a range of different contexts using a variety of forms of evidence and appropriate media to engage with diverse stakeholders.
- CL04 : Identify the actors, interests and ideas that enable or constrain inclusive development, and utilise gender and intersectionality development knowledge to propose new solutions.

### **Detailed Assessment Description**

This year, ARTS2755 is collaborating with Engineers Without Borders Australia for the final assessment. There are five research questions jointly developed between EWB and Joyce Wu,

the course convener, and the research questions directly contributes to EWB's work on gender and development in the countries that they work in: Cambodia, Timor Leste and Vanuatu.

You can work individually or as a team of two for the research paper. Upon course completion, you will receive a letter of appreciation from EWB and UNSW to acknowledge your research contribution.

You can opt out from this opportunity and develop your own different research question, but please note that you will not receive a letter of appreciation, and the research question must be confirmed with Joyce by Week 5, and has direct relevance to the course themes.

### **Assessment Length**

3000 words

### **Submission notes**

online

### **Assessment information**

Students have the option to work together on the case study as a team of two.

Please consult Moodle for further information about the assessments, as well as resources.

If required, a 7-day automatic Short Extension without documentation is available for this assessment. You can apply by accessing the Short Extension Student Portal on the [Special Consideration login page](#). This will be visible, and open for student applications, from 13 February 2024.

### **Assignment submission Turnitin type**

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

## **General Assessment Information**

Due dates of the assessments can be found in Moodle.

Please consult Moodle for further information about the assessments and resources.

### **Grading Basis**

Standard

### **Requirements to pass course**

You are required to complete all three assessments.

Tutorial attendance of Weeks 4, 5 and 7 are compulsory.

## Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Week 1: Introduction to the Course, and an Intro to Gender and Intersectionality within the Development Context (theory and practice) Tutorials begin this week!
Week 2 : 19 February - 25 February	Lecture	This week, we will look at the concept of participation and participatory development practices. Using case studies, we will also explore the strengths, weaknesses and the debates around what "participation" means.
Week 3 : 26 February - 3 March	Lecture	Community, Intersectionality and Diversity: We will be unpacking the concept of "community", and consider how power relations, intersectional identities and conflicts pose as challenges and opportunities for inclusive development. Teams for the first assessment (group activity) at the beginning of this week, giving you time to meet and strategise during the tutorial. Student Health Check: this is a short, informal feedback session during the tutorial to see how you are doing; your learning experiences so far; what's working with the course and what can be improved.
Week 4 : 4 March - 10 March	Lecture	This week, we will look at empowerment within the context of global development, its theories and practices, as well as the challenge of measuring empowerment. Tutorial: first round of negotiations/group assessment.
Week 5 : 11 March - 17 March	Lecture	Inclusive Practice: Indigenous Peoples and Communities Tutorial: Second round of the group roleplay.
Week 6 : 18 March - 24 March	Homework	There are no lecture or tutorials this week. Enjoy your break and see you all in Week 7. Groups from the roleplay have the option to reach out to other groups for negotiations during this period.
Week 7 : 25 March - 31 March	Lecture	Inclusive Development: Diverse Genders, Sexualities and Bodies (AKA Why is Development so Straight?) Tutorial: This is the final round and conclusion of your group roleplay/assessment 1.
Week 8 : 1 April - 7 April	Lecture	Inclusive Practice: Disabilities
Week 9 : 8 April - 14 April	Lecture	Integrating Gender and Intersectionality into Development Policies and Practices
Week 10 : 15 April - 21 April	Lecture	Conclusion and wrap-up.

## Attendance Requirements

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

## General Schedule Information

N/A



# Course Resources

## Prescribed Resources

Please consult Moodle for prescribed and recommended readings for this course, as well as other useful resources for academic study.

## Recommended Resources

Please refer to Moodle for the reading list. Additional resources and readings will be shared throughout the week during lectures and tutorials. There will also be a General Announcement Forum and a Q&A Forum for students.

## Additional Costs

N/A

## Course Evaluation and Development

Student evaluative feedback is gathered through UNSW's My Experience. Informal feedback and class-generated feedback are also important.

I welcome and appreciate your constructive feedback on this course. Adjustments and developments to this course in future will be based on student feedback, in efforts to continuously improve the student learning experience. Time is allocated in the last tutorial in week 10 for students to provide more detailed feedback both verbally and in writing (anonymously), which will be utilised to make further changes to the course structure and assessments as required.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Joyce Wu		Level 1, Morwen Brown Building		Please email to book for consultation hours	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](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, 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](mailto:soss@unsw.edu.au)

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