

## Course Outline

**Code: SCS201**

### **Title: International Community Development and Global Justice**

**School:** Social Sciences  
**Teaching Session:** Semester 1  
**Year:** 2020  
**Course Coordinator:** Dr Phillip Ablett - Pablett@usc.edu.au  
**Course Moderator:** Dr Marcus Bussey – mbussey@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

#### **1. What is this course about?**

##### **1.1 Description**

Although highly contested, the term ‘development’ suggests that poverty and oppression are not inevitable; that social justice and freedom for all in a sustainable society are possible. However, in a globalising world of multiple conflicts and extreme disparities between rich and poor, the prospects for achieving this possibility are challenging. This course examines a variety of frameworks for understanding such challenges and prospects, equipping you with the knowledge and skills to work locally for forms of development in the international context that are just, participatory and sustainable.

##### **1.2 Field trips, WIL placements or activities required by professional accreditation**

Activity	Details
Nil	Nil

#### **2. What level is this course?**

200 level Developing – Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 2nd or 3rd year of an undergraduate program.

#### **3. What is the unit value of this course?**

12 units

#### **4. How does this course contribute to my learning?**

Specific Learning Outcomes	Assessment tasks	Graduate Qualities or Professional Standards mapping
On successful completion of this course, you should be able to:	You will be assessed on the learning outcomes in task/s:	Completing these tasks successfully will contribute to:
Understand the key concepts and terminology used in development theory and practice	1	Knowledgeable.

<b>Specific Learning Outcomes</b> On successful completion of this course, you should be able to:	<b>Assessment tasks</b> You will be assessed on the learning outcomes in task/s:	<b>Graduate Qualities or Professional Standards mapping</b> Completing these tasks successfully will contribute to:
Critically analyse dominant development theories and practices on the basis of available evidence	2	Knowledgeable. Creative and critical thinkers.
Understand the principles and practice of community development in international contexts	3	Ethical. Sustainability-focussed.
Evaluate the effectiveness of various 'alternative' development projects from a community development perspective.	3	Creative and critical thinkers. Sustainability-focussed.

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1 Enrolment restrictions

Nil

### 5.2 Pre-requisites

Nil

### 5.3 Co-requisites

Nil

### 5.4 Anti-requisites

Nil

### 5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

## 6. How am I going to be assessed?

### 6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

### 6.2 Details of early feedback on progress

In week 4 an online test will be administered to provide some early feedback on your engagement with the learning materials covered up to that point. This will enable your tutor to identify any issues you might be having with the material and suggest appropriate strategies for improving your learning.

### 6.3 Assessment tasks

<b>Task No.</b>	<b>Assessment Product</b>	<b>Individual or Group</b>	<b>Weighting %</b>	<b>What is the duration / length?</b>	<b>When should I submit?</b>	<b>Where should I submit it?</b>
1	Quiz/zes	Individual	10%	1 week	Week 4	Online Assignment Submission
2	Oral, and Written Piece	Group	40%	1200 word PowerPoint Presentation	Weeks 5–7	Online Assignment Submission

				2x150 word Critical Peer Reviews		
3	Report	Individual	50%	2500 words	Friday, Week 13	Online Assignment Submission with Plagiarism check
			100%			

### Assessment Task 1: Online Test of Basic Conceptual Terms in International Development Theory

<b>Goal:</b>	The goal of this assessment is to test your knowledge and comprehension of some basic conceptual terms in international development theory.
<b>Product:</b>	Quiz/zes
<b>Format:</b>	You will be required to undertake a multiple-choice test that addresses material from the SCS201 readings and lectures between weeks 1 and 4. You are required to log onto Blackboard and complete the set of questions that appear in multiple-choice form. The test will be available on Blackboard and is automatically submitted for assessment grade through this system. Although the test does contribute some marks towards your final grade its primary purpose is formative. This means it is intended to provide you with some basic conceptual tool for the learning that we expect you to achieve in SCS201. Formative assessment is used to promote learning. You will be given the correct answers to any questions you may get wrong. This assessment is intended to be a learning experience that will help guide your study.
<b>Criteria:</b>	Correct identification of the definition and use of basic conceptual terms in development theory.

### Assessment Task 2: Group PowerPoint Presentation Analysing the Impact of a Major Development Project/Program from an Ethnography/ Case-Study and Individual Critical Peer Reviews

<b>Goal:</b>	This exercise aims to empower you to critically analyse the social advantages and disadvantages of a large-scale, 'mainstream' development project (corporate or state-driven) in terms of its impact on a traditional society or local community.
<b>Product:</b>	Oral and Written Piece
<b>Format:</b>	<p>Working in the field of international development you will encounter many different types of development. The dominant form of modern development is usually corporate or state-driven or a combination of both and this can present major issues for local communities who are not necessarily consulted in the process. In low-income, developing countries, this situation can be compounded by the fact that local communities may still be largely traditional agrarian, swidden-horticultural, pastoral or even forest-dwelling communities and not fully incorporated into the capitalist economy.</p> <p>A good way to familiarise yourself with the situation of another culture and people living in very different economic circumstances to your own is to immerse yourself in an ethnographic study of such people. An ethnography is a cultural description based on intensive participant-observation, usually conducted over several years by an anthropologist, and a number of ethnographies describe in fine detail the impact of corporate (usually transnational) and state-sponsored development on local ways of life. These impacts are, at the very least, disruptive of traditional communities but the proponents of development claim that local people will be much better off in the long-term by being incorporated into the global economy. This exercise will give you an</p>

opportunity to explore the social advantages and disadvantages of this type of large-scale, 'top-down' development for yourself.

This learning/assessment task involves two separate parts. Please ensure that both parts are addressed in full to comprehensively complete the task.

Part One: working in groups of three to critically analyse the social ('structural') impact of a major development initiative on a local community as described in a development ethnography or detailed case-study selected by the group.

This analysis will then be presented in the form of an initial draft e-copy uploaded by your group to the course Blackboard Discussion Forums (with contributions from each member of the group) by Friday week 5. Drafts are then open for critical peer review during week 6. Final revised copies must be uploaded by Friday week 7.

The PowerPoint should outline the social impact of development on the community described in the ethnography or case-study. Please remember that **your task is not simply to repeat or re-describe what is already described in the ethnography/ case-study**. Rather, the aim of your presentation is to both **describe and analyse the impact of corporate capitalist or state-driven development on a traditional or local society as outlined in an ethnography or detailed case-study**. In your analysis be sure to consider the roles of the *corporation*, the *state*, *class*, *gender* and *power relations* and any transformations that have occurred in these as a result of the development. Also, be sure to define these (and any other key) conceptual terms. It may further be useful to use these four concepts as sub-headings in the presentation of your analysis of social impacts but you may also need additional sub-headings if there are significant impacts that don't fit under these headings.

It may be the case that your analysis deals with matters that the ethnographer/author has not dealt with explicitly or in any detail (e.g: gender or class). In this case, it will be necessary to search out other sources to develop the analysis of the social transformations in your case-study.

The presentation should specify the nature and location of the development project being undertaken in an ethnographic setting; the basic claim(s) of your argument and the types of evidence you will use in your critical analysis of the project.

A list of suitable ethnographies and case studies shall be provided on Blackboard. You are expected to study their selected ethnography or case study over several weeks in the light of the theories presented in the lectures (Weeks 1–5) and other weekly reading.

Part Two:

Individual students must critically peer review two other groups presentations. The peer reviews must be completed in week 6 by commenting in the Blackboard Discussion Forum threads under the relevant Group Presentation. This process enables groups to discuss, debate and revise their PowerPoint prior to final submission for marking in week 7. This task requires you to demonstrate an understanding of the course material and to be able to communicate your understandings, perceptions and analysis of the PowerPoint content in a well-developed scholarly fashion. You will critically apply your knowledge of key concepts and theories of Community Development and provide timely and relevant feedback to your peers. Following the final submission of presentations informal in-class Q&A discussions will then be facilitated during week's 8-9 tutorials. All group members are required to attend these tutorial sessions to respond to questions regarding their topics.

Detailed information outlining the submission and peer review process will be available on Blackboard in week one.

<b>Criteria:</b>	<p>NB: Please note that the following criteria are not ranked in any order of importance:</p> <p><b>Content:</b> The content must be relevant, detailed and critical. It should cover all of the main issues raised by the assessment description regarding the social impact of a major development project on a local community in terms of its social 'structural' impact. There should be evidence of wider reading, which has been used thoughtfully. A good presentation will, where relevant, refer to the contested nature of different theories of development and their interpretation as this pertains to the case being analysed.</p> <p><b>Argument:</b> The main claim or 'thesis' of an argument should be evident in the introduction to your presentation. Such claims should be clear and logically coherent. The presentation's main claim(s) must be supported by appropriate and properly referenced evidence in the body of the presentation.</p> <p><b>Originality:</b> The presentation should exhibit independence of thought and not only re-describe what is in the original case or ethnographic example.</p> <p><b>Structure:</b> The presentation should be logically ordered, with an effective introduction and conclusion. There should be evidence of careful reading in the planning, preparation and writing with appropriate sub-sections for such matters as the <i>corporation</i>, the <i>state</i>, <i>class</i>, <i>gender</i> and <i>power relations</i> and any transformations that have occurred in these as a result of the development.</p> <p><b>Expression:</b> The PowerPoint presentation must exhibit clear expression, correct grammar, punctuation and spelling.</p> <p><b>Referencing:</b> The Harvard system is the required referencing system for this course. All quoting, paraphrasing and summarising of other peoples' ideas need to be precisely referenced (with author's name, year date and page number supplied) in the text and documented in a bibliography. The presentation should ideally cite at least 8 academic references in constructing your analysis and not just the ethnography.</p> <p><b>Critical and Constructive (Peer Reviews):</b> Evidence of appreciative inquiry, critical analysis and acceptance of diverse views. Critical Peer Reviews must be thoughtful and considered feedback with a strong focus on evaluative content of the PowerPoint. The reviews may contain additional comment on style, grammar, editing of slides, however this feedback must be additional to scholarly discussion.</p>
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**Assessment Task 3: Critical Evaluation of a Development Project or Aid Program**

<b>Goal:</b>	You are required to conduct and write an evaluation of an alternative international Development Project or Aid Program in terms of the principles of Community Development
<b>Product:</b>	Report
<b>Format:</b>	Community based development is conceived as 'development from below' or from the 'grassroots' and can take various forms. This exercise requires you to select a detailed case-study of an international development project or aid program (from a list provided upon the completion of the previous assessment task), which may or may not claim to be community-based. You must then describe and evaluate the project/program in terms of at least six of the 'Principles of Community Development' outlined in Chapter 10 (in 2 <sup>nd</sup> Edition) of Jim Ife or Chapter 11 in Jim Ife and Frank Tesoriero's (3 <sup>rd</sup> Edition) of <i>Community Development: Community Based Alternatives in an Age of Globalisation</i> . These principles refer to ecological sustainability, social justice, processes of empowerment, valuing the local community and linking the local with the global. You will <b>not</b> need to apply all of the Principles but should select six that you deem most relevant for understanding and enhancing the project's development goals. In the light of these

	<p>principles, state clearly what you would do otherwise if you were responsible for planning or reviewing this project. This evaluation should be 2500 words in length.</p> <p>The evaluation should contain the following sections as per headings on the report template available on Blackboard :</p> <ul style="list-style-type: none"> <li>• An Introduction and conclusion- a brief preview and final review of the report. It is not necessary to include a table of contents/executive summary</li> <li>• A statement of the development problem or need being addressed</li> <li>• A brief background description of the context of the problem and the project/program</li> <li>• An identification of the aims and objectives of the development project/aid program</li> <li>• A description of the role and responsibilities of any development workers in the project</li> <li>• An analysis of the program (its processes and outcomes), in terms of the presence or otherwise of 6 of Ife's Community Development principles</li> </ul> <p>There should also be a final section stating what you might have done otherwise (if necessary) had you been involved in the planning of such a project. If you are satisfied that the project meets or exceeds the Principles outlined by Ife and Tesoriero, you should explain how it does this.</p>
<p><b>Criteria:</b></p>	<p><b>Content:</b> The content must be relevant, detailed and follow what is required in the format section above. It should explain six of the Principles of Community development and apply them to a selected empirical case-study. There should be evidence of wider reading, which has been used thoughtfully.</p> <p><b>Argument:</b> The main finding should be evident in the introduction to your evaluation. Such claims should be clear and logically coherent.</p> <p><b>Originality:</b> The evaluation should exhibit independence of thought in its use of the community development principles.</p> <p><b>Structure:</b> The evaluation should be logically ordered, with an effective introduction to the program, discussion, conclusion and recommendations. There should be evidence of careful reading of your case-study in the planning, preparation and writing.</p> <p><b>Expression:</b> The assignment must exhibit clear expression, correct grammar, punctuation and spelling.</p> <p><b>Referencing:</b> The Harvard system is the required referencing system for this course. All quoting, paraphrasing and summarising of other peoples' ideas need to be precisely referenced (with author's name, year date and page number supplied) in the text and documented in a bibliography.</p>

## 7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

Location:	Directed study hours for location:
Sippy Downs	Lecture: 2 hours per week. Tutorial: 1 hour per week

## 8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

### 8.1 Prescribed text(s) or course reader

Information regarding associated resources will be made available on the BlackBoard site prior to commencement of study.

### 8.2 Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2 Assessment: Additional requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

### 10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day

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- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

### 10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)

### 10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie.
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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