



## COURSE OUTLINE

# SCS201 International Community Development and Global Justice

**Course Coordinator:** Raj Yadav (ryadav@usc.edu.au) **School:** School of Law and Society

2022 | Semester 1

USC Sunshine Coast  
USC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

*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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 13*1hr Online learning materials	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – 10*2hrs on campus F2F workshop.	2hrs	Week 2	10 times
<b>Seminar</b> – 3*2hrs on campus F2F seminar.	2hrs	Week 1	3 times
<b>ONLINE</b>			
<b>Learning materials</b> – 13*1hr Online learning materials	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – 10*2hrs online tutorial.	2hrs	Week 2	10 times
<b>Seminar</b> – 3*2hrs Zoom seminar.	2hrs	Week 1	3 times

### 1.3. Course Topics

#### 2. Course Content

- Development in international context
- Explaining development and underdevelopment in a global era
- Major theories of development
- Globalisation, post-development and neo-liberalism
- Democratic globalisation and community development
- Globalised inequalities
- Human resources: population and health care
- Gender: women and development
- Environment: sustainable development
- Alternative development idea

### 3. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

### 4. What is the unit value of this course?

12 units

### 5. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Understand the key concepts and terminology used in development theory and practice	Knowledgeable
2 Critically analyse dominant development theories and practices on the basis of available evidence	Knowledgeable Creative and critical thinker
3 Understand the principles and practice of community development in international contexts	Ethical Sustainability-focussed
4 Evaluate the effectiveness of various 'alternative' development projects from a community development perspective.	Creative and critical thinker Sustainability-focussed

### 6. 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”.

#### 6.1. Pre-requisites

Not applicable

#### 6.2. Co-requisites

Not applicable

#### 6.3. Anti-requisites

Not applicable

#### 6.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

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

### 7.1. Grading Scale

Standard Grading (GRD)

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

### 7.2. 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.

### 7.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	15%	30 multiple choice questions	Week 4	Online Submission
All	2	Oral	Group	40%	15 minutes in-workshop group presentation	Refer to Format	In Class
All	3	Report	Individual	45%	1700 words	Week 12	Online Assignment Submission with plagiarism check

#### All - 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 learning materials between weeks 1 and 4. You are required to log onto Canvas and complete the set of questions that appear in multiple-choice form. The test will be available on Canvas 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>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Correct identification of the definition and use of basic conceptual terms in development theory.	1 3

### All - Assessment Task 2: Case study based presentation

<b>GOAL:</b>	This task aims to engage students in critical exploration of a development agency and its intervention in a low-income, developing country/region.	
<b>PRODUCT:</b>	Oral	
<b>FORMAT:</b>	<p>Students will select an international development agency working in a low-income, developing country/region and will critically investigate about it considering:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The origin, history, objectives, values, and mission of a chosen international development agency</li> <li><input type="checkbox"/> The context and condition of development issues with which this chosen international development agency is engaging in a country/region</li> <li><input type="checkbox"/> The way this chosen international development agency justifies its existence in that country, especially in the area of development issues with which it is engaging in a country/region</li> <li><input type="checkbox"/> The extent this chosen international development agency has positively contributed to address the development issues in a country/region</li> <li><input type="checkbox"/> The approaches, strategies, and worldviews that the chosen international development agency embraces to address the development issues in a country/region and their nexuses to development theories and perspectives</li> </ul> <p>Given this is a group presentation, students will be required to engage with group members intellectually and ethically. Alongside, they will strictly adhere to the following guidelines:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A group will consist of 3-4 members who will present either on week 7 or 8 during workshop</li> <li><input type="checkbox"/> A group must present on the designated day of the presentation</li> <li><input type="checkbox"/> Total duration of presentation will be no more than 15 minutes. Each presentation will be followed by Q&amp;A for 5 minutes</li> <li><input type="checkbox"/> Each group will be expected to present using creativity and effective communication skills. Group members are not allowed to read any section of their presentation. However, they can use presentation notes or cue cards</li> </ul>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Ability to accurately locate and explain the origin, history, objectives, values, and mission of a chosen international development agency <b>3</b>
	2	Ability to critically and empirically explain the context and condition of development issues with which the chosen international development agency is engaging in a country/region <b>3</b>
	3	Ability to critically assess and evaluate the need of chosen international development agency in that particular country/region especially in the area of development issues with which it is engaging <b>3</b>
	4	Ability to discuss and assess the ways the chosen international development agency positively contributes to the country/region and its development issues <b>3</b>
	5	Ability to locate and analyse the approaches, strategies, and worldviews that the chosen international development agency embraces, as well as ability to compare these vis-à-vis development theories and perspectives <b>1 2 3</b>
	6	Ability to present effectively and creatively, as well as show interest to respond to the questions arising from the presentation <b>1 2 3</b>

### All - Assessment Task 3: Alternative development thinking

<b>GOAL:</b>	This task aims to engage students to propose alternative development idea in a country/region
<b>PRODUCT:</b>	Report
<b>FORMAT:</b>	<p>Students explored about an international development agency and its contribution in a particular country/region in Task 2. Drawing on this, students will propose arguments for an alternative development idea in this task for the same country/region that diverges from the chosen international development agency. Students are required to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Briefly summarise the aims, vision, activities, and approaches of the international development agency in that country/region</li> <li><input type="checkbox"/> Argue 'why' the discussions of development issues of that country/region should not be limited to chosen international development agency and 'how' it can be transcended from an alternative development perspective</li> <li><input type="checkbox"/> Propose arguments for an alternative development idea, which takes unique route than the chosen international development agency and synergises with life's community development principles</li> </ul>

CRITERIA:	No.	Learning Outcome assessed
	1	Ability to accurately report the chosen international development agency <span style="float: right;">3</span>
	2	Ability to assess and argue the limitations of chosen international development agency in that country/region from an alternative development perspective <span style="float: right;">3</span>
	3	Ability to propose alternative development arguments than the chosen international development agency <span style="float: right;">1 4</span>
	4	Ability to critically compare how the proposed alternative development arguments synergise with Ife's community development principles <span style="float: right;">1 4</span>
	5	Ability to write scholarly <span style="float: right;">1 2 3 4</span>

## 8. Directed study hours

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.

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

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

### 9.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Katie Willis	2020	Theories and Practices of Development	3rd Edition	Routledge Perspectives on Development

### 9.2. Specific requirements

Nil

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

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

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

### 11.1. 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 11.2. Assessment: Additional Requirements

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

## 11.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 - 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 to negotiate an outcome.

## 11.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 11.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 11.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 11.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

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

## 11.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 11.10.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

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)