



COURSE OUTLINE

DEV700

International Development and Aid

School: School of Law and Society

2022 | Semester 1

USC Sunshine Coast

BLEND
ED
LEARNING

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

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

The term 'development' is a highly contested term. In this course progressive and sustainable development implies that poverty and oppression are not inevitable; that social justice and freedom for all people is achievable. In a globalising world of multiple conflicts and widening gaps between rich and poor, the prospects for achieving this possibility are challenging. In this course you will examine a variety of development paradigms and frameworks for a deeper understanding of the complexities embedded within development discourse in the international aid context.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLEND ED LEARNING			
Learning materials – Online learning materials	1hr	Week 1	13 times
Tutorial/Workshop 1 – On campus workshop timetabled at the same time as SCS201	2hrs	Week 2	10 times
Seminar – On campus face-to-face seminar.	2hrs	Week 1	3 times

1.3. Course Topics

- 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
- World poverty: foreign aid, and hunger
- Human resources: population and health care
- Gender: women and development
- Environment: sustainable development

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?

12 units

4. 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
4 Evaluate the effectiveness of various 'alternative' development projects from a community development perspective.	Creative and critical thinker

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. Pre-requisites

Enrolled in any PGRD Program

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

SCS201

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

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%	1 Week	Week 4	Online Test (Quiz)
All	2	Literature Review (or component)	Individual	35%	1500 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Report	Individual	50%	3500 words	Week 13	Online Assignment Submission with plagiarism check

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

GOAL:	The goal of this assessment is to test your knowledge and comprehension of some basic conceptual terms in international development theory.		
PRODUCT:	Quiz/zes		
FORMAT:	You will be required to undertake a multiple-choice test that addresses material from the DEV700 readings and lectures 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 DEV700. 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.		
CRITERIA:	No.		Learning Outcome assessed
	1	Correct identification of the definition and use of basic conceptual terms in development theory.	1

All - Assessment Task 2: Annotated Bibliography around a Development or Foreign Aid Issue

GOAL:	This task aims to enables you to demonstrate your knowledge of the resources available on a given development topic by interrogating the quality, depth and relevance of a range of literature that relates to a particular development or foreign aid issue and project.
PRODUCT:	Literature Review (or component)
FORMAT:	<p>An annotated bibliography provides a brief account of the available research on a given topic. It is a list of research sources that includes concise descriptions and evaluations of each source.</p> <p>The primary purpose of the annotated bibliography is to become acquainted with the key literature necessary to the successful completion of further research. It empowers you to develop and deepen your knowledge about a research topic by critiquing peer reviewed research articles, books or other significant literature. You will therefore need to consider carefully the texts that you select for your annotated bibliography.</p> <p>To successfully complete the annotated bibliography task it is necessary to first choose a development problem in a specific country, then identify at least one development project or program of aid that aims to address that specific problem. The project or program of aid must be identified as involving some form of development 'from below' or community-driven development /aid (see task 3 for explanation).</p> <p>The project/program you select will also form the basis of the Task 3 evaluation report, and so it is important that the project has enough accessible literature available to address Task 3. Projects/programs must be approved by the course tutor.</p> <p>Further information and details on the style and format will be available in the Canvas Assessment Area for Task 2.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Identifies an appropriate international community development problem and case study project or program of aid that addresses the problem. 1
	2	Presents an overarching research question(s) that will enable a considered review of the literature relating to the problem. 1
	3	Literature is gathered from a variety of sources including scholarly, peer reviewed resources, and other related literature that will advance the understanding of the development problem. 2
	4	The analysis of the literature is detailed, critical and well supported by evidence. 2
	5	Logical conclusions are drawn based on the discussion of the literature. 4
	6	The essay is well organised and structured; all claims are fully referenced; the academic style/grammar/editing is of an advanced level appropriate to Masters level. 4

All - Assessment Task 3: Critical Evaluation of a Development Project or Aid Program

GOAL:	You are required to conduct and write a critical evaluation of an alternative international Development Project or Aid Program in terms of the ethics and principles of Community Development
PRODUCT:	Report
FORMAT:	<p>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 (as identified and approved as a component 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 2nd Edition) of Jim Ife or Chapter 11 in Jim Ife and Frank Tesoriero’s (3rd Edition) of Community Development: Community Based Alternatives in an Age of Globalisation.</p> <p>These principles refer to ecological sustainability, social justice, processes of empowerment, valuing the local community and linking the local with the global. You won’t be required 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 principles, state clearly what you would do otherwise if you were responsible for planning or reviewing this project. This evaluation should be 3500 words in length and based on the literature review topic chosen for Task 1.</p> <p>The evaluation should contain the following sections (which you can convert into an appropriate sub-heading):</p> <ul style="list-style-type: none"> • An Introduction and conclusion- a comprehensive preview and final review of the report. It is not necessary to include a table of contents/executive summary. • A statement of the development problem or need being addressed. • A brief background description of the context of the problem and the project/program. • An identification of the aims and objectives of the development project/aid program • A description of the role and responsibilities of any development workers in the project • An analysis of the program (its processes and outcomes), in terms of the presence or otherwise of 6 of Ife’s Community Development principles. • 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>Either the Harvard or APA systems of referencing are acceptable in this course.</p>

CRITERIA:

No.		Learning Outcome assessed
1	Content: 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.	3
2	Content: There should be evidence of wider reading, which has been used thoughtfully.	4
3	Argument: The main finding should be evident in the introduction to your evaluation. Such claims should be clear and logically coherent.	4
4	Originality: The evaluation should exhibit independence of thought in its use of the community development principles.	4
5	Structure: 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.	1
6	Referencing: All quoting, paraphrasing and summarising of other people's ideas need to be precisely referenced (with author's name, year date and page number supplied) in the text and documented in a bibliography.	4

7. 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.

8. 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.

8.1. 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	Routledge Perspectives on Development

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 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.

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 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.

10.2. 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.

10.3. 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.

10.4. 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.

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.

10.5. 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.

10.6. 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 or call 07 5430 1226.

10.7. 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 or call 07 5430 2890.

10.8. 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>

10.9. 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.

10.10.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