

SCS201 International Development and Global Justice

School: School of Law and Society

2025 Semester 1

UniSC Sunshine Coast
UniSC 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 usc.edu.au 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 in a variety of contexts within international development that are equitable, participatory and sustainable.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online learning materials	1hr	Week 1	13 times
Tutorial/Workshop 1 – On-campus (face-to-face) workshop.	2hrs	Week 1	10 times
ONLINE			
Learning materials – Online learning materials	1hr	Week 1	13 times
Tutorial/Workshop 1 – Online tutorial.	2hrs	Week 1	10 times

1.3. Course Topics

- Global Sustainable Development in international contexts
- Development and underdevelopment in a global era
- Major theories of development
- Economic Development: Globalisation, neo-liberalism and Development
- Participatory Approaches to Development
- Environment and Development
- Social inequalities and Development (Urban/ Rural)
- Health care, Education and Development
- Gender and Development
- Children, Young People and Development
- Post-development and Localisation

2. 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.

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 Sustainability-focussed
4 Evaluate the effectiveness of various 'alternative' development projects from a community development perspective.	Creative and critical thinker Sustainability-focussed
5 Communicate effectively, appropriately and persuasively.	Knowledgeable Empowered Ethical

5. Am I eligible to enrol in this course?

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

5.1. Pre-requisites

Not applicable

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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	20%	20 multiple choice questions	Week 4	Online Submission
All	2	Oral	Group	35%	500 words plus guidance of tutorial, including answering student questions about the reading	Refer to Format	In Class
All	3	Essay	Individual	45%	1700 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 SCS201 readings and learning materials between weeks 1 and 4. You will be given the correct answers to any questions you may get wrong.		
CRITERIA:	No.		Learning Outcome assessed
	1	Correct identification of the definition and use of basic conceptual terms in development theory.	1 3
GENERIC SKILLS:			

All - Assessment Task 2: Case study based presentation

GOAL:	This task aims to engage students in critical exploration of an international development issue in a low-income, developing country/region, for class analysis and discussion.																						
PRODUCT:	Oral																						
FORMAT:	<p>In the first tutorial, you are required to select one week during the semester when you will guide the tutorial discussion. For that tutorial, you will present a brief overview of the required reading for your chosen week. Along with an overview of the required reading you will develop a question for the class to stimulate a tutorial discussion about the reading.</p> <p>A written commentary about the reading will also be submitted. The commentary will be about 500 words including referencing the reading. You will submit your written commentary via Canvas following the tutorial.</p>																						
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Ability to accurately locate and explain the origin, history, objectives, values, and mission of a chosen international development agency</td> <td>3</td> </tr> <tr> <td>2</td> <td>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</td> <td>3</td> </tr> <tr> <td>3</td> <td>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</td> <td>3</td> </tr> <tr> <td>4</td> <td>Ability to discuss and assess the ways the chosen international development agency positively contributes to the country/region and its development issues</td> <td>3</td> </tr> <tr> <td>5</td> <td>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</td> <td>1 2 3</td> </tr> <tr> <td>6</td> <td>Ability to present effectively and creatively, as well as show interest to respond to the questions arising from the presentation</td> <td>1 2 3 5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Ability to accurately locate and explain the origin, history, objectives, values, and mission of a chosen international development agency	3	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	3	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	3	4	Ability to discuss and assess the ways the chosen international development agency positively contributes to the country/region and its development issues	3	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	1 2 3	6	Ability to present effectively and creatively, as well as show interest to respond to the questions arising from the presentation	1 2 3 5	
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GENERIC SKILLS:	Communication, Collaboration, Information literacy																						

All - Assessment Task 3: Essay

GOAL:	To critically examine and apply your knowledge of international development issues in relation to a specific development topic.	
PRODUCT:	Essay	
FORMAT:	You will be required to write an essay of 1700 words in response to one of a selection of questions concerning issues raised during the semester. Questions will be made available on Canvas.	
CRITERIA:	No.	Learning Outcome assessed
	1	Ability to accurately report the chosen international development agency 3
	2	Ability to assess and argue the limitations of chosen international development agency in that country/region from an alternative development perspective 3
	3	Ability to propose alternative development arguments than the chosen international development agency 1 4
	4	Ability to critically compare how the proposed alternative development arguments synergise with Ife's community development principles 1 4
	5	Ability to write scholarly 5
GENERIC SKILLS:	Problem solving	

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. 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 Edition	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

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%; and
- (b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

10.4. SafeUniSC

UniSC 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 SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.9. Student Charter

UniSC 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:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au