ARTS2755

Development in Practice: Humanitarian Action

Term One // 2019

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Anthony Zwi	a.zwi@unsw.edu.au	Please email to arrange time; place course and issue in subject heading. Preferably Thursday 11h-12h	Room 25, Ground floor, Morven Brown Building	0423696490

Tutors

Name	Email	Availability	Location	Phone
Kaira Canete	k.canete@unsw.edu.au	In hour before seminars or by arrangement		

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

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Course Details

Credit Points 6

Summary of the Course

Subject Area: *Development Studies*

You might not be able to change the world, but you can learn how diminish the negative impact of natural disasters and conflict-induced emergencies. From earthquakes to storms and refugee crises, development actors around the world are working to respond to humanitarian emergence as effectively as possible in order to assist vulnerable populations to find solutions to the emergency situations they find themselves in. As humanitarian emergencies are escalating in number and intensity, there is a necessity to understand the complex environment humanitarian actors have to manoeuvre in and how to develop effective response strategies. In this course you will be introduced to the complex nature of natural disasters and conflict-induced emergencies, the basic requirements and strategies for effective humanitarian response, and the actors that work in these settings and the diverse set of tools at their disposal. You will be exposed to context-sensitive approaches and the ethnics of humanitarian practice. In this course, you will have the opportunity to analyse and develop a simulated humanitarian emergency and contribute individually and in teams to find the best solution. This will allow you to actively practice skills that you will need to succeed when working in humanitarian emergencies.

Course Learning Outcomes

1. Synthesise, compare and utilise knowledge and strategies to work successfully in volatile humanitarian contexts.
2. Demonstrate problem-solving and negotiation skills for working productively and effectively with a diverse set of actors for positive humanitarian outcomes.
3. Recognise and articulate ethical requirements intrinsic to humanitarian action

Teaching Strategies

The course has at its core a key case study with which your entire class will engage. Additional learning activities will bring in other case studies, scenarios and contexts for humanitarian action. Teaching strategies will emphasize you bringing your prior learning to the classroom, and team work in the co-construction of knowledge. This replicates research and practice environments in Development Studies, which is inter-disciplinary, and which explicitly includes multiple voices to produce actionable knowledge(s). Your lectures will be interactive, and will include group work, individual reflection, and critical reflection on content. Tutorials will provide an opportunity to refine your understanding of key issues and concepts. There will be an emphasis on team work in the tutorials.

Assessment

The assessments build upon one another - starting with personal and individual learning and then moving towards shared insights by your group which are then presented in a role-play scenario, shared with other groups. Please be cognisant of the responsibilities you have to each other - use your time together wisely and attend classes to facilitate communication. There are activities every week - keep feeding in from your reading and discussions - share your insights and build up your understanding.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Context analysis and needs assessment	20%	11/03/2019 05:00 PM	1
Cluster Response (Group exercise)	30%	05/04/2019 05:00 PM	1,2,3
Lessons learned and reflective paper	30%	26/04/2019 05:00 PM	1,3
Moodle Posts	20%	Not Applicable	1,2,3

Assessment Details

Assessment 1: Context analysis and needs assessment

Start date:

Length: 750 words

Details: 750 words: Students are asked to research and profile the background of the humanitarian scenario and write an overview of key needs and conditions. This will form the basis for the Cluster response (Group exercise) and ensure everybody comes adequately prepared. Students will receive written feedback and a marked rubric within ten days of submission. The rubric will be available at the start of semester to allow students to work towards clearly communicated standards. Cohort feedback will be shared during the Lecture.

Additional details:

This is based on what actually happened and available information; but should reflect your own assessment of what the key needs are in the given scenario and from the perspective of your sectoral group (shelter, health, protection, gender, education, coordination, water & sanitation, etc.). You will sign up to a relevant group early in the course.

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

Assessment 2: Cluster Response (Group exercise)

Start date:

Length: 1500 words

Details: This """"Cluster response"""" builds on the first assessment and involves collaborative groupwork. The assessment has a written and a speaking portion.Part A: The Cluster Plan (15% - 1,500 words): Based on situation brief, written group proposalon response options for humanitarian scenario.Part B: In-Class Group Presentation (15%): During in-class exercise, groups will present theirresponse proposals with other groups and give and receive peer feedback. It will simulate an intersectoral meeting at which a range of humanitarian clusters will present their proposals.Students will receive written feedback and a marked rubric within ten days of submission. The rubric will be available at the start of semester to allow students to work towards clearly communicated standards.Generic cohort feedback in class.

Additional details:

All students in the same group must submit the same group assignment. We will endeavour to provide feedback so you can incorporate this into your group's participation in the intersectoral coordination meeting scheduled for week 9 of the course.

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

Assessment 3: Lessons learned and reflective paper

Start date:

Details: (1500 words): In this evaluation report students will reflect on the in-class simulation exercise and group work, assessing what worked and did not and what they propose to do differently in the future. They will have an opportunity to demonstrate depth of understanding and analysis in relation to at least one key theme area covered by the course.This is the final assessment for the course. Students will receive written feedback and a marked rubric within ten days of submission. The rubric will be available at the start of semester to allow students to work towards clearly communicated standards.

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

Assessment 4: Moodle Posts

Start date: Not Applicable

Length: 400 words

Details: Two Moodle posts - one an initial post and one a response to a post by another student. These will each be 400 words long and have at least 3 references. Students will receive written feedback and a marked rubric within ten days of submission. The rubric will be available at the start of semester to allow students to work towards clearly communicated standards.

Additional details:

The first post must be completed and uploaded by the end of week 4; the second post in response to issues raised by course convenors or other students must be posted by the Friday of week 8 of the course (12 April). 400 words excludes the 3+ references you should be citing.

Attendance Requirements

This course builds around group engagement and shared learning. It is expected that you attend seminars which will often have brief lecture inputs as well as structured activities. Classes may finish early to allow time for groups to work together and share learning. You are also expected to participate actively online so as to produce a constructive shared learning space.

If you are not keen to put a lot of effort into this course, I would advise you not to take it. Rather take a more traditional lecture and tutorial-based course that does not depend upon active learning and engagement.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Seminar	Class venue: In weeks 1-9 we will be in **Matthews 105 from 3-6pm every Thursday**. In Week 10 there is a public holiday so our last class will be in **Week 11, on the Tuesday** in Matthews 105, from 3-6pm. Orientation to course, course coordinator and assignments. Expectations and deadlines - including for required but non-assessed contributions (e.g. Introductions online; paper critique exercise). Introduction to class members. Approach to learning and expectations. Discussion of how this course differs from other undergraduate courses. Humanitarian actors and organisations. What do we mean by the humanitarian system? Concepts and terminology - starting the journey immediately. Humanitarian principles and ethics. Current examples and challenges. Sources of information.
	Online Activity	Introduce yourself in moodle - say something about your background, interests, what you want to get out of this course, what you might be able to contribute to the course, any relevant experience, the issues you are most interested in learning about, and surprise us with something about yourself we would not otherwise know. Please upload a photo to your Moodle profile - this helps us to get to know each other.
Week 2: 25 February - 3 March	Seminar	Exploring and assessing the scope of the humanitarian system.

		Insights from key readings.
		Introduction to groupwork context - division into groups.
		Typhoon Yolanda: context, needs, actors and organisations, key challenges. Questions, answers, readings.
Week 3: 4 March - 10 March	Seminar	Humanitarian needs; humanitarian space; humanitarian challenges. Beginning to scope the difference between humanitarian relief and development. Continuing to build understanding of the humanitarian system, humanitarian actors and organisations, humanitarian ethics, and humanitarian failures and weaknesses. Prior reading and consideration of designated videos will be expected. Typhoon Yolanda - more details and initial group work. Ongoing preparation for Context analysis.
	Assessment	Context analysis and needs assessment. Due on 11 March 5pm.
Week 4: 11 March - 17 March	Seminar	Groupwork re Typhoon Yolanda. Relief-development interface. The "continuum". Complex humanitarian emergencies? Where do communities fit in?
	Online Activity	Feed in your first Moodle contribution if you have not already done so. Lots of scope to place this where it will stimulate others to engage with you and share insights. Demonstrate in-depth analysis of specific issues with which you are concerned.
Week 5: 18 March - 24 March	Group Activity	Evolving insights. "Building back better" Critiques of humanitarian organisations and disaster response. Conflict-related settings and associated constraints.

		Humanitarian and development approaches - example from Living in Emergency (screen in your own time; discuss in class)
Week 6: 25 March - 31 March	Seminar	Typhoon Yolanda - insights from the ground up. Community, culture, and power. Mini-lecture - evidence and humanitarian settings. How do we learn. Continue group work - formulating evidence-informed responses.
Week 7: 1 April - 7 April	Seminar	Focus on other disasters - climate change; disaster risk reduction, conflict. Insights from other settings and contexts. Feed in to more effective responses to Yolanda.
	Assessment	Cluster response - group exercise. Prepare and submit your group viewpoint on what are the important needs, contextual factors, and transformative strategies to advance the idea of promoting resilience and "building back better". Submit your group response but keep building on it for the role-play simulation coming soon.
	Assessment	Make sure your second Moodle post is up by the coming week. Engage with others - highlight issues of particular interest to you and that might ultimately feed into your reflective assignment too...
Week 8: 8 April - 14 April	Seminar	Deepening understanding of how humanitarian needs evolve over time. Differentiating emergency releif from longer term development needs. Integrating key humanitarian principles and approaches - ethics and standards revisited. Consolidating group insights so as to deepen your analysis, cluster response and plans.
Week 9: 15 April - 21 April	Group Activity	Presentation and role play... groups present their work within the context of a multisectoral working group meeting. Issues and challenges? Responding on the spot... What can be learned

		from how this went? What could your group do better?
		What did you learn about the role of others?
		Discussion and deepening insights within groups. Consolidation of group learning. Focus on equity, rights, culture, standards.
		How do humanitarian organisations learn? What can they do better and how do they drive such learning?
		What goes wrong and why?
		Contributions from your reading and current debates. Additional case studies as relevant.
Week 10: 22 April - 28 April	Seminar	Reflections: what could you have done differently? Two minute revisions from each group. Insights from other learning... what you can bring to the class before the class all go their own way... Humanitarian insights... guest overview of the pressing challenges in the field.
	Assessment	Lessons learned and reflective paper - what did you learn from engaging actively and from your group work. Where do humanitarian systems fall short? What other deep learning did you undertake that did not build on the Yolanda case study. Show the depth of your learning and reflections about the learning process... you are not bound by what we did but by what you learned. It's an opportunity to demonstrate deep learning and analysis.

Resources

Prescribed Resources

Please see collection of resources on Moodle and via Leganto.

Recommended Resources

Please see collection of resources on Moodle and via Leganto

More generally, in relation to development and humanitarian issues the following will be of value:

Online Blogs/Podcasts:

Most blogs are informal opinion editorials, written quickly and often without substantial supporting evidence. They can be an excellent source of very timely analysis and can point you in the direction of the latest information on policy issues. It is important to never read a blog uncritically. I encourage you to try to follow at least one on a frequent basis to give you some real-life understanding of the latest debates in development. I have also included one podcast and one website with short talks for those of you who want something to listen to [great when on public transport] or watch instead of just reading:

- Development Policy Centre: https://devpolicy.crawford.anu.edu.au/
- The Guardian's Global Development blog: http://www.theguardian.com/global-development
- Devex Blog: https://www.devex.com/news
- Duncan Green's Oxfam blog, 'From Poverty to Power', http://www.oxfamblogs.org/fp2p/
- Overseas Development Institute (ODI)'s blog: http://www.odi.org/opinion
- Project Syndicate –http://www.project-syndicate.org – contains numerous op-eds from prominent economists (and the occasional political scientist).
- http://developmentdrums.org/ - a podcast about development
- Center for Global Development Policy Blogs: http://www.cgdev.org/section/opinions/blogs
- World Bank Blog on Development Impacts: http://blogs.worldbank.org/impactevaluations/
- 'Africa Can End Poverty' – World Bank: http://blogs.worldbank.org/africacan/
- IMFdirect; International Monetary Funds' Global economy forum: http://blog-imfdirect.imf.org/

Resources on writing well:

- Strunk, William and E. B. White, The Elements of Style (any edition starting from 1918 onwards)
- Leftwich, Adrian. 2004. Writing Essays: Some Guidance. http://www.york.ac.uk/media/politics/documents/resourcesyork/teaching/resources/Essay%20Writing%202009.pdf
- Carroll, David L. 2000. A Manual of Writer's Tricks. Da Capo Press; 2nd edition
- Provost, Gary. 1980. Make Every Word Count: A Guide to Writing That Works--For Fiction and Nonfiction. Writer's Digest Books; 1st edition.
- UNSW's Learning Centre (http://www.lc.unsw.edu.au/olib.html) – use them, they have great resources! This is for everybody as you can have them help you make it to the next level.

Relevant journals available through the UNSW library

- Development and Change
- Development in Practice

- Development Policy Review
- Disasters
- European Journal of Development Research
- Gender and Development
- Global Governance
- International Organization
- Journal of Development Studies
- Journal of Human Development
- Journal of International Development
- Journal of Peasant Studies
- Journal of Peacebuilding and Development
- Oxford Development Studies
- Progress in Development Studies
- Third World Quarterly
- World Development

Key Development Data Sources [great places to hang out]

- GapMinder: http://www.gapminder.org/ - Hans Rosling's amazing world of visualized development and global health data [great videos, but also great data]; sadly he died recently: https://www.theguardian.com/global-development/2017/feb/07/hans-rosling-obituary
- The Economist – Big Mac Index: http://www.economist.com/content/big-mac-index
- Sustainable Development Goals: http://unstats.un.org/sdgs/
- World Bank Data: http://data.worldbank.org/; your one-stop guide to all kinds of country-level information
- World Bank's World Development Reports http://go.worldbank.org/LOTTGBE9I0: influential, agenda-setting annual publication, focused on a single issue each year.
- UNDP's Human Development Reports (http://hdr.undp.org/en/): Annual publication on the state of social /economic development in the world. Excellent data visualization tools
- World Income Inequality Database by the United Nation's University: https://www.wider.unu.edu/project/wiid-world-income-inequality-database
- AidData – open data for international development: http://www.aiddata.org
- Oxford Poverty & Human Development Initiative (OPHI)'s Multidimensional Poverty Index: http://www.ophi.org.uk/multidimensional-poverty-index/; a new development index developed by the Oxford Poverty and Human Development Initiative, now adopted by the United Nations Development Program for integration into the annual Human Development Reports

Gender Data Portals

- OECD: http://www.oecd.org/gender/data/
- World Bank: http://datatopics.worldbank.org/gender/
- MEDevEcon: https://sites.google.com/site/medevecon/development-economics/devecondata - website links to a variety of datasets for empirical development economists, most of which are freely accessible; great website to explore and learn if you are a data-geek (like me)
- UNDP's Millennium Development Goals Monitor: http://www.mdgmonitor.org
- IMF World Economic Outlook (WEO), Global Financial Stability Reports and Global Monitoring
- Reports: http://www.imf.org/external/pubind.htm
- Organization for Economic Cooperation and Development: http://www.oecd.org; good source of macroeconomic data on the OECD member states, as well as many analytical reports on salient economic policy issues.
- Vision of Humanity Global Peace Index; a new way to look at development;

http://www.visionofhumanity.org/#/page/indexes/global-peace-index

You will also benefit from becoming familiar with GoogleScholar (http://scholar.google.com) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Go to Google Scholar> settings> library links, and enter 'University of New South Wales' in the box for "Library": You can sign up for Table of Contents (TOC) Alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence will be related to the topic.

Prof. Zwi has a twitter account that is used for drawing attention also to relevant development debates, podcasts, book reviews and publications. If you are on twitter, follow https://twitter.com/HEARDatUNSW - also hashtags #DevStuds #GlobalDev #ARTS1705 #ARTS2755 #COMD5000 #COMD5001 #COMD5002 . There are also numerous valuable twitter lists on @HEARDatUNSW related to development, human rights, humanitarian policy issues, INGOs, development policy and related issues - check them out. You don't need to broadcast what you had for breakfast to derive benefit from twitter... it's a useful source of up-to-date debates, critiques, resources, jobs and opportunities [and yes, a lot of not so useful stuff too :-( ].

Course Evaluation and Development

Student feedback and insights have been taken vefry seriously and have greatly influenced both how the course is structured and its content. The strengths of the course are structured around an in-depth case study - but the class will cover a variety of other scenarios and offer opportunities for your own research and exploration. It is up to you to open out additional areas of interest through your research and contributions to discussion online and in class.

At all times we welcome constructive comments and critique of how better to organise and arrange our classes - help shape our shared learning environment so that everybody benefits.

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 . 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, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (http://www.lc.unsw.edu.au/). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.
http://subjectguides.library.unsw.edu.au/elise/aboutelise

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/

Image Credit

Photo: Anthony Zwi - Calendar highlighting elements of "building back better" after Nepal earthquake in 2015. What else do you note in this photograph (whether or not you speak Nepali)?

CRICOS

CRICOS Provider Code: 00098G