# SOCW7851

Community Development

Term Two // 2020

# Course Overview

## Staff Contact Details

### Convenors

| Name | Email | Availability | Location | Phone |
| --- | --- | --- | --- | --- |
| Joyce Wu | joyce.wu@unsw.edu.au | Email for online consultation | | 0434218159 |

## School Contact Information

School of Social Sciences

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# Course Details

## Credit Points 6

## Summary of the Course

Using a rights based approach, the course examines the nature of community development in an international and national context, drawing on a range of theoretical and case study materials. The course covers a brief history of community development; the changing nature of community work, the concepts of culture in relation to community work in developing societies, and the dynamics of communication, including cross cultural communication, working with interpreters, human rights documentation and advocacy. Different ideological approaches to community work are examined and an analysis of the impacts and outcomes that these approaches might have on communities is explored. Alternative models of research, consultation and needs analysis, planning and sustainable service delivery are examined in order to address changing and emerging needs.

## Course Learning Outcomes

1. Identify the links between community development and a rights based framework for Social development
2. Locate Community Development in within a broader framework of community work
3. Identify the impact of Gender and Culture on Community Development projects
4. Identify the role of advocacy in community develop

## Teaching Strategies

This is a post-graduate course, and students are expected to undertake a significant amount of independent research into the issues under consideration. There is an expectation that students will use an analytical approach to their work, and show the ability to apply theory and to think critically. Evidence of this must be provided in all written work submitted for assessment.

An adult approach to learning is taken; that is students are responsible for the pace and amount of reading and extra research they do as well as attendance at classes, and for raising with the coordinator issues or problems with their learning. Students are also expected to take a participatory approach in classes so that knowledge is shared, questioned, debated and appropriated individually and in groups. Seminars may include presentations by the coordinator and guests and/or participants, group exercises, group discussion of assigned readings and audio-visual materials. Participation is not graded. However, it is a course expectation that assigned readings will be read by all participants prior to each seminar.

Seminars may include presentations by the lecturers and guests and/or participants, group exercises, group discussion of assigned readings and audio-visual materials. Participation in regular classes is not graded

# Assessment

## Assessment Tasks

| Assessment task | Weight | Due Date | Student Learning Outcomes Assessed |
|---|---|---|---|
| Essay 1 Outline | 10% | 03/07/2019 05:00 PM | 1,2 |
| Group Activity | 30% | 17/07/2019 05:00 PM | 1,2 |
| Group simulation | 20% | weeks 9 and 10 seminar | 3,4 |
| Group simulation write-up | 40% | 16/08/2019 03:00 PM | 1,2,4 |

## Assessment Details

**Assessment 1: Essay 1 Outline**

**Start date:**

**Length:** 600

**Details:**

In 600 words, reflect on a key thing that you have learned from the past few weeks' lectures and readings. You are not expected to do research outside of the recorded lectures and required readings, but you are expected to refer and cite relevant recordings, readings and any of the recorded weekly tutorial discussions.

Electronic and seminar feedback one week following submission date.

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

**Assessment 2: Group Activity**

**Start date:**

**Length:** 200

**Details:**

In small groups with each representing a different community interest group, students will be allocated with information briefs about an unfolding crisis and negotiate with other groups in the class for a better outcome for the community that they represent. Over three weeks, students in their group will use Moodle discussion forum and/or Blackboard Collaborate/Zoom to work together. They will use the same interface to interact with other community groups. The aim of the assessment is for the different groups to negotiate with each other to resolve a dynamic, time bound crisis.

Assessment for this activity is based on contents from discussion forums, recorded Zoom/Blackboard

and a short (no more than 200 words) individual reflection piece.

Electronic feedback will be provided within three weeks of submission.

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

## Assessment 3: Group simulation

**Start date:**

**Details:**

Working in groups of 3 to 5 students, identify a problem suitable for a Community Development project in an international or refugee context and develop a 30 minute participatory project simulation which draws on core course concepts and skills.

Peer and lecturer feedback is provided in class and electronic feedback within three weeks.

**Turnitin setting:** This is not a Turnitin assignment

## Assessment 4: Group simulation write-up

**Start date:**

**Details:**

A 2000 word individual theoretical analysis of the situation addressed in the  in class  project simulation and a rationale for the community development strategies used.

Electronic feedback will be provided within three weeks

This is the final assessment in the course.

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

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

# Course Schedule

[View class timetable](#)

## Timetable

| Date | Type | Content |
|------|------|---------|
| Week 1: 1 June - 5 June | Web | *Introduction: What is Community Development?*<br><br>What is "community development"? Why should we engage with it and how is it different from other forms of development practices? This introductory course offers some interpretations and theories about community development, as well as go over the course outline and assessments. |
| Week 2: 8 June - 12 June | Seminar | *Community Development: A Brief History of Origin and Contesting Ideologies*<br><br>This week, we will have a historical overview of community development, its origin as well as the different values and practices. |
| Week 3: 15 June - 19 June | Web | *Participatory Development*<br><br>Participatory Rural Appraisal (PRA) – re-named in recent time to Participatory Learning for Action (PLA) – was created to ensure greater community input and ownership. We will first have a quick look at its origin, what it promises to do, its advantages as well as contemporary challenges and critiques about participatory development. |
| Week 4: 22 June - 26 June | Web | *Advocacy*<br><br>Greta Thunberg's Friday school strike and the COVID-19 anti-lockdown protests may seem to be at polar opposites, but both have one thing in common: advocacy and resistance from communities. This week, we will explore the concept of community advocacy: who "gets" to do it; what is community-led advocacy; how to make advocacy owned by the community; and what to do with it has been co-opted? |
| Week 5: 29 June - 3 July | Web | *Gender and Intersectionality*<br><br>Community is not homogenous and thinking about communities' gender and intersectionality needs and concerns is a critical part of community |

| | | development. This week, we will go over the theories of gender and intersectionality, as well as some key tools and analytical framework. |
|---|---|---|
| Week 6: 6 July - 10 July | Web | *Communities in Challenging Contexts*<br><br>How do we engage with communities who are experiencing, or recently experienced challenging times? Is there a "right" way of acknowledging trauma, injustice, and marginalisation? In addition, how do we use intersectionality as an analytical lens to understand the situation? This week, we will focus on a case study, the post-disaster relief of Hurricane Katrina, and how racialised, patriarchal public policies exacerbated the marginalisation of Black and Hispanic communities, especially women. |
| Week 7: 13 July - 17 July | Web | *Communication and Dealing with Communities in Conflict*<br><br>There is often an assumption that communities are all in support of development projects, and sharing the same goals and visions. But what to do with communities are in disagreement, and how can external stakeholders have a role in intervention which is sensitive to local context? |
| Week 8: 20 July - 24 July | Web | Indigenous Community Development<br><br>This week, we will explore the role of Indigenous knowledge and voices in community development, the problems of using development studies' knowledge and skills which have an Eurocentric and colonial historical background, to measure the "progress" of Indigenous communities. In addition, we will examine case studies where Indigenous communities around the world who re-define development concepts for themselves. |
| Week 9: 27 July - 31 July | Web | Ethical Considerations in Community Development |
| Week 10: 3 August - 7 August | Web | Course Wrap-Up |
| Week 11: 10 August - 10 August | | |

# Resources

## Prescribed Resources

- Required Readings will be placed on Moodle on a week by week basis

## Recommended Resources

The recommended readings for each week will be posted on Moodle.

## Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW's myExperience process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course. The course content, teaching and assessment methods are regularly reviewed and updated taking student feedback into account. The 2020 course assessments have been adapted in response to COVID-19, the change to online course delivery, as well as supporting students continued adjustment for online learning and acknowledging that not everyone will have good or reliable internet access.

# 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

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## CRICOS

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## Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.