



**UNSW**  
SYDNEY

Australia's  
Global  
University



# SOCW7851

Community Development

Term Two // 2019

## Course Overview

### Staff Contact Details

#### Convenors

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### 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%	27/06/2019 03:00 PM	1,2
Essay 1	30%	18/07/2019 03:00 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:** 500

**Details:** A 500 word essay outline which briefly describes the social issue students have chosen to explore and the rights based community development approach that might contribute to addressing it. Electronic and in class feedback one week following submission in week 4.

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

### Assessment 2: Essay 1

**Start date:**

**Length:** 1500 words

**Details:** A 1,500 word essay which explores the ideological and political factors which underpin the social issue and critically discusses why and how a rights based community development approach might contribute to addressing this. 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: 3 June - 7 June	Seminar	<b>Introduction and what is community Development?</b>
Week 2: 10 June - 14 June	Seminar	<b>Community Development. Values and Ideologies: A brief history</b>
Week 3: 17 June - 21 June	Seminar	Participation and empowerment
Week 4: 24 June - 28 June	Seminar	Participation
Week 5: 1 July - 5 July	Seminar	<b>Effective Advocacy</b>
Week 6: 8 July - 12 July	Seminar	Gender
Week 7: 15 July - 19 July	Seminar	Social Capital
Week 8: 22 July - 26 July	Seminar	<b>Communication and dealing with community conflict</b>
Week 9: 29 July - 2 August	Seminar	Group Projects
Week 10: 5 August - 9 August	Seminar	Group projects and evaluations

## Resources

### Prescribed Resources

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

### Recommended Resources

The texts listed below are recommended as general contemporary and historical background reading. The recommended readings for each week will be posted on Moodle.

#### General Community Development Background

Chambers, R. (1997) *Whose reality counts?. Putting the first last*, Intermediate Technology Publications, London.

Esteva, G. (2001) "Development" in *The Development Dictionary* ed. Wolfgang Sachs, pp. 6-25, Witwatersrand University Press.

Ife, J 2016, *Community development in an uncertain world: Vision, analysis and practice* 2nd edn, Cambridge University Press, Melbourne.

Taylor, J et al. (2008) *Working With Communities in Health and Human Services*, Oxford University Press, Victoria.

#### Human Rights and the Rights-based Approach

Becker, M. (2015) Constructing SSLM: Insights from Struggles over Women's Rights in Nepal, *Asian Studies Review*, 39:2, 247-265, DOI:10.1080/10357823.2015.1021754

Clapham, A. (2007) *Human Rights: A Very Short Introduction*, Oxford University Press, Oxford.

Ife, J. (2012) *Human Rights and Social Work: towards rights based practice*, Cambridge University Press, Port Melbourne, VIC.

Klug, F (2015) A Magna Carta for all humanity: homig in on human rights, *Sounding: a journal of politics and culture*, Issue 60, Summer, pp. 130-142.

Uvin, P. (2004) *Human Rights and Development*, Kumarian Press, USA.

## **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. Based on student feedback over the last two years several modifications have been made to the course content and assessment design. The course has been modified to more evenly balance theory and practice and the mark awarded for group component of the second assessment has been reduced to 15% of the overall course mark. Following student feedback, dedicated classes on conflict management and advocacy have now been included and a mark of 10% is now awarded for the Essay outline, which was previously only a hurdle requirement. In 2016, students emphasized the value of the group simulations presented in the final three weeks of the course as providing the opportunity to fully integrate and apply the course theory.

## **Submission of Assessment Tasks**

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### **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](mailto: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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