ARTS3750
Development, Community and Environment

Term One // 2020
Course Overview

Staff Contact Details

Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Krishna Shrestha</td>
<td><a href="mailto:krishna.shrestha@unsw.edu.au">krishna.shrestha@unsw.edu.au</a></td>
<td>By email appointment</td>
<td>Morven Brown G17</td>
<td>93851413</td>
</tr>
</tbody>
</table>

Lecturers

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Availability</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeenat Mahjabeen</td>
<td><a href="mailto:z.mahjabeen@unsw.edu.au">z.mahjabeen@unsw.edu.au</a></td>
<td>by email appointment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: soss@unsw.edu.au

phone: 02 9385 1807
Course Details

Credit Points 6

Summary of the Course

Subject Area: Development Studies

Are you interested in understanding and tackling important environment-development challenges in the 21st century? Do you think a community-based approach to development and environment management delivers more sustainable and equitable outcomes? The course interrogates these and many more critical questions surrounding the community-based approach to development and environmental management. The course exposes you to a sophisticated understanding of the current development and environment issues affecting the well-being of local communities in Australia and developing countries. Specifically, the course provides you with the necessary theoretical background as well as a set of case studies to understand and tackle real-world environmental and development challenges. Through this course, you will have an opportunity to integrate social, economic and environmental aspects of development and environmental issues, and the concepts are discussed through the lens of sustainable development from a societal perspective. Ideas and issues are presented as contested entities because of the multiplicity of diverse, and at times, diametrically opposed stakeholder interests. The approach of the course, therefore, eschews the “one right way” approach to development and environment management in favour of an approach based on understanding the diverse and complex societal contexts in which development and environment professionals operate. Different approaches to managing the environment and development projects and programs are illustrated throughout by means of relevant case studies. You will be able to explore whether and how different policies and practices are working (or not working), and how policy responses can be made more equitable and sustainable at the community level.

Course Learning Outcomes

1. Explain the range of development and environmental approaches, issues and responses in relation to the sustainable and equitable development of local communities
2. Critically analyse some community-based development and environmental management policies using case studies, and identify potential options to address challenges facing the local communities
3. Conduct social science research and analysis independently, and also in a team environment, and demonstrate an appreciation of the opportunities and challenges in professional work
4. Demonstrate the development of effective communication and critical analysis skills needed to engage with diverse stakeholders involved in the field of development and environmental management

Teaching Strategies

The course is designed in a way that encourages you to take a ‘deep approach’ to learning. The course content and the adoption of the teaching strategies are student-centred. The learning outcomes will be achieved through a balanced combination of teaching and learning activities such as seminars, reading, class discussion, group work, oral presentation, and online activities. During the semester, you are encouraged to interact with your peers and the lecturer through various means, such as the course’s Moodle site and emails. Seminars are conceived of as an interactive learning activity where you can ask questions, discuss ideas and explore solutions.
Assessment

Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight</th>
<th>Due Date</th>
<th>Student Learning Outcomes Assessed</th>
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<tr>
<td>Essay</td>
<td>30%</td>
<td>23/03/2020 11:59 PM</td>
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<tr>
<td>Case Study Report</td>
<td>50%</td>
<td>27/04/2020 11:59 PM</td>
<td>1,2,3,4</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
<td>Not Applicable</td>
<td>1,2,4</td>
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</table>

Assessment Details

Assessment 1: Essay

Start date: Not Applicable

Length: 1,000 words

Details: Students are required to write an individual essay on conceptual advances in community-based approach to environment and development management. This essay should be up to 1000 words in length excluding references. The specific questions for this essay, assessment criteria and standards are outlined in the course outline and discussed with the students at the beginning of the semester. Essay will be marked and feedback provided online.

Additional details:

Does decentralised natural resource management lead (do not lead) to more equitable outcomes? Explain.

The essay should demonstrate your understanding and application of concepts and principles learnt in this course. It should involve critical analysis and application of material and not simply be a regurgitation of material provided in the readings. The readings in the course should be a starting point for further substantial research. This is an excellent opportunity for you to foster your own interests with substantial research into an appropriate topic area. Some theoretical/conceptual literature that you review in this assignment can also be used as a foundation for the next assignment – policy analysis report. It must be completely your own work. Ideas and material drawn from the work of others must be fully acknowledged. The essay will be marked and feedback provided online.

This essay shall be based on a critical review of the literature, mostly conceptual, but some empirical literature review fine. If you critically review about 10 to 15 good quality references, it should be sufficient. The quality of essay depends on your ability to engage with the literature and develop your convincing arguments (please see marking criteria available in the course’s Moodle site for further details). As such, the essay is primarily about:

a) how we could understand what equity and decentralisation are?

b) how decentralisation work (or it does not work) to enhance equitable outcomes in NRM?

c) where and why decentralised NRM succeed (or they fail) to improve equitable outcomes?
d) how to improve equity in decentralized NRM?

There is NO need to focus on one particular example (this is for the next assignment). However, you could draw on a range of sectoral examples, analysis and insights to highlight opportunities and challenges of equity in relevant decentralised NRM policies and practices.

Submission notes: All assessments must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle. There is no hard copy submission required.

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

Assessment 2: Case Study Report

Start date: Not Applicable

Length: 1,500 words

Details: Students are required to write a case study report of 1500 words. It involves the analysis of a case study related to any one of the themes: community participation, decentralisation, equity, food security, disasters and urbanisation, in a country (or a region). Assessment criteria and standards are clearly outlined in the course outline and discussed with the students at the beginning of the semester. Case study report will be marked and feedback provided online.

Additional details:

This case study analysis report provides you with the opportunity to investigate in some depth development and environmental management issue within a geographical and policy context of a country and produce a research-based document. You are to choose ONE THEME from the followings:

1. Local institutions and disasters response: case study of disaster governance policy and its implications to local communities (in a country in the Asia Pacific region), OR
2. Climate change adaptation and social justice: the case study of climate change adaptation policy in a developing country (or in Australia)

You are required to briefly discuss the relevant conceptual ideas before you focus on the specific policy and practical aspects of the case. You formulate a set of aims/objectives and structure the report according to the ideas you will present. You may like to expand (not to repeat) the ideas and arguments presented in the Assignment 1 essay. You are advised to follow the following steps in planning your policy/planning analysis report with the following suggested outline:

1. Introduction - say what you are going to say; define the objectives of your essay (~100 words). You formulate a set of aims/objectives and structure the report according to the ideas you will present. You may like to expand (not to repeat) the ideas and arguments presented in Assignment 1.

2. The general context of the region and the theme of your choice - provide general contextual information, trends, issues related to the theme and regions and the nature of sustainable development challenge (~200 words)

3. The policy problems and the policy process - map out actors, policies, plans, including their histories, how formulated, key highlights of the plans/policies and present science-policy dynamics (~800
words). The use of relevant data tables, figures, maps and other evidence are helpful.

4. **Policy outcomes and analysis of improvement opportunities in the enhancing-science-policy interface**, including an analysis of challenges and opportunities created by the policy for fair and equitable development outcomes (~300 words).

5. **Conclusion** - identify the main points about how the science-policy interface has occurred in the theme and the case that you have chosen, and what lessons can be learnt from the case/theme (~100 words)

6. **Bibliography**

7. **Endnotes**

**Submission notes:** All assessments must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle. There is no hard copy submission required.

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

**Assessment 3: Group Presentation**

**Start date:** Not Applicable

**Length:** Approx. 25 Slides presentation, 300 words summary and participation

**Details:** Students will be required to work in a group throughout the semester and deliver a group presentation in the class. Assessment criteria and standards are clearly outlined in the course outline and discussed with the students at the beginning of the semester. Mark and feedback on presentation will be provided on and after the presentation.

**Additional details:**

This assessment task has three elements:

1. **In-class presentation (in group)/ discussion (Mark – 10%)**

From Week 3 onwards, following the lecture, one group will lead the discussion, while the rest of the class will ask questions, provide comments and engage in discussion – individually and/ or groups.

- The lead group for a particular class will give a presentation, summarising the key ideas, issues and questions based on the readings (both prescribed and others) relevant to the particular theme of the week. The presentation focuses on the case study materials related to the seminar topic of the week, ensuring a minimal overlap with the seminar discussion.
- The group can decide strategies – e.g. whether one or all members are going to present, how they are going to respond to questions, and how they are going to organise group work, and engage the rest of the class during and after the presentation, posing questions to stimulate thinking and discussion.
- The presenting group will engage the rest of the class through the related Q&A, games, tasks etc to make the presentation engaging and entertaining.
- The lecturer will provide commentaries, ask questions and offer insights.
2. A summary note (group) (Mark - 5%)

After TWO days of the presentation, a 300-word summary note of the materials covered in the presentation in addition to the copy of PowerPoint slides will be submitted via the course's moodle site.

3. Participation (Mark - 5%)

Active participation in Moodle posting and discussion in a group presentation and also all aspects of the class – face-to-face and online contributions to learning within the class. This will be assessed by coordinator on basis of active engagement with our learning – questions and contributions in class, responses to others, offering resources, sharing tasks.

Submission notes: As scheduled

Turnitin setting: This is not a Turnitin assignment
Attendance Requirements

The School of Social Sciences guidelines on attendance are available at https://socialsciences.arts.unsw.edu.au/students/resources/policies-guidelines/.

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority.

A student who attends less than eighty per cent of the classes within a course may be refused final assessment. You are responsible for keeping track of your attendance and contacting your course convenor immediately if you are concerned about your attendance record and its impact on your ability to complete your course successfully.

Explanations of absences from classes or requests for permission to be absent from forthcoming classes should be addressed to the course convenor in writing and, where applicable, should be accompanied by appropriate documentation (e.g. medical certificate).

For the purpose of attendance monitoring, the final assessment for this course is Case Study Report worth 50% of your overall grade for this course. This is the assessment item that will be graded at zero if you do not meet the attendance requirement for this course.

For this course, attendance is calculated as shown in the table below:

<table>
<thead>
<tr>
<th>Learning activity</th>
<th>Monitoring mechanism</th>
<th>Minimum attendance requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>A roll is taken in class</td>
<td>80%</td>
</tr>
<tr>
<td>In-class presentation</td>
<td>A roll is taken in class</td>
<td>100%</td>
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</table>

Course Schedule

View class timetable

Timetable

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 17 February - 21</td>
<td>Seminar</td>
<td>20 Feb:</td>
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</tbody>
</table>
| February | Course introduction  
| Seminar: the framework for ARTS3750  
| (Group formation, planning and scheduling of activities, communication etc.) |
| Week 2: 24 February - 28 February | Seminar | 27 Feb:  
| Seminar on - Sustainable development: A conceptual and historical overview  
| Lecturer will discuss how in-class presentation and discussions will be implemented with a topic and finalise the group membership. |
| Week 3: 2 March - 6 March | Seminar | 5 March:  
| Ownership and control of natural resources: Tragedy of the Commons?  
| Plus  
| Group Presentation 1: MEXICO:  
| Community ownership and control in Mexican forestry enterprises: Key issues and opportunities. Group’s Moodle task: submission of a 300 words summary on Moodle’s discussion forum by 11.59pm of 9 March. Failure to submit this summary by due date will affect the mark allocated for summary note. |
| Week 4: 9 March - 13 March | Seminar | 12 March:  
| Decentralisation and equity in development and environmental policies  
| Plus  
| Group Presentation 2: INDONESIA  
| Decentralised natural resource management in Indonesia: Opportunities and risks for local accountability  
| Group’s Moodle task: submission of a 300 words summary on Moodle’s discussion forum by 11.59pm of 16 March. Failure to submit this summary by due date will affect the mark allocated for summary note. |
| Week 5: 16 March - 20 | Seminar | 19 March:  
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| |</p>
<table>
<thead>
<tr>
<th>March</th>
<th>Community participation in development and environmental management</th>
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<tr>
<td></td>
<td>Plus</td>
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<tr>
<td></td>
<td><strong>Group Presentation 3: THAILAND</strong></td>
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<tr>
<td></td>
<td>Community-based biodiversity conservation in Thailand: who wins, who loses?</td>
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<tr>
<td></td>
<td><strong>Group’s Moodle task:</strong> submission of a 300 words summary on Moodle’s discussion forum by 11.59pm of 23 March. Failure to submit this summary by due date will affect the mark allocated for summary note.</td>
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<tr>
<td>Week 6: 23 March - 27 March</td>
<td>Seminar</td>
<td>26 March:</td>
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<td></td>
<td><strong>Case study 1: Environmental conservation through Landcare groups in NSW, Australia</strong></td>
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<td></td>
<td><strong>Group Presentation 5: NEW ZEALAND</strong></td>
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<tr>
<td></td>
<td>Indigenous community in environmental conservation in New Zealand: Key issues and lessons</td>
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<tr>
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<td><strong>Group’s Moodle task:</strong> submission of a 300 words summary on Moodle’s discussion forum by 11.59pm of 30 March. Failure to submit this summary by due date will affect the mark allocated for summary note.</td>
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<tr>
<td>Week 7: 30 March - 3 April</td>
<td>Online Activity</td>
<td>2 April:</td>
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<td></td>
<td><strong>Reading and online activity week (no class)</strong></td>
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<tr>
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<td>After completing your reading allocated for this week, each student will write a 300 words summary of their reading and submit this via course’s moodle site by 11.59pm, 6 April.</td>
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<tr>
<td></td>
<td>No submission or late submission will result in you being absent for this seminar and may affect the mark allocated for participation.</td>
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<tr>
<td>Week 8: 6 April - 10 April</td>
<td>Seminar</td>
<td>9 April:</td>
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<td><strong>Case study 2: Politics of environment in Malabar</strong></td>
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<tr>
<td>Week 9: 13 April - 17 April</td>
<td>Seminar</td>
<td>16 April</td>
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<td></td>
<td></td>
<td>Case Study 3: Urbanisation of poverty - Slum development in India</td>
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<td></td>
<td>Plus</td>
<td>Group Presentation 6: The Philippines Slums development in Manila</td>
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<tr>
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<td>Group’s Moodle task: submission of a 300 words summary on Moodle’s discussion forum by 11.59pm of 20 April. Failure to submit this summary by due date will affect the mark allocated for summary note.</td>
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<table>
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<tr>
<th>Week 10: 20 April - 24 April</th>
<th>Seminar</th>
<th>23 April</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Case study 4: Disaster governance and justice in Nepal</td>
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<tr>
<td></td>
<td>Plus</td>
<td>Group Presentation 7: Sri Lanka - Response to Tsunami in Sri Lanka</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group’s Moodle task: submission of a 300 words summary on Moodle’s discussion forum by 11.59pm of 27 April. Failure to submit this summary by due date will affect the mark allocated for summary note.</td>
</tr>
</tbody>
</table>
Resources

Prescribed Resources

The UNSW Library website: http://www.library.unsw.edu.au.

In order to follow the course themes, key readings are assigned below to cover the seminars and discussion topics. Please note that this is NOT a full list of recommended readings. At this advanced undergraduate level, students are expected to read a wide range of articles that are related to the topics. For class discussion and assessment purposes, it will be assumed that you have critically read at a minimum the prescribed and some supplementary readings. Please read these articles before the lecture to maximise the benefits from the curse.

There is also suggested supplementary reading list to increase the breadth of your understanding of the course material and to assist you in library research for your essays. Reading is organised by topic theme and discussions, as follows:

Assigned readings (Week by Week):

20 Feb: INTRODUCTION

Introductory readings:


27 Feb: SUSTAINABLE DEVELOPMENT

Seminar:


**Discussion:**


**5 March: TRAGEDY OF THE COMMONS**

**Seminar:**


**Discussion:**


12 March  DECENTRALISATION

Seminar:


Discussion:


19 March  COMMUNITY PARTICIPATION

Seminar:


Discussion:


26 March LANDCARE IN AUSTRALIA’S ENVIRONMENTAL MANAGEMENT

Seminar:


Discussion:


2 APRIL: Reading and online activity week (No Class) – *Food Security*


**9 April MALABAR HEADLAND IN SYDNEY**

*Seminar:*


*Discussion:*


16 April: 

**SLUMS AND URBAN POVERTY**

**Seminar:**


**Discussion:**


23 April: 

**DISASTERS**

**Seminar:**


**Discussion:**


**Recommended Resources**


Other readings:

- Hay, I. (1996), *Communicating in Geography and the Environmental Sciences*, Oxford University Press, Melbourne. (You are also encouraged to look at this book for essay writing etc.)

Some relevant journals include:

*Sustainable Development, Journal of Development Studies*

*World Development, Environment, Development and Sustainability*

*Development and Change, Geoforum, Global Environmental Change*

Asia Pacific Viewpoint, Local Environment, Disasters

Urbanization and Environment, Mountain Research and Development

Society and Natural Resources, Environment and Planning

Geographical Research, Australasian Journal of Environmental Management

These and many other useful journals are available online through UNSW library.

You will 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.

Course Evaluation and Development

Student feedback is gathered periodically using, among other means, UNSW’s myExperience process. Informal feedback and class-generated feedback are important. A brief survey will be conducted around the middle of the semester to identify areas of student issues. Analysis of feedback will inform the reasonable adjustment of course content and delivery where possible. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Changes to the course will be introduced to subsequent cohorts of students taking the course.
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

(Shrestha 2017)

CRICOS

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