



Australia's
Global
University



ARTS3750

Development, Community and Environment

Term One // 2020

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Krishna Shrestha	krishna.shrestha@unsw.edu.au	By email appointment	Morven Brown G17	93851413

Lecturers

Name	Email	Availability	Location	Phone
Zeenat Mahjabeen	z.mahjabeen@unsw.edu.au	by email appointment		

School Contact Information

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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

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

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:

Learning activity	Monitoring mechanism	Minimum attendance requirement
<i>Seminar</i>	<i>A roll is taken in class</i>	<i>80%</i>
<i>In-class presentation</i>	<i>A roll is taken in class</i>	<i>100%</i>

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 17 February - 21	Seminar	20 Feb:

February		<p><i>Course introduction</i></p> <p><i>Seminar: the framework for ARTS3750</i></p> <p><i>(Group formation, planning and scheduling of activities, communication etc.)</i></p>
Week 2: 24 February - 28 February	Seminar	<p>27 Feb:</p> <p><i>Seminar on - Sustainable development: A conceptual and historical overview</i></p> <p><i>Lecturer will discuss how in-class presentation and discussions will be implemented with a topic and finalise the group membership.</i></p>
Week 3: 2 March - 6 March	Seminar	<p>5 March:</p> <p><i>Ownership and control of natural resources: Tragedy of the Commons?</i></p> <p>Plus</p> <p><i>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.</i></p>
Week 4: 9 March - 13 March	Seminar	<p>12 March:</p> <p><i>Decentralisation and equity in development and environmental policies</i></p> <p>Plus</p> <p><i>Group Presentation 2: INDONESIA</i></p> <p><i>Decentralised natural resource management in Indonesia: Opportunities and risks for local accountability</i></p> <p><i>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.</i></p>
Week 5: 16 March - 20 March	Seminar	<p>19 March:</p>

March		<p><i>Community participation in development and environmental management</i></p> <p><i>Plus</i></p> <p><i>Group Presentation 3: THAILAND</i></p> <p>Community-based biodiversity conservation in Thailand: who wins, who loses?</p> <p><i>Group's Moodle task:</i> 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.</p>
Week 6: 23 March - 27 March	Seminar	<p>26 March:</p> <p><i>Case study 1: Environmental conservation through Landcare groups in NSW, Australia</i></p> <p><i>Plus</i></p> <p><i>Group Presentation 5: NEW ZEALAND</i></p> <p>Indigenous community in environmental conservation in New Zealand: Key issues and lessons</p> <p><i>Group's Moodle task:</i> 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.</p>
Week 7: 30 March - 3 April	Online Activity	<p>2 April:</p> <p><i>Reading and online activity week (no class)</i></p> <p><i>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.</i></p> <p><i>No submission or late submission will result in you being absent for this seminar and may affect the mark allocated for participation.</i></p>
Week 8: 6 April - 10 April	Seminar	<p>9 April:</p> <p><i>Case study 2: Politics of environment in Malabar</i></p>

		<p>Headland, Sydney</p> <p>Plus</p> <p><i>Group Presentation 5: BANGLADESH Politics of climate change adaptation in Bangladesh</i></p> <p><i>Group's Moodle task:</i> submission of a 300 words summary on Moodle's discussion forum by 11.59pm of 13 April. Failure to submit this summary by due date will affect the mark allocated for summary note.</p>
Week 9: 13 April - 17 April	Seminar	<p>16 April</p> <p>Case Study 3: Urbanisation of poverty - Slum development in India</p> <p>Plus</p> <p><i>Group Presentation 6: The Philippines Slums development in Manila</i></p> <p><i>Group's Moodle task:</i> 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.</p>
Week 10: 20 April - 24 April	Seminar	<p>23 April</p> <p><i>Case study 4:</i> Disaster governance and justice in Nepal</p> <p>Plus</p> <p><i>Group Presentation 7: Sri Lanka - Response to Tsunami in Sri Lanka</i></p> <p><i>Group's Moodle task:</i> 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.</p>

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 course.

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:

Bryant, R. and Wilson, G. (1998), Rethinking Environmental Management, *Progress in Human Geography*, vol. 22, no. 3, pp.321-343

World Commission on Environment and Development (1987), *Our Common Future*, Oxford University Press, Oxford.

Howitt, R. (2001), *Rethinking Resource Management: Justice, Sustainability and Indigenous Peoples*, London, Routledge (Chapter 1).

Shrestha, K. K. (2016), *Dilemmas of Justice: Collective action and Equity in Nepal's Community Forestry*, Adroit Publishers, New Delhi, India.

Shrestha, K. K., Ojha, H., McManus, P., Rubbo, A. and Dhote, K. (eds.) (2015), *Inclusive Urbanization: Rethinking Participation, Planning and Policy*, Routledge, London and New York.

27 Feb: SUSTAINABLE DEVELOPMENT

Seminar:

Kates, R., Parris, T. and Leiserowitz, A. (2005), What is sustainable development, *Environment*, vol. 47, no. 3, pp. 9-21.

Mebratu, M. (1998), Sustainability and sustainable development: Historical and conceptual review, *Environmental Impact Assessment Review*, vol. 18, pp. 493 – 520.

Berke, P. (2002), Does Sustainable Development Offer a New Direction for Planning? Challenges for the Twenty-First Century, *Journal of Planning Literature*, vol. 17, no. 1, pp. 21-36.

Discussion:

Diesendorf, M. and Hamilton, C. (1997), The Ecologically Sustainable Development Process in Australia, In Diesendorf, M. and Hamilton, C. (eds.) *Human Ecology, Human Economy*, Allen and Unwin, St. Leonards, pp. 285-301.

Sydney Water (*n.d.*), Environment Plan 2012-17: Sydney Water's objectives, targets and actions to manage and improve environmental performance.

5 March: TRAGEDY OF THE COMMONS

Seminar:

Hardin, G. (1968), The Tragedy of the Commons, *Science*, vol. 162, pp. 1243-1248.

Feeny, D., Berkes, F., McCay, B. and Acheson, J. (1990), The Tragedy of the Commons: Twenty-Two Years Later, *Human Ecology*, vol.18, no.1, pp.1-19.

Dietz, T., Ostrom, E. and Stern, P. (2003), The Struggle to Govern the Commons, *Science*, vol. 302, no. 12, pp. 1907-1912

Shrestha, K. K. & Ojha, H. (2017), 'Theoretical advances in community-based natural resource management: Ostrom and beyond, In Shivakoti, G., Pradhan, U., and Helmi, H.(2017), *Redefining Diversity and Dynamics of Natural Resources Management in Asia*. Volume 1, Elsevier, UK, pp.13 – 40.

Discussion:

Antinori, C. and Bray, D. B. (2005), Community forest enterprises as entrepreneurial firms: Economic and institutional perspectives from Mexico, *World Development*, vol. 33, no. 9, pp. 1529-1543.

Cubbage, F. W., R. R. Davis, D. Rodríguez Paredes, R. Mollenhauer, Y. Kraus Elsin, G. E. Frey, I. A. González Hernández, H. Albarrán Hurtado, A. M. S. Cruz and D. N. C. Salas (2015), Community Forestry Enterprises in Mexico: Sustainability and Competitiveness, *Journal of Sustainable Forestry*, vol.34, no.6-7, pp. 623-650.

12 March

DECENTRALISATION

Seminar:

Larson, A. and Ribot, J. (2004), Democratic Decentralisation through a Natural Resource lens: An Introduction, *European Journal of Development Research*, vol. 16, pp. 1–25.

Ribot, J. C., A. Agrawal and A. M. Larson (2006), Recentralizing while decentralizing: How national governments reappropriate forest resources, *World Development*, vol. 34, no.11, pp. 1864-1886.

Shrestha, K. K. (2012), 'Towards Environmental Equity in Nepalese Community Forestry', In Frederick D. Gordon & Gregory K. Freeland (ed.), *International Environmental Justice: Competing Claims and Perspectives*, ILM Publications, Hertfordshire, UK, pp. 97–111.

Discussion:

Gallemore, C., M. Di Gregorio, M. Moeliono and M. Brockhaus (2015), Transaction costs, power, and multi-level forest governance in Indonesia, *Ecological Economics*, vol. 114, pp. 168-179.

Sahide, M., S. Supratman, A. Maryudi, Y.-S. Kim and L. Giessen (2016), Decentralisation policy as recentralisation strategy: forest management units and community forestry in Indonesia, *International Forestry Review*, vol.18, no. 1, pp. 78-95.

19 March

COMMUNITY PARTICIPATION

Seminar:

Arnstein, S. (1969), A ladder of citizen participation, *Journal of American Institute of Planning*, vol.35, no.4, pp.216-224.

Agrawal, A. and Gibson, C. (1999), Enchantment and Disenchantment: The Role of Community in Natural Resource Conservation, *World Development*, vol.27, no.4, pp. 629-649.

Shrestha, K. K. and McManus, P. (2008), The politics of community participation in natural resource management, lessons from community forestry in Nepal, *Australian Forestry*, vol.71, no.2, pp.135-146.

Dressler, W., Buscher, B., Schoon, M., Brockington, D., Hayes, T., Kull, C., McCarthy, J., and Shrestha, K. K. (2010), From Hope to Crisis and Back Again? A Critical Genealogy of the Global CBNRM Narrative, *Environmental Conservation*, vol. 37, no.1, pp. 5–15.

Discussion:

Bennett, N. J. and P. Dearden (2014), Why local people do not support conservation: community perceptions of marine protected area livelihood impacts, governance and management in Thailand, *Marine Policy*, vol. 44, pp. 107-116.

Samek, J. H., D. L. Skole, C. Butthep, C. Navanugraha, P. Uttaruk and T. Laosuwan (2011), Inpang carbon bank in northeast Thailand: a community effort in carbon trading from agroforestry projects. Carbon sequestration potential of agroforestry systems, Springer, pp.263-280.

Adams, W. M., R. Aveling, D. Brockington, B. Dickson, J. Elliott, J. Hutton and W. Wolmer (2004). Biodiversity conservation and the eradication of poverty, *Science*, vol. 306, no. 5699, pp. 1146-1149.

Mahjabeen, Z. and Shrestha, K. K. (2009), rethinking community participation in urban planning: The role of disadvantaged groups in Sydney Metropolitan Strategy, *Australasian Journal of Regional Studies*, vol. 15, no.1, pp.45-63.

26 March LANDCARE IN AUSTRALIA'S ENVIRONMENTAL MANAGEMENT

Seminar:

Jennings, S. and Moore, S. (2000), The rhetoric behind regionalization in Australian natural resource management: myth, reality and moving forward, *Journal of Environmental Policy and Planning*, vol. 2, pp. 177–191.

Lockwood, M. and Davidson, J. (2010), Environmental governance and the hybrid regime of Australian natural resource management, *Geoforum*, vol. 41, no.3, pp. 388–398.

Curtis, A. and Lockwood, M. (2000), Landcare and Catchment Management in Australia: Lessons for State-Sponsored Community Participation, *Society and Natural Resources*, vol. 13, pp. 6173.

Discussion:

Hill, R. S. (2016), New Zealand Maori: The Quest for Indigenous Autonomy, *Ethnopolitics*, vol. 15, no.1, pp. 144-165.

Lyver, P. O. B., P. Timoti, C. J. Jones, S. J. Richardson, B. L. Tahi and S. Greenhalgh (2016), An indigenous community-based monitoring system for assessing forest health in New Zealand, *Biodiversity and Conservation*, pp. 1-30.

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

Ojha, H., Shrestha, K. K., Subedi, Y., Shah, R., Nuberg, I., Heyojoo, B., Cedamon, E., Tamang, S., Paudel, K., Rigg, J., Malla, Y. & McManus, P. (2017), Agricultural land underutilisation in the hills of Nepal: Investigating socio-environmental pathways of change, *Journal of Rural Studies*, vol. 53, pp.156-172.

Tamang, S, Paudel, K & Shrestha, K. K. (2014), Feminization of agriculture and its implications for food security in Nepal, *Journal of Forest and Livelihood*. vol.12, no. 1, pp. 20–32.

Gartaula, H. N., A. Niehof and L. Visser (2010), Feminisation of Agriculture as an Effect of Male Out-migration: Unexpected Outcomes from Jhapa District, Eastern Nepal, *International Journal of Interdisciplinary Social Sciences*, vol. 5, no. 2, pp. 565 – 577.

Kenney-Lazar, M. (2012), Plantation rubber, land grabbing and social-property transformation in southern Laos, *Journal of Peasant Studies*, vol. 39, no. 3-4, pp. 1017-1037.

Franco, J. C., 2012. Global land grabbing and trajectories of agrarian change: A preliminary analysis, *Journal of agrarian change*, pp. 12, no. 1, pp. 34-59.

9 April MALABAR HEADLAND IN SYDNEY

Seminar:

Shrestha, K. and Dee, J. (2008), Planning for sustainable development: Investigating environment-development decision making in Sydney's Malabar Headland, *Dialogues in Urban Planning: Towards Sustainable Regions*, Sydney University Press, Sydney: Gilmour and Blakely (eds.), pp. 3-26.

Mahjabeen, Z., Shrestha, K. K. and Dee, J. (2009), Rethinking community participation in urban planning: The role of disadvantaged groups in Sydney Metropolitan Strategy, *Australasian Journal of Regional Studies*, vol. 15, no. 1, pp.45-63.

Shrestha, K. & Mahjabeen, Z, 2011, 'Civil science, community participation and planning for knowledge-based development: analysis of Sydney Metropolitan Strategy', *International Journal of Knowledge-Based Development*, vol. 2, no. 4, pp. 412 – 432.

Discussion:

Güneralp, B. and K. C. Seto (2008), Environmental impacts of urban growth from an integrated dynamic perspective: A case study of Shenzhen, South China, *Global Environmental Change*, vol. 18, no. 4, pp. 720-735.

Xu, J. (2016), Environmental discourses in China's urban planning system: A scaled discourse-analytical perspective, *Urban Studies*, vol. 53, no. 5, pp. 978-999.

16 April: SLUMS AND URBAN POVERTY

Seminar:

Roy, A. (2009), Why India cannot plan its cities: Informality, insurgence and the idiom of urbanisation, *Planning Theory*, vol.8, no.1, pp.76 – 87.

Butala, N., VanRooyen, M. and Patel, R. (2010), Improved health outcomes in urban slums through infrastructure upgrading, *Social Science and Medicine*, vol.71, pp.935-940.

Maxwell, A. & Shrestha, K. K. (2015), 'Microfinance and poverty alleviation in urban India: Lessons from four microfinance organizations', In Shrestha, *et al.* (2015), *Inclusive Urbanization: Rethinking Participation, Planning and Policy*, Routledge, London and New York, pp. 120–136.

Government of India (*n.d.*), Slum development policy 2010, [www.indiaenvironmentportal.org.in/reports-documents/slum-development-policy-2010]

Discussion:

Porio, E. and Crisol, C. (2004), Property rights, security of tenure and the urban poor in Metro Manila, *Habitat International*, vol. 28, pp. 203-219.

Choi, N. (2016), Metro Manila through the gentrification lens: Disparities in urban planning and displacement risks. *Urban Studies*, vol. 53, no. 3, pp. 577-592

23 April: DISASTERS

Seminar:

Shrestha, K. K., *et al* (2018), Disaster justice in Nepal's earthquake recovery, *International Journal of Disaster Risk Reduction* (online available).

Aryal, K. R. (2014), *International Journal of Disaster Risk Reduction*, *International Journal of Disaster Risk Reduction*, vol. 9(C), pp. 137–146.

Heltberg, R. (2007), Helping South Asia cope better with natural disasters: The role of social protection. *Development Policy Review*, vol. 25, no. 6, pp. 681-698.

van der Keur, P., C. van Bers, H. J. Henriksen, H. K. Nibanupudi, S. Yadav, R. Wijaya, A. Subiyono, N. Mukerjee, H. J. Hausmann, M. Hare, C. T. van Scheltinga, G. Pearn and F. Jaspers (2016), Identification and analysis of uncertainty in disaster risk reduction and climate change adaptation in South and Southeast Asia. *International Journal of Disaster Risk Reduction*, vol. 16, pp. 208-214.

Discussion:

Bruen, J., J. Von Meding and K. Hadjri (2013), An analysis of an international NGOs design decision-making in post-disaster developing country context a Sri Lanka case study, *Archnet-IJAR*, vol. 7, no. 3, pp. 130-145.

Gunawardena, A. and J. M. Baland (2016), Targeting Disaster Aid in Post-Tsunami Sri Lanka, *Development Policy Review*, vol. 34, no. 2, pp. 179-195.

Recommended Resources

Agyeman, J. (2005), Where justice and sustainability meet, *Environment*, vol. 47, pp. 10–24.

Agyeman, J., Bullard, R. and Evan, B. (2002), Exploring the Nexus: Bringing Together Sustainability, Environmental Justice and Equity, *Space and Polity*, vol. 6, pp. 77-90.

Agyeman, J. and Evans, B. (2004), Just sustainability: the emerging discourse of environmental justice in Britain, *The Geographical Journal*, vol. 170, pp. 155–164.

Arnstein, S. (1969), A ladder of citizen participation. In J. M. Stein (1995) (eds.), *Classic Reading in Urban Planning: An Introduction*. McGraw-Hill Inc: New York.

Boehmer-Christiansen, S. (1994), Politics and Environmental Management, *Journal of Environmental Planning and Management*, vol. 37, no. 1, pp. 69-85.

Blaikie, P. (2006), Is Small Really Beautiful? Community-based Natural Resources Management in Malawi and Botswana, *World Development*, vol. 34, pp. 1942-1957.

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Some relevant journals include:

Sustainable Development, Journal of Development Studies

World Development, Environment, Development and Sustainability

Development and Change, Geoforum, Global Environmental Change

Journal of Peasant Studies, Antipode, Nature, Science, Nature Climate 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

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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.

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Submission of Assessment Tasks

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