COMD5001

International Development Policy

Term Two // 2019

School of Social Sciences // UNSW Arts and Social Sciences

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Course Overview

Staff Contact Details

Convenors

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

Lecturers

Name	Email	Availability	Location	Phone
Jagannath Adhikari	j.adhikari@unsw.edu.au	By appointment		

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

Are you interested to understand why there is a rich world and there is a poor world? What type of socio-economic and environmental policies can be identified and implemented to address some of these development challenges? In this course, you will critically engage with several of the 'big issues' concerning international development policy and highlights the link between ideas, policy and the reality of development with an emphasis on the challenges facing local communities in developing countries. The course blends theories of development with the rapidly expanding discipline of public policy to enable you to examine and explain the rate, form and patterns of socio-economic and environmental development challenges and opportunities. You will explore the influences upon this patterning and the response by local communities, state organisations and other institutions. The course will also include engagement with several sectoral policy issues on sustainable development such as participation, urban poverty, food security, equity, climate change and disasters.

Course Learning Outcomes

1. Explain key concepts, approaches, issues and achievements of development theories applied as development policy in developing countries
2. Develop a critical perspective of development policies implemented to address key aspects of uneven development, focusing on major implications for the local communities
3. Undertake critical social science research, independently and in a team environment, and develop the knowledge and communication skills necessary to engage in international development policy analysis and practice

Teaching Strategies

This course is designed to build knowledge and skills in relation to development problems in developing countries, development policy, and the consequences of policy and policy reform. The objective is to focus on the range of ways we can identify development as an issue (for example as poverty or disaster), its components (economic, social, cultural) and solutions (for example as programs, policies etc) to problems that are local, national and global in character. You will have the opportunity to interpret, analyse and propose solutions to development issues using a range of principles constructed as theories about development that are often in conflict with each other and lead to a range of intended and unintended practical outcomes. The course will encourage you to engage in learning through structured activities, independent critical thinking and research-based work. Assessments will build knowledge and skills in a range of development policy topics and assess both written and oral presentations.

Assessment

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Intensive Day: 20 July Saturday (9.30am to 4.30pm)

Disasters and Development in the Himalayas

We examine key issues of disasters and development relevant for the course. The intensive day is divided into several parts. In the first and second parts, we will have seminars covering disaster context, and disaster case study in Nepal Himalaya. Both seminars will have seminar and discussion sessions. The third part of the day will involve a policy analysis / deliberation role-play. More detailed outline of the Intensive Day – its structure, required pre-readings, and preparation – will be provided in class.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Policy Case Study	50%	09/08/2019 11:59 PM	1,2,3
Oral Presentation	20%	Not Applicable	1,2
Paper critique	30%	05/07/2019 11:59 PM	1,2,3

Assessment Details

Assessment 1: Policy Case Study

Start date: Not Applicable

Length: 2000 words

Details:

Presentation: Typewritten with line spacing of 1.5, 12 point font size and margins no less than 2 cm, consistent formatting and referencing style.

The case study report provides you with the opportunity to investigate in some depth a specific development policy issue and produce a research-based document. You have to choose a policy case from a developing country that demonstrates various aspects of science and politics in policy development and implementation. You can choose any contemporary development policy issues – such as:

a) equity in development

b) disaster recovery policy in Nepal (or any developing country)

c) responding to urban poverty in India (any middle-income country)

Please note that these are just indicative topics and you are free to choose your own topic and case as long as you can articulate science-policy interface lens in the case/topic of your choice.

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 (~200 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 (~400 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,

Start date: Not Applicable

Length: Approx. 10 powerpoint slides; 300 words summary and participation

Details: Presentation of approximately 10 slides fully referenced; Students will receive written feedback and a marked rubric within ten days of their presentation. The rubric will be available at the start of semester to allow students to work towards clearly communicated standards.

Additional details:

(Total mark 20%, which consists of oral presentation – 10%, summary of presentation – 5%; participation – 5%)

a) Presentation (Mark - 10%)

- 10 PowerPoint slides (approx.), purportedly referenced and introduced
- You will give a presentation of about 10 minutes, summarising the key ideas, issues and questions based on the readings (both prescribed and others). You should decide strategies – e.g. how to communicate your message effectively, how are you going to respond to questions, and how you are going to engage the rest of the class after the presentation etc.
- The primary aim of this presentation is to highlight key issues of relevance to the course so as to inspire and inform your colleagues, and also to reflect your own research and interests. It must

Attendance Requirements

Students are expected to participate actively in all learning and teaching activities (henceforth ‘classes’, to include lectures, tutorials, seminars, labs, online activities and so on). If you attend less than 80% of classes, you 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. For the purpose of attendance monitoring, the final assessment for this course is Policy Case Study worth50 # of your overall grade for this course. This is the assessment item that may be graded at zero if you do not meet the attendance requirement for this course.

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Seminar	5 June Class 1: Course introduction Introduction to the course and how it is organised; introduction to class participants; identification of key issues which we will explore etc. Objectives are: - Clarify expectations around the course - Learn about each other; identify contributions and expectations - Develop groups for intensive classes
Week 2: 10 June - 14 June	Seminar	12 June 2019 Class 2: Perspectives on International Development Policy Key readings and initial presentation – what do we mean by international development; what do we mean by international development policy? What are the critical perspectives and major issues?
Week 3: 17 June - 21 June	Seminar	19 June 2019 Class 3: Public Policy and International development We explore issues related to public policy and international development. In particular, we focus on the processes and actors involved in international

		development policy. Note: Student Groups will be finalised for the intensive day. Groups will represent key stakeholders involved in international development such as a) international and local NGOs, b) national and local governments; c) local communities; d) bilateral donors and international financial institutions, and e) development scholars. Students will be able to demonstrate an understanding of the political economy and the range of influences on actors working on international development policy.
Week 4: 24 June - 28 June	Reading	26 June - NO CLASS: *Mljglc _argtgrw ucci* (in lieu of Class 4) *?drcp amknjcrgle wmsp pc_bgle _jjma_rcb dmp rfgq ucci &_ kglgksk md rum _prgajcq'* c_af qrsbclr ugjj upgrc _ 1.. umpbq qskk_pw _lb qs`kgr rfgq qskk_pw rm* krishna.shrestha@unsw.edu.au *`w //,37nk* 06 Hslc, Lm qs`kgqqgml mp j_rc qs`kgqqgml ugjj pcqsjr gl wms `cgle _`qclr dmp rfgq qckgl_p*
Week 5: 1 July - 5 July	Online Activity	

		#3 – NGOs in Disaster management #4 – Foreign aid and development
Week 10: 5 August - 9 August	Presentation	7 Aug 2019 Oral presentation 3 Topics to be presented - #5– Food security issues and challenges #6– Slums development in urbanising Asia *Njsq dccb`_ai _lb ct_js_rgml* *Qf_pc pcdjcargmlq ml rfc amspqc ugrf _l cknf_qgq ml mlc gknmpr_lr jc_plgle* jcqqml* aml acnr mp qigjj, C_af n_prgagn_lr ugjj `c cvncarcb rm aml rpg`src glqgefrq _lb apgrgosc _pmslb uf_r rfcw f_tc afmqcl _lb ufw,*

Resources

Prescribed Resources

Many resources are provided within the Moodle site for the course. Please look regularly at the materials available for each week, as well as the additional resources uploaded. There is always a Moodle forum for discussing what you have read and learned. Use this, share your insights, invite feedback ... that's how you will learn!

Recommended Resources

The texts and readings are offered as initial background reading. They provide an introduction to the key issues on which we will focus but are not to be considered complete or comprehensive. It is our expectation that course participants will explore the issues by undertaking their own research and reading and that they will bring these into the class discussions, debates and assignments.

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l.0 Tr 0.00 00(2 n0d 1(E0d 0.000000 0) 0000O ETf5

Hopper P. (2012). Understanding Development. Cambridge, Polity.

Kingsbury, D., Mackay, J., Hunt, J., McGillivray, M and Clark, M., (2008). International Development: Issues and Challenges, Palgrave Macmillan, Houndmills.

Leach, M. and I. Scoons (2005). Science and Citizens: Globalization and the Challenge of Engagement, Zed Books, London.

Mosse, D. (2005). Cultivating Development: An Ethnography of Aid Policy and Practice. New Delhi, Vistaar Publications.

Nussbaum M.C. (2011) Creating capabilities. The human development approach. Cambridge. Harvard University Press.

Robbins, P. (2012). Political Ecology: A Critical Introduction (2nd Edition). Blackwell.

Sen, A. (1999). Development as Freedom, Oxford University Press.

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

Thomas A, Mohan G. (2007). Research skills for Policy and Development. How to find out fast, London, Sage.

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

Articles that you may find of interest:

Agrawal, A. and Gibson, C. (1999), Enchantment and Disenchantment: The Role of Community in Natural Resource Conservation, World Development 27 (4): 629-649.

Arnstein, S. (1969), A ladder of citizen participation, Journal of American Institute of Planning 35 (4): 216-224.

Bardhan, P. (2002). "Decentralization of governance and development." The Journal of Economic Perspectives 16(4): 185-205.

Bebbington, A. (1999), Social capital, development, and access to resources in highland Ecuador, Economic Geography 75 (4): 395-418.

Bowen S, Zwi A. (2005) Pathways to evidence-informed policy and practice: a framework for action. Public Library of Science, Medicine, 2005 2 (7); 0100-0106 (e166).

Brett, E. (2003) 'Participation and accountability in development management,' Journal of Development Studies 40 (2): 1-29.

Chhatre, A. and V. Saberwal (2006). "Democracy, Development and (Re-) Visions of Nature: Rural Conflicts in the Western Himalayas." Journal of Peasant Studies 33(4): 678-706.

Cornwall, A. (2008) ‘Unpacking ‘Participation’: models, meanings and practices’, Community Development Journal 43: 269-283.

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

Kates, R., Parris, T. and Leiserowitz, A. (2005), What is sustainable development, Environment 47 (3): 9-21.

Lund, C. (2006). "Twilight Institutions: Public Authority and Local Politics." Development and Change 37(4): 685-705.

McManus, P., Shrestha, K. K. & Yoo, D. (2014), Equity and climate change adaptation: Lessons from Lake Macquarie, Australia. Urban Climate. vol. 10, pp. 1-18.

Mosse, D. (2013). The anthropology of international development. Annual Review of Anthropology. 42: 227-246.

Ojha, H. (2013). "Counteracting hegemonic powers in the policy process: critical action research on Nepal’s forest governance " Critical Policy Studies 7(3): 242-262.

Pearson M, Zwi AB, Buckley NA. Prospective Policy Analysis: How an epistemic community informed policymaking on intentional self-poisoning in Sri Lanka. Health Research Policy and Systems 2010, 8:19;

Shrestha, K. K. and McManus, P. (2008), The politics of community participation in natural resource management, lessons from community forestry in Nepal, Australian Forestry 71 (2): 135-146.

Shrestha, K. K., Ojha, H., & McManus, P. (2015), ‘Urbanization, social inclusion and climate change: An introduction’, In Shrestha, et al. (2015), Inclusive Urbanization: Rethinking Participation, Planning and Policy, Routledge, London and New York, pp.1–12.

Sneddon, C., Howarth, R. and Norgaard, R. (2006), Sustainable development in a post-Brundtland world, Ecological Economics 57: 253–268.

Wesselink, A., K. S. Buchanan, Y. Georgiadou and E. Turnhout (2013). "Technical knowledge, discursive spaces and politics at the science-policy interface." Environmental Science & Policy 30: 1-9.

Zwi AB, Blignault I, Bunde-Birouste A, Ritchie J, Silove D. Decision-makers, donors and data: factors influencing the development of mental health and psychosocial policy in the Solomon Islands. Health Policy and Planning,
2011; 26 (4):338-348.doi: 10.1093/heapol/czq069.
http://heapol.oxfordjournals.org/content/early/2010/11/26/heapol.czq069.full

Zwi AB. (2011) International aid and global health. In Benatar S and Brock G (Eds). Global Health and Global Health Ethics. Cambridge, Cambridge University Press, pp. 184-197.

Additional sources for relevant material include the daily press, the publications of development-oriented organisations, such as NGOs and those that monitor them. Developing country government publications and those of the World Bank are useful sources. Additional readings will be provided or recommended on a weekly basis and will be identified in the online site associated with our course.

Further advice on readings and library resources:

The Library website is at:http://info.library.unsw.edu.au/web/services/services.html

See the UNSW Library e-journal lists and search engines. Links to useful websites are given in the tutorial program. Check out - http://www.library.unsw.edu.au/HowDoI/articles.html

Courses are available in the Library for learning how to use electronic resources - I very strongly recommend you use them.

You will benefit from becoming familiar with Google Scholar (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.

The Library also has access to electronic copies of many general development journals that are up to date and have excellent special issues on many of the topics we cover. Within Moodle, we will be drawing your attention to other journals and hope you will inform each other of valuable resources.

Citeulike (www.citeulike.org), Mendeley (www.mendeley.com) and Delicious (www.delicious.com) are social referencing systems allowing you to share resources. Journals may offer free online access to some key articles or special issues or direct you to other available resources. Note that many of the following journals are available on UNSW Library web site as electronic copies and therefore available easily when on campus and otherwise electronically through the library.

We will add to the list of useful journals to monitor, but these are a good start:

Asia Pacific Viewpoint

Development

Development and Change

Environment, Development and Sustainability

Gender and Development

Global Environmental Change

Journal of International Development

Journal of Development Studies

Journal of Development Policy and Practice

Journal of Latin American Studies

Journal of Developing Areas

Public Administration and Development

Review of African Political Economy Theory, Culture and Society

Sustainable Development

World Development

Geoforum

Regular reports (see websites to get the latest) include:

United Nations Development Program and annual Human Development Report; International Labour Organisation (ILO); UNESCO Reports; World Bank and IMF Reports; Asian Development Bank; OECD Reports (Development Studies Centre); World Trade Organisation (WTO); World Health Organization (WHO) and many more.

See also the websites for development information hub organizations such as:

Development Gateway at http://www.developmentgateway.org/

WhyDev at http://www.whydev.org– this is a network set up by Development Studies graduates from UNSW and seeks to share resources and support those entering and establishing themselves in the development field. They welcome blogs and other contributions.

DevPolicy at http://www.devpolicy.org – a key resource for debates on

field. They welcome blogs and other

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Submission of Assessment Tasks

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.

- 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

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/

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