



ENVG330

Asia-Pacific Development

S2 Day 2014

Dept of Environment & Geography

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Fiona Miller

fiona.miller@mq.edu.au

Contact via fiona.miller@mq.edu.au

E7A 619

Mondays 1:00-2:00 pm

Tutor

Ann El Khoury

ann.elkhoury@mq.edu.au

Contact via ann.elkhoury@mq.edu.au

By appointment only

Credit points

3

Prerequisites

(39cp including (ANTH305 or ANTH321 or ANTH322 or ANTH323 or ANTH324 or ENVG340 or ENVG350 or ENVG370 or ENVG380)) or admission to GDipArts

Corequisites

Co-badged status

Unit description

The Asia–Pacific is a highly differentiated and dynamic region undergoing rapid social, spatial and political transformation. Communities and governments within the Asia–Pacific region are continually dealing with dilemmas associated with development, economic, political and environmental change and contestation by various stakeholders over resources at various scales (international, national and local level). Aid organisations, national bodies and foreign affairs departments in the Asia–Pacific region require graduates with the appropriate knowledge and skills to work in these areas. This unit explores the processes and consequences of development in the Asia–Pacific region and aims to give students a perspective on working professionally within an international context by gaining communication, research, critical thinking, negotiation and decision-making skills, and an appreciation of cultural differences and approaches.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

- Have an advanced knowledge of development theory, context, practice and methods;
- Be able to relate development theory to empirical examples from the Asia Pacific region;
- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;
- Be able to communicate clearly about development issues in both oral and written formats.

General Assessment Information

Assignment submission

Internal students must submit an **electronic copy** of their assignments via Turnitin (prior to 2pm) and a **hard copy** of their assignments to the appropriate assignment box located in the reception area of the Science Student Centre (Room 101), on the ground floor at the western end of building E7A. The Centre is open from 8.30am to 5.00pm on Monday to Friday. There is an after-hours box in the door of building E7A, opposite E5A. **Assignments are to be submitted by 2.00pm on the due dates** and will be considered late if stamped after this time. You must attach a copy of the email approval or medical certificates to justify any late submission.

External students must submit their assignments via Turnitin by 2pm of the due date.

All assignments must include a completed and **signed** coversheet stapled as the front page.

Internal students can download **barcoded** coversheets from the web at http://web.science.mq.edu.au/for/new_and_current_students/assignments_and_coversheets/

Please make a copy of each assignment you submit. This is your insurance against any misadventure to the assignment.

Turnitin

Both internal and external students must submit a copy of their assignments via Turnitin – accessed via the iLearn site. Macquarie University promotes student awareness of information management and information ethics. As well as training and the provision of general information, the University tackles the issue of academic honesty through use of an online text matching tool - Turnitin. This software is used in conjunction with a set of procedures to ensure its use is equitable. Your assessment task will automatically be compared to work of your classmates, previous students from Macquarie and other universities, with material available on the Internet, both freely available and subscription-based electronic journals. The results will be sent only to your lecturer, who will analyse these in reference to the University's standard Policy on

Academic Honesty: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html .

All assessment tasks for ENVG330 must be submitted to Turnitin as part of the submission process, and the Turnitin receipt number recorded on the coversheet of each assignment. You will be able to access the result of the Turnitin scan and be able to review your assignments in light of this result. Not everything that Turnitin picks up as comparable to other work is plagiarised. Use this process constructively to ensure you are referencing correctly and effectively. Instructions for submitting assignment to Turnitin can be found at: http://mq.edu.au/iLearn/student_info/assignments.htm

Extensions and penalties

Extensions will be granted only in unforeseen or exceptional circumstances and only by the unit convenor. Written evidence of illness or misadventure will normally be the only grounds on which extensions will be given. Essays submitted after the due date and without extension will be penalised 10% per day or part thereof. This penalty will be applied unless you are granted an extension by the unit convenor and provide appropriate supporting documentation. Please talk to (or email) the convenor about any circumstances that affect your assignments before the due date. Late essays will not be accepted once marked essays have been returned.

Returning Assessment Tasks

Marked assignments will be returned within approximately 3 weeks of submission via tutorial classes (and then through the Science Student Centre). External students will receive assignment feedback through Grademark in Turnitin.

Assessment Tasks

Name	Weighting	Due
<u>Critical Reflection Paper</u>	25%	1 September 2014
<u>Brief Issues Paper</u>	25%	27 October 2014
<u>Class participation</u>	10%	Weeks 2-13
<u>Exam</u>	40%	TBA

Critical Reflection Paper

Due: **1 September 2014**

Weighting: **25%**

The aim of this 1500 word paper is to critically engage with the position of major aid actors in development by linking theory to development practice. This paper should critically reflect on the ethos of ONE donor development agency. You are encouraged to include in your paper a

specific case study example from the organisation to illustrate your argument, and draw upon examples from the Asia-Pacific region.

On successful completion you will be able to:

- Have an advanced knowledge of development theory, context, practice and methods;
- Be able to relate development theory to empirical examples from the Asia Pacific region;
- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;
- Be able to communicate clearly about development issues in both oral and written formats.

Brief Issues Paper

Due: **27 October 2014**

Weighting: **25%**

The aim of this 1500 word brief issues paper is to investigate a particular development challenge and opportunity in the context of one country in the Asia Pacific. The paper is based on a review of literature covered in the tutorial and the lecture plus a more extensive literature search on ONE of the three proposed topics (water supply OR food security or disasters) in the context of ONE country in the Asia Pacific.

On successful completion you will be able to:

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- Be able to relate development theory to empirical examples from the Asia Pacific region;
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- Be able to communicate clearly about development issues in both oral and written formats.

Class participation

Due: **Weeks 2-13**

Weighting: **10%**

Internal students: Attend all tutorials plus contribute to tutorial discussion (all tutorials). Give at least two 5 minute talks and lead class discussion (tutorial 3-12).

External students: Contribute substantive comments online in response to tutorial discussion questions at least 3 times.

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- Have an advanced knowledge of development theory, context, practice and methods;

- Be able to relate development theory to empirical examples from the Asia Pacific region;
- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;
- Be able to communicate clearly about development issues in both oral and written formats.

Exam

Due: **TBA**

Weighting: **40%**

2 hour exam (plus 10 minutes reading time)

On successful completion you will be able to:

- Have an advanced knowledge of development theory, context, practice and methods;
- Be able to relate development theory to empirical examples from the Asia Pacific region;
- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;
- Be able to communicate clearly about development issues in both oral and written formats.

Delivery and Resources

Lectures:

Internal Students: There will be one two-hour lecture session every week on Mondays from 10.00am–12.00pm in C5A 229.

External Students: Lectures will be recorded using Echo-360 and can be accessed through iLearn.

Tutorials:

Internal students: One-hour long tutorials will be held every week on Mondays (W5A 201) at 2:00–3:00 pm, 3:00–4:00 pm and 4:00–5:00 pm. *Internal students* are required to register for one of these three timeslots by the beginning of semester.

iLearn:

It is very important that all students are familiar with the iLearn site for ENVG330 and check it on a regular basis (at least twice per week). Please see the unit convenor immediately if you can foresee any problems.

Required and recommended resources:

There is no required text for ENVG330; however, the required weekly tutorial readings are available through the library's e-reserve through the Library homepage (<http://www.library.mq.edu.au/borrowing/ereserve.php>) or via the link off the unit's iLearn site. There are several books that will be useful as general reference and background reading. The list below provides recommended general resources for the course:

- Connell, John and Waddell, Eric (Eds.) (2007) *Environment, development and change in rural Asia-Pacific: between local and global*, Routledge, London.
- Connors, Michael K., Davison, Remy and Dosch, Jorn. (2004) *The new global politics of the Asia-Pacific*, Routledge, New York and London
- Crump, Thomas. (2007) *Asia-Pacific*, Hambledon Continuum, London and New York
- McGregor, Andrew. (2008). *Southeast Asian Development*, London: Routledge.
- McMichael, Philip (2000) *Development and social change: a global perspective*, Pine Forge Press, Thousand Oaks, London, Singapore, New Delhi.
- Osbourne, M. (1992). *Southeast Asia: An illustrated Introductory History*, St Leonards: Allen and Unwin.
- Peet, R (1999) *Theories of development, New York and London, Guilford Press.*
- Rahnama, M. and Bawtree, V. (2003) *The post-development reader*, Zed books, London.
- Sachs, W (1992) *The development dictionary* London & New Jersey; Zed Books Ltd
- Simon, D (2006) *Fifty key thinkers on development* London & New York: Routledge

Unit Schedule

Wk	Date	Lecture Title	Lecturer	Tutorials and Assessment Tasks
Module I – Introduction				
1	4/8	Introduction: Development issues in the Asia-Pacific	FM	No tutorial - Reading time Online introduction
Module II - Development Theory				
2	11/8	Framing the development paradigm Part 1: 'Classic' development Part 2: Alternative development	FM	Tutorial 1 – Framing the Development Paradigm: Economic growth, modernisation and alternatives
3	18/8	New directions in development theory: Part 3 Postdevelopment Part 4: Political ecology	FM	Tutorial 2 – New directions in development theory: Post-structuralism and power

Module III - Case Studies of Theory and Practice in Context				
4	25/8	Uneven impacts of large infrastructure	FM	Tutorial 3 – Social and environmental impacts of large dams *Assessment 1 – Reflective Mission Paper Due
5	1/9	Water values, rights and privatisation	FM	Tutorial 4 –Water values, rights and privatisation
6	8/9	Food security	FM	Tutorial 5 - Food security
7	15/9	Dragons and tigers: economic growth and development in East Asia	ALS	Tutorial 6 – Globalization, inequality and livelihoods
MID-SEMESTER BREAK 20 Sept – 6 Oct				
8	6/10	Labour Day – No classes		
9	13/10	Doing Development Research (Panel of development professionals for open discussion and Q&A)	FM	Tutorial 7: Doing Development – Power, Participation and Research
10	20/10	Vulnerability, Resilience and Disasters	FM	Tutorial 8 - Vulnerability and disasters
11	27/10	Climate Change Adaptation and Development	FM	Tutorial 9: Climate change adaptation *Assessment 2 – Brief Issues Paper Due
12	3/11	Urban/rural transformations, migration and mobility	FM	Tutorial 10 – Urban/rural transformations, migration and mobility
Module IV - Overview and Revision				
13	10/11	Unit Overview and Revision	FM	Tutorial 11– Hopeful geographies of development

Learning and Teaching Activities

Lectures

A series of weekly 2 hour lectures covering development theory and case studies of development theory and practice in context.

Tutorials

A series of weekly 1 hour tutorials focused on readings covering development theory and case

studies of theory and practice in context.

Online discussion

Through a series of weekly discussion questions online discussion mirroring the tutorial program will be available for all students, especially external students.

Assessment tasks

Four main assessment tasks

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)

- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcome

- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;

Assessment tasks

- Class participation
- Exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;

Assessment tasks

- Brief Issues Paper
- Class participation

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Have an advanced knowledge of development theory, context, practice and methods;
- Be able to relate development theory to empirical examples from the Asia Pacific region;
- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;
- Be able to communicate clearly about development issues in both oral and written formats.

Assessment tasks

- Critical Reflection Paper
- Brief Issues Paper
- Class participation
- Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Have an advanced knowledge of development theory, context, practice and methods;
- Be able to relate development theory to empirical examples from the Asia Pacific region;
- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;
- Be able to communicate clearly about development issues in both oral and written formats.

Assessment tasks

- Critical Reflection Paper
- Brief Issues Paper
- Class participation
- Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;

Assessment tasks

- Critical Reflection Paper
- Brief Issues Paper
- Class participation
- Exam

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;
- Be able to communicate clearly about development issues in both oral and written formats.

Assessment tasks

- Critical Reflection Paper
- Brief Issues Paper
- Class participation

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;
- Be able to communicate clearly about development issues in both oral and written formats.

Assessment tasks

- Critical Reflection Paper
- Brief Issues Paper
- Class participation
- Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Have an advanced knowledge of development theory, context, practice and methods;
- Be able to relate development theory to empirical examples from the Asia Pacific region;
- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;
- Be able to communicate clearly about development issues in both oral and written formats.

Assessment tasks

- Critical Reflection Paper
- Brief Issues Paper
- Class participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Have an advanced knowledge of development theory, context, practice and methods;
- Be able to relate development theory to empirical examples from the Asia Pacific region;
- Have a specialised knowledge of contemporary development issues and development practice in the Asia Pacific region;

Assessment tasks

- Brief Issues Paper
- Class participation

Changes from Previous Offering

As a result of a detailed review of the unit in early 2014 a number of changes have been made to the unit. The learning outcomes were slightly modified to indicate the advanced nature of this unit and strong orientation to practice. The theory module was modified and a number of new readings were updated to reflect the convenor's research interests and a new lecture topic added. The second assessment task was modified to allow students to explore a particular development challenge and opportunity in the context of a country in the Asia Pacific region. The tutorial program has been redesigned to include more interactive and practice-oriented learning activities.

Changes since First Published

Date	Description
14/01/2014	The Prerequisites was updated.