

## SOCA6571: Development and Social Change

Callaghan and Online  
Semester 2 - 2023



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

*The School of Humanities, Creative Industries and Social Sciences is committed to providing an inclusive environment in which all cultures are accorded respect and all students and staff are expected to act with honesty, fairness, trustworthiness and accountability in dealings with others. The School recognises and respects the unique histories and cultures of Aboriginal and Torres Strait Islander peoples, their unbroken relationship with the lands and the waters of Australia over millennia, and the validity of Aboriginal ways of knowing. We are dedicated to reconciliation and to offering opportunities for Aboriginal and Torres Strait Islander peoples to access and succeed in higher education.*

## OVERVIEW

### Course Description

This course aims to provide students with the concepts and analytical skills to understand the rapid changes that are taking place in developing countries. The course examines globalisation and economic development in relation to states and specific social and cultural groups, as well as forces of internal change including gender, ethnicity and social movements. The course will focus on governmental as well as non-governmental actors on local, national and international levels.

### Requisites

This course replaces SOCA6570. If you have successfully completed SOCA6570 you cannot enrol in this course.

### Assumed Knowledge

Undergraduate degree majoring in a social science or related discipline.

### Contact Hours

#### Callaghan Seminar

Face to Face On Campus  
3 hour(s) per Week for 12 Weeks  
On campus students: Seminar

#### Online Online Activity

Online  
3 hour(s) per Week for 12 Weeks  
Online students: Blackboard discussion and self directed learning

### Unit Weighting Workload

20  
Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)

CRICOS Provider 00109J

# CONTACTS

**Course Coordinator**      **Callaghan and Online**  
Dr Randi Irwin  
Randi.Irwin@newcastle.edu.au  
02 492 17339  
Consultation: Consultation is available in person or on Zoom by appointment.

**Teaching Staff**      Other teaching staff will be advised on the course Canvas site.

**School Office**      **School of Humanities Creative Industries and Social Sciences**  
Social Sciences Building  
Callaghan  
HCISS@newcastle.edu.au  
+61 4985 4500  
**School of Humanities Creative Industries and Social Sciences**  
HO1.43  
Humanities Building  
Ourimbah  
HCISS@newcastle.edu.au  
+61 4985 4500  
**School of Humanities Creative Industries and Social Sciences**  
NU Space, Level 4  
409 Hunter Street  
Newcastle  
HCISS@newcastle.edu.au  
+61 4985 4500  
**School of Humanities Creative Industries and Social Sciences**  
Social Sciences Building  
Callaghan  
CHSF-PSB-Singapore@newcastle.edu.au  
+61 2 4985 4500

# SYLLABUS

**Course Content**      This course:  
1. Discusses economic development policies, theories of development, and processes of globalisation.  
2. Examines globalisation in relation to states and specific social and cultural groups, as well as forces of gender, ethnicity, urbanisation and social movements.

**Course Learning Outcomes**      **On successful completion of this course, students will be able to:**  
1. Explain different approaches to development adopted by post-colonial societies since the 1960s.  
2. Analyse the role of the state in dealing with the basic needs of its citizens.  
3. Appraise the role of social movements in raising the specific concerns of women, workers, impoverished farmers and other marginalized groups.  
4. Investigate the role of international actors in the development arena, ranging from the World Bank and IMF, inter-governmental agencies, non-governmental organisations to international trade and business lobbies.  
5. Employ development theories in analysis and evaluation of empirical case studies.

## Course Materials

## Required Text:

- See 'Modules' tab in Canvas for a week by week breakdown of each required reading. Recommended readings are available in the Course Readings tab.

# SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Introducing Development and Social Change	No required readings this week	
2	24 Jul	Theories of Development Pt 1: Modernisation	Rostow 1998, Baber 2001	
3	31 Jul	Theories of Development Pt 2: Dependency Theory and World System Analysis	Frank 1995, Wallerstein 1976	
4	7 Aug	Post-Development: A Critique of the Development Project	Escobar 1997, Cavalcanti 2007	
5	14 Aug	Globalisation: Neoliberalism and its critics	Cammack 2004, Schuller 2009, Boarder Giles 2021	
6	21 Aug	Post-Capitalism and Geographies of Hope	Gibson-Graham 2006, Wright 2008	
7	28 Aug	Exploring Solidarity, Regional Development, and Aid	Klein 2019, Cox 2012, von Schnitzler 2018, Carroll and Hameire 2007 (Choose 3 of 4)	Essay 1 due 3 September
8	4 Sep	Questions of Population and Migration	Bandarage 1997, Rodkey 2016	
9	11 Sep	Ecological Transformation	Gupta 2006, Irwin 2020, Irwin 2021	
10	18 Sep	Race, Ethnicity and Religion	Kothari 2006, Ticktin 2008	
<b>Mid Term Break</b>				
<b>Mid Term Break</b>				
11	9 Oct	Gender and Development	Chow 2003, Wood 2001, Schuster 2014	
12	16 Oct	Social Movements: The limitations and critiques of NGOs and humanitarian aid	Pearce 2000, Dubal 2012, Fadlalla 2008	
13	23 Oct			Essay 2 due 29 October
<b>Examination Period</b>				
<b>Examination Period</b>				

# ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Weekly contributions to discourse (20%)	Ongoing	Individual	20%	1, 2, 3, 4, 5
2	Essay (40%)	3 September, by midnight.	Individual	40%	1, 2
3	Case Study (40%)	29 October	Individual	40%	3, 4, 5

## Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark

for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

## Assessment 1 - Weekly contributions to discourse (20%)

<b>Assessment Type</b>	Online Learning Activity
<b>Purpose</b>	Students are expected to participate each week in order to improve their own comprehension of the material and to generate new avenues of productive discussion that stem from readings, lectures, and other course materials.
<b>Description</b>	<p>Distance students</p> <p>Distance students are expected to contribute to and engage in the weekly discussion forums on Canvas. It is expected that your total written contribution is at least 2000 words. Further details will be provided on Canvas in Week 1. Online students should note that the discussion posts are intended to be generative and open-ended.</p> <p>On-campus students</p> <p>On-campus students are expected to contribute to seminar discussions and participate in class activities. Further details will be provided in class and on Canvas in Week 1. These class activities build towards and link with the theoretical underpinnings of each essay.</p> <p>Over the course of the semester, Callaghan students should choose two weeks for which they prepare a short reading summary and submit it by email before class. Students will be asked to discuss their summary in class.</p>
<b>Weighting</b>	20%
<b>Length</b>	Total written contribution at least 2000 words
<b>Due Date</b>	Ongoing
<b>Submission Method</b>	In Class
<b>Assessment Criteria</b>	Students will be provided with additional information on the assessment criteria in class and on Canvas.
<b>Return Method</b>	Ongoing Assessment
<b>Feedback Provided</b>	Returned Work - .

## Assessment 2 - Essay (40%)

<b>Assessment Type</b>	Written Assignment
<b>Purpose</b>	In this essay, students will demonstrate their understanding of course concepts and theories.
<b>Description</b>	<p>Choose only ONE (1) of the following topics. Clearly identify the topic question you are examining. Regardless of the topic, all essays MUST engage with multiple assigned texts and include additional texts identified by the student.</p> <p>Topic 1</p> <p>Compare and contrast Modernization Theory with either Dependency Theory or the World System perspective. Students must examine the pros and cons associated with these perspectives. Additionally, the essay must also explore how the student's personal presumptions have been challenged through an analysis of these theories in the contemporary global situation. In addition to the articles you have found you should also utilise the required readings included in this course.</p> <p>Topic 2</p> <p>From a post-development perspective, the concept of 'development' is fundamentally flawed and should no longer be utilised as a framework for policies or actions. Outline and evaluate the post-development critique of development. Students must reflect on how the post-development perspective may help them personally engage in ways of thinking otherwise. In addition to the articles you have found you should also utilise the required readings included in this course.</p> <p>Topic 3</p> <p>Discuss and evaluate the view that neo-liberal globalisation a) facilitates the transfer of wealth from the poor to the rich, and b) increases inequality both within and between states. Students must offer reflections on how their view has developed or shifted through an engagement with</p>

the course content. In addition to the articles you have found you should also utilise the required readings included in this course.

#### Topic 4

Discuss the implications of Gibson-Graham's concept of post-capitalist politics in relation to reimagining more hopeful ways to 'do' development. Students must offer reflections on how Gibson-Graham and post-capitalist politics may offer new opportunities for them to rethink approaches to development. In addition to the articles you have found you should also utilise the required readings included in this course.

#### Weighting

#### Length

#### Due Date

#### Submission Method

40%

2500 words

3 September, by midnight.

Online

Submission protocol

1. Your essay should have a title page that includes the following information:

- - Student name
- - Student number
- - Course code
- - Essay number
- - Topic number and question

2. Save your essay as: Last Name\_SOCA6571\_Essay X\_Topic X.docx

For example, if I (Randi Irwin), for essay 1, chose to write on topic 3, the document should be saved as: Irwin\_SOCA6571\_Essay 1\_Topic 3

3. The essay should be submitted electronically through Canvas as a .doc or .docx file (not pdf). Canvas will then analyse the assessment via Turnitin before it is deemed acceptable for marking.

#### Referencing

Full academic referencing is required for your essays. If you are unsure how to reference properly, please consult the library sources on referencing:

Referencing: <http://www.newcastle.edu.au/library/learn/referencing>

Style Manuals & Guides:  
<http://libguides.newcastle.edu.au/content.php?pid=113294&sid=861145>

Resources/Guides on academic writing:  
<http://libguides.newcastle.edu.au/content.php?pid=113294&sid=861145>

Additional criteria will be discussed in-class and posted on Canvas.

#### Assessment Criteria

#### Return Method

#### Feedback Provided

Online

Returned Work - .

## Assessment 3 - Case Study (40%)

#### Assessment Type

#### Purpose

#### Description

Case Study / Problem Based Learning

Students will further develop their analytical skills and their writing skills as they demonstrate their capacity to apply the knowledge built during the semester to case studies.

Choose only ONE (1) of the following topics. Clearly identify the topic question you are examining. Provide examples (e.g. case study/s) and relevant data to support or refute each of these positions. Students must situate their personal analysis in the essay and reflect on how their analysis has shifted over the course of the semester. In addition to the articles you have found you MUST also utilise the required readings included in this course. You may find theoretical insights in the readings from weeks two to seven.

#### Topic 1

Consider the ways regional economies have been framed as pathways for 'developing' a middle level in the

global economy. Drawing on theories and texts used throughout the course, how might you understand the problems faced by these economies and societies today? What do regionally-oriented frameworks hope to offer? Are regional or periphery sites (see Klein and von Schnitzler) a site of opportunity and resistance or do they represent a reformulation of the same frameworks of power (see Cox and Carroll & Hameire)? To answer this question, avoid overly relying on economic data and instead frame your answer through the course materials.

You may discuss all regional countries together, pick one in particular, or focus on a centre-periphery dynamics within a country. You must offer reflections on your analysis in conjunction with the course materials. In addition to the articles you have found you should also utilise the required readings included in this course.

#### Topic 2

Identify, examine and critically evaluate a recent development project in a developing country from a modernisation, dependency, world system or post-development perspective. What are the implications of your findings? You must offer reflections on your analysis in conjunction with the course materials. Students must offer personal reflections and critique of development narratives associated with their case study. In addition to the articles you have found you should also utilise the required readings included in this course.

#### Topic 3

Identify a recent industrial or agricultural environmental disaster (eg, Bhopal disaster; Exxon Valdez oil spill; Ok Tedi mining in Papua New Guinea). What links can be made between the disaster and neoliberal policies and practices promoted through world institutions (eg, World Bank; International Monetary Fund; World Trade Organisation) and by influential Western governments (eg, USA; Canada; Britain; Australia)? Students must offer personal reflections and critique of development narratives associated with their case study. In addition to the articles you have found you should also utilise the required readings included in this course.

#### Topic 4

Explain how the provision of Western aid potentially exposes Third World countries to First World political manipulation? Provide examples (eg, case-study/s) and relevant data to support your analysis. Students must offer personal reflections and critique of development narratives associated with their case study. In addition to the articles you have found you should also utilise the required readings included in this course. You may find theoretical insights in the readings from weeks seven and twelve, especially Pearce and Fadlalla.

#### Topic 5

It has been argued that ethnic and racial conflict has been a significant impediment to development in poor countries. Discuss this view. Provide examples (e.g. case study/s) and relevant data to support your analysis. Students must offer personal reflections and critique of development narratives associated with their case study. In addition to the articles you have found you should also utilise the required readings included in this course.

**Weighting**

**Length**

**Due Date**

**Submission Method**

**Assessment Criteria**

**Return Method**

**Feedback Provided**

40%

3500 words

29 October

Online

Additional criteria will be discussed in-class and posted on Canvas

Online

Returned Work - .

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a

		high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

#### Attendance

Attendance/participation will be recorded in the following components:

- Online Activity (Method of recording: )
- Seminar (Method of recording: )

#### Placement Requirements

This is a placement course covered by the Student Placement Policy. Refer to <http://newcastle.edu.au/policy/000768.html> for further information.

#### Communication Methods

Communication methods used in this course include:

This course uses Canvas and UoN's email accounts to contact students. Students should check their Outlook and Canvas inboxes regularly for important updates.

NUmail: <http://www.newcastle.edu.au/service/email/student-email/>

Canvas: [canvas.newcastle.edu.au](https://canvas.newcastle.edu.au)

Students are advised to check their NUmail and the course Canvas site at least once a week.

On-campus students: A discussion forum will be established in Canvas where you can post questions and comments to your peers. The lecturer will check in on the discussion board occasionally however if you have any urgent questions or concerns, please contact her directly by email ([Randi.Irwin@newcastle.edu.au](mailto:Randi.Irwin@newcastle.edu.au)) or speak with her in class.

Distance students: A generic discussion forum will be established in Canvas where you can post questions and comments to your peers. The lecturer will check in on the discussion board occasionally however if you have any urgent questions or concerns, please contact her directly by email ([Randi.Irwin@newcastle.edu.au](mailto:Randi.Irwin@newcastle.edu.au)). This generic thread in Canvas is separate from the weekly discussions for online students.

#### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Please feel free to offer feedback to the course coordinator during the semester:

[Randi.Irwin@newcastle.edu.au](mailto:Randi.Irwin@newcastle.edu.au)

#### Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

#### Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

---

**Adverse  
Circumstances**

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy  
Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at

<https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

© 2023 The University of Newcastle, Australia