School of Humanities Creative Industries SocialSci

SOCA6571: Development and Social Change
Callaghan and Online
Semester 1 - 2024

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.

Academic Progress Requirements Nil

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(s) for 12 week(s)
On campus students: Seminar

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

Unit Weighting 20

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

CONTACTS

Course Coordinator   **Callaghan and Online**
Dr Randi Irwin
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02 492 17339
Consultation: Consultation is available by appointment for meetings via Zoom or in-person at the Callaghan campus.

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

School Office   **School of Humanities Creative Industries and Social Sciences**
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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 Reading:**
-   All required readings are available on Canvas.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introducing Development and Social Change	No readings required this week.	
2	4 Mar	Theories of Development Part 1: Modernisation	Rostow 1998; Baber 2001	
3	11 Mar	Theories of Development Part 2: Dependency Theory and World System Analysis	Frank 1995, Wallerstein 1976, Sullivan 2022	
4	18 Mar	Post-Development: A Critique of the Development Project	Escobar 1997, Cavalcanti 2007	
5	25 Mar	Globalisation: Neolibersalism and Its Critics	Cammack 2004, Schuller 2009, Giles 2021	
6	1 Apr	Post-Capitalsim and Geographies of Hope	Gibson-Graham 2006, King 2020	
7	8 Apr	Exploring Solidarity, Regional Development, and Aid	Klein 2019, von Schnitzler 2018, and Podcast: "What Solidarity Does"	Essay 1 Due 14 April
		Mid-Semester Recess		
		Mid-Semester Recess		
8	29 Apr	Labour and Mobility	Bandarage 1997, Rodkey 2016, Stead 2021	
9	6 May	Ecological Transformation and Development for Whom?	Gupta 2006, Irwin 2020, Irwin 2021	
10	13 May	Racialized Developmet	Kothari 2006, Rahman 2023, Gomez Barris 2017	
11	20 May	Gender and Development	Schuster 2014, Wood 2001, Huan 2017	
12	27 May	Humanitarianism: Limits and Critiques	Ticktin 2016, Dubal 2012, Redfield 2008	
13	3 Jun			Essay 2 due 8 June
		Examination Period		
		Examination Period		

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	11.59pm on Tuesdays in weeks 2-13	Individual	20%	1, 2, 3, 4, 5
2	Essay	14 April, by 11.59pm	Individual	40%	1, 2
3	Case Study	8 June by 11.59pm	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

Assessment Type   Online Learning Activity
Purpose   Students are expected to participate each week in order to improve their own comprehension

Description	of the material and to generate new avenues of productive discussion that stem from readings, lectures, and other course materials.
	Distance Students:
	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.
	On-campus students
	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.
	Over the course of the semester, Callaghan students should choose two weeks for which they prepare a short reading (350 words) summary and submit it by email before class. Students will be asked to discuss their summary in class.
Weighting	20%
Length	2000 words of total written contributions or in class equivalent
Due Date	11.59pm on Tuesdays in weeks 2-13
Submission Method	Online and in class
Assessment Criteria	Students will be provided with additional information on the assessment criteria in class and on Canvas.
Return Method	Not returned
Feedback Provided	Online and in class

Assessment 2 - Essay

Assessment Type	Written Assignment
Purpose	In this essay, students will demonstrate their understanding of course concepts and theories.
Description	Choose only ONE (1) of the topics provided on the course website in Canvas. 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.
	All students will briefly present their essay plans in Week 7 (either in class or on the discussion board) and then reflections in Week 8. Further details and specific topics will be provided on the course website in Canvas.
Weighting	40%
Length	2500 words
Due Date	14 April, by 11.59pm
Submission Method	Online (specific submission instructions provided on Canvas)
Assessment Criteria	Additional specific criteria will be discussed in-class and posted on Canvas.
Return Method	Online
Feedback Provided	Online

Assessment 3 - Case Study

Assessment Type	Case Study / Problem Based Learning
Purpose	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.
Description	Choose only ONE (1) of the topics provide on the course website. 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 to be helpful.
	All students will briefly present their essay plans in Week 12 (either in class or on the discussion board). Further details and specific topics will be provided on the course website in Canvas.
Weighting	40%
Length	3500 words

Due Date	8 June by 11:59pm
Submission Method	Online
Assessment Criteria	Additional criteria will be discussed in-class and posted on Canvas.
Return Method	Online
Feedback Provided	Online

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).

Communication Methods

Communication methods used in this course include:
- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

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.

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/respect-at-uni/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.
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