ARTS3750

Development, Community and Environment

Term One // 2021

School of Social Sciences // UNSW Arts and Social Sciences

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Krishna K. Shrestha	krishna.shrestha@unsw.edu.au	By email appointment	Morven Brown G151	93851413 / 0413151111

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Course Details

Credit Points 6

Summary of the Course

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 term, 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.

ways to solve the problems of elite domination?

A suggested structure of an essay might be:

- Introduction (~200 words)
- First topic/theme/argument with supporting evidence and your analysis (~200 words)
- Second topic/theme/argument (~200 words)
- Third topic/theme/argument (~200 words)

3. In search of local voices: indigenous knowledge in land/ nature management in Australia, or NZ, or another country

4. Womenÿs voices and choices: Enhancing representation of women in decision making of [_ *npmhcar- npmep_ k - nmjgaw[* in Y_ *ams I rpw[* (in the Asia Pacific region)

5. Engaging with the neoliberal markets: Can local communities identify and exploit market opportunities in the age of climate change?

6. Addressing centralisation within decentralisation: How and why to solve the problems of elite capture?

The suggested outline for the report might be as below:

1. Introduction - provide a brief background of the topic, and include a brief literature review of the topic to identify the angle of your report, highlighting the problems and formulating a set of objectives of your report. You provide a structure to the report according to the ideas you will present. (~300 words).

2. Description of the case study description and overview of problems and opportunities – Identify a case study project or program from a country or a region, and gather relevant information from websites, articles and reports. You could use the map, pictures and figures to show the nature and pattern of the issues under consideration. The purpose here is to provide a context of the problems. Depending on the angle you have chosen that is, focus of your analysis, you might like to discuss the broad issue and then three specific sub-issues (~200 words).

3. Evidencing and analysis of problem 1: Gather relevant evidence and analyse these to develop arguments on how and why this problem has emerged and evolved, and provide a brief thoughts on how to solve this problem for the benefit of local communities

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. 30 minutes of recorded presentation, slides and a summary

Details:

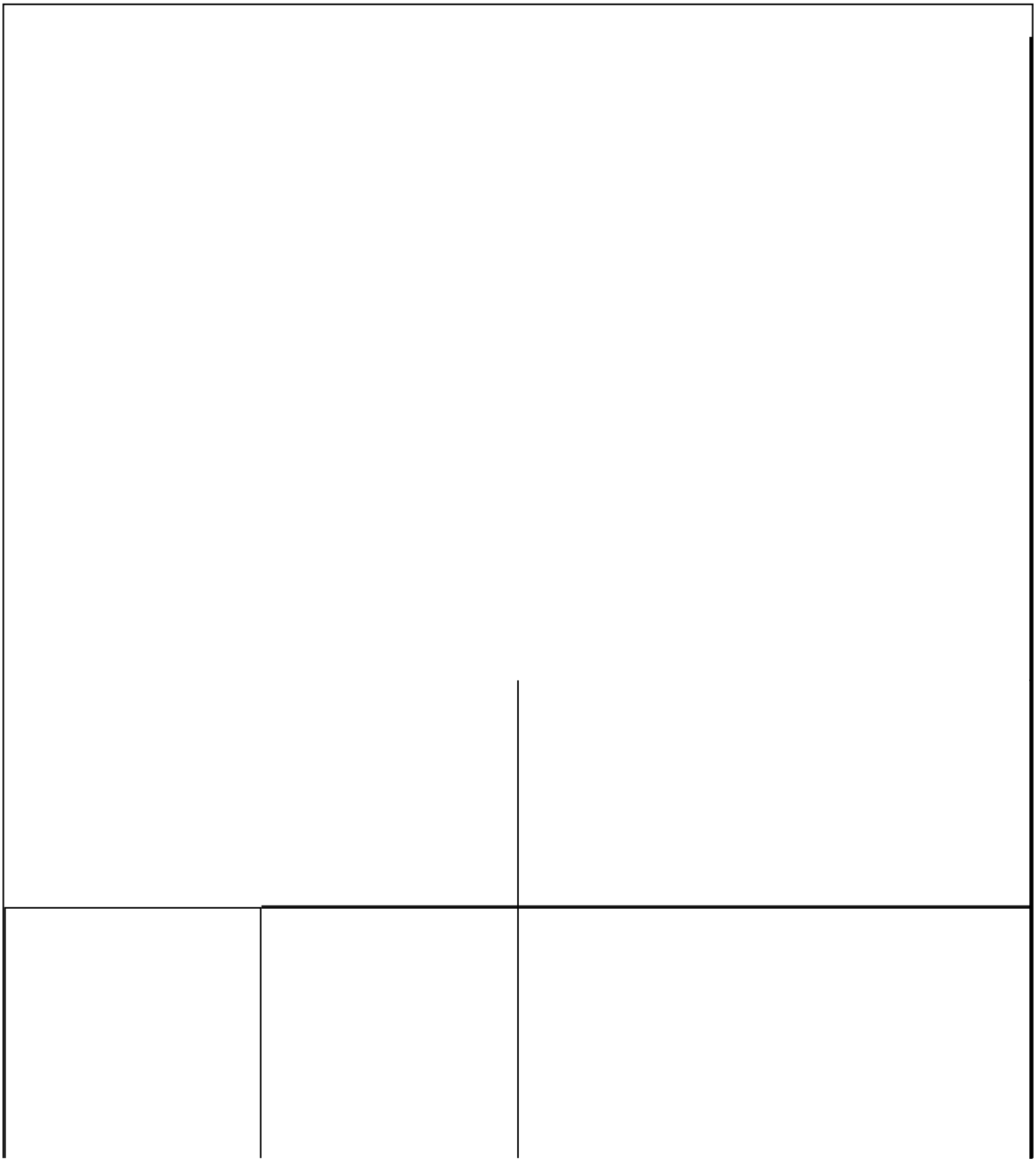
Students will be required to work in a group throughout the semester and deliver a group presentation in the class. Assessment criteria and standards are clearly outlined in the course outline and discussed with the students at the beginning of the semester. Mark and feedback on presentation will be provided on and after the presentation.

Additional details:

Group Presentation (20%) due on the specific date for each group

Group activity is important part of this course. By the end of week 2, all students are expected to have a group. They would know their group members, the topic of their presentation and the date in which they are allocation for presentation.

From Week 3 onwards, a day be. rs



		social identity, coercion and trickery and material wealth. Decentralisation can also occur when power is devolved to the local level, but local elites capture most power and benefits. Sometimes, powerful individuals may control resources, even against the rules produced by the local council, broader society or state. This seminar explores these and more issues.
	Group Activity	Presentation by Group 1 - INDONESIA Topic: Problems of decentralisation in Indonesian NRM: Unpacking local accountability Group members work together and develop/ record a group presentation. The recording includes a brief introduction of the team members first, followed by the recording of the presentation (e.g. voice over PowerPoint slides). The duration of the recording is

March	Online Activity	Week 6 (25 March): Catching Up / Reflection Week (no seminar/ online tutorial this week) In this week, students will have an opportunity to catching up with readings and undertake critical self-reflection on their learning in this course. Each student will also write a 200 words critique of one of the papers below: Hill, R. S. (2016), New Zealand Maori: The Quest for Indigenous Autonomy, Ethnopolitics, vol. 15, no. 1, pp. 144-165. OR Satyal, P., Shrestha, K. K., Ojha, H., Vira, B. and Adhikari, J. (2017), A new Himalayan crisis? Exploring transformative resilience pathways, Environmental Development, 23: 47–56. In the context of climate crisis, COVID-19, rising authoritarianism, inequalities, food insecurity, terrorism… are these unexpected disrupters that caught policy makers and stakeholders by surprise, or simply ignored due to ideological differences? In a context of diverse and sometimes divisive views, how do we build resilience of local communities? Each student will write a 200 words critique and submit this in the Moodle discussion section –' Paper Critique by [your name]' by 11.59pm, 25 March, 2021.
Week 7: 29 March - 2 April	Web	Week 7 (April 1): Politics of participation and wicked deliberation: Local struggles in Sydneyўs Malabar Headlands Urban environments and communities are often confronted with multiple and at times incommensurable interest sets that do not lend themselves to straightforward solutions. This seminar explores wicked problems and the struggles of local communities in Eastern Sydney to stop harming the environment at Malabar Headland. Many scholars have highlighted why do

		higher levels of governments often attempt to ignore community interest, while urban communities tend to be disorganised to fight for their rights. However, the case of Malabar shows something interesting – urban communities fighting for their environmental for decades and finally forcing the governments to address their concerns. In this seminar, we will explore historical

		the recording of the presentation (e.g. voice over PowerPoint slides). The duration of the recording is expected to be about 20 to 30 minutes. This recording is then uploaded to the course's Moodle site. The group will also attach the related PowerPoint slides and a 300 words presentation summary with the recording. This is a group assessment task with 20% weight. Due for upload - 11.59pm, 7 April
Week 9: 12 April - 16 April	Web	Week 9 (Apr 15): (Un)accountable foreign aid and community-based disaster governance: Local champions in Nepalўs *disaster recovery* International support during the time of humanitarian disasters has been crucial to respond and recovery, but its effectiveness has been widely questioned. Transparency and accountability of donors have been frequently questioned. This seminar explores, with a case study of Nepal's earthquake recovery practices, a range of questions such as what humanitarian policies' relationship to international development is; how do global, universal humanitarian policies translate into local context, and how and why local leadership is more pronounced during the time of response and recovery than external forces.
	Group Activity	Groupwork: Presentation by Group 6 ي SRI LANKA Topic: Global responses to local impacts: Lessons from recovery practices of Sri Lankan Tsunami Group members work together and develop/ record a group presentation. The recording includes a brief introduction of the team members first, followed by the recording of the presentation (e.g. voice over PowerPoint slides). The duration of the recording is expected to be about 20 to 30 minutes. This recording is then uploaded to the course's Moodle site. The group will also attach the related PowerPoint slides and a 300 words presentation summary with the recording. This is a group assessment task with 20% weight. Due for upload - 11.59pm, 14 April
Week 10: 19 April - 23 April	Web	Week 10 (Apr 22): Wrapping Up: Transforming community participation This week will be a reflection on the topics covered

		throughout the term, with thoughts on how and why to transform the role and possibilities of local communities in development and environment management, and how and why each student could become a community champion for change!

Resources

Prescribed Resources

Week 1 (Feb 18):
Introduction: ŵLocal communitiesў in Development and Environmental Management ي ŵjust Sustainabilityў?

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Dressler, W., Buscher, B., Schoon, B., 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, *Cltgpmlkclr_j Amlqcpt_rgml*, 37(1): 5–15.

Qseecqrcb Pc_bgle8
Agyeman, J. (2005), Where justice and sustainability meet, *Cltgpmlkclr*, 47: 10–24.

Mansuri, G. and Rao, V. (2004), Community-based and-driven development: A critical review, *Rfc Umpjb @_li Pcqc_paf M`qcptcp*, 19(1): 1

Week 2 (Feb 25):
Sustainable development Goals (SDGs): Visionary blueprint for local communities?

Required Reading:
Watch the keynote address by Jonathan Glennie at the 2020 Australasian Aid Conference (from 1:45 in the segment) https://www.youtube.com/watch?v=bkosBGHR0x0

Suggested reading:
Moyer, J. and Hedden, S. (2020), Are we on the right path to achieve the sustainable development goals? *Umpjb Bctcjmnkclr*, 127: 104749.

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

Week 3 (Martch 4):
Decentralisation in NRM: ŵFairў Devolution of power and resources to the communities?

Pcosgpcb pc_bgle8
Ribot, J., Agrawal, A. and Larson, A. (2006), Recentralizing while decentralizing: How national governments reappropriate forest resources. *Umpjb Bctcjmnkclr** 34(11): 1864-1886

Qseecqrcb Pc_bgle8
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, *Glrcpl_rgml_j Dmpcqrpw Pctgcu*, 18(1): 78-95.

Gallemore, C., M. Di Gregorio, M. Moeliono and M. Brockhaus (2015), Transaction costs, power, and multi-level forest governance in Indonesia, *Camjmega_j Camlmkgaq*, 114: 168-179.

OR

Satyal, P., Shrestha, K. K., Ojha, H., Vira, B. and Adhikari, J. (2017), A new Himalayan crisis? Exploring transformative resilience pathways, *C l tgpm l k c l r_j Bc t cjmn k c l r*, 23: 47–56.

In the context of climate crisis, COVID-19, rising authoritarianism, inequalities, food insecurity, terrorism… are these unexpected disrupters that caught policy makers and stakeholders by surprise, or simply ignored due to ideological differences? In a context of diverse and sometimes divisive views, how do we build resilience of local communities?

C_af qrsbc l r ugjj upgrc _ 0. . umpbq apgrgosc _ l b qs` k gr rfgq* in the Moodle discussion section –' Paper Critique by [your name]' *`w //,37n k 03 K_paf* 0.0/,*

Week 7 (April 1):
Politics of participation and wicked deliberation: Local struggles in Sydneyўs Malabar Headlands

Required Reading:
Shrestha, K. and Dee, J. (2008), Planning for sustainable development: Investigating environment-development decision making in Sydney's Malabar Headland, *Bg_jmescq g l Sp`_l Nj_l l g l e8 Rmu_pbq Qsqr_g l _`jc Pcegm l q*, Sydney University Press, Sydney: Gilmour and Blakely (eds.), pp. 3-26.

Suggested Reading:
Shrestha, K. & Mahjabeen, Z, 2011, 'Civil science, community participation and planning for knowledge-based development: analysis of Sydney Metropolitan Strategy', *G l rcp l _rgm l _j Hmsp l _j md l l mujcbec+ @_qcb Bc t cjmn k c l r*, vol. 2, no. 4, pp. 412 – 432.

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

Week 8 (April 8):
Gendered community and urbanising poverty: Resurgent women voices in Indiaўs slums development

Required reading:
Roy, A. (2009), Why India cannot plan its cities: Informality, insurgence and the idiom of unbarnisation, *Nj_l l g l e Rfcmpw*, vol.8, no.1, pp.76 – 87.

Suggested reading:
Shrestha, K. K., Ojha, H., McManus, P., Rubbo, A. and Dhote, K. (eds.) (2015), *G l ajsqgt c Sp`_l gx_rgm l 8 Pcrf g l i g l e N_prgagn_rgm l * Nj_l l g l e _l b Nmjgaw** Routledge, London and New York (Chapter 1).

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

Week 9 (April 15):
(Un)accountable foreign aid and community-based disaster governance: Local champions in Nepalў*s disaster recovery*

Required Reading:
Shrestha, K. K., Bhattarai, B., Ojha, H. and Bajracharya, A. (2019), Disaster justice in Nepal's earthquake recovery, *Glrcpl_rgml_j Hmspl_j md Bgq_qrcp Pgqi Pcbsargml*, 33: 207– 216.

Suggested reading:
Gunawardena, A. and Baland, J. (2016), Targeting Disaster Aid in Post-Tsunami Sri Lanka, *Bctcjmnkclr Nmjgaw Pctgcu*, 34(2): 179-195.

Pelling, M. and Dill, K. (2010), Disaster politics: tipping points for change in the adaptation of socio-political regimes, *Npmepcqqgl Fsk_l Ecmep_nfw*, 34(1): 21-37.

Week 10 (22 April):
Wrapping Up: Transforming community participation

This week will be a reflection on the topics covered throughout the term, with thoughts on how and why to transform the role and possibilities of local communities in development and environment management, and how and why each student could become a community champion for change!

Recommended Resources

If you are very keen to explore further on development, community and environment, you might

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, *?paf lcr+GH?P*, 7(3): 130-145.

Bryant, R. and Wilson, G. (1998), Rethinking Environmental Management, *Npmepcqqgl Fsk_l Ecmep_nfw*, 22(3): 321-343

Collins, A.E. 2009. *Bgq_qrcp_lb Bctcjmnkclr** Routledge perspectives in Development series, London. (Chapter 2).

Curtis, A. and Lockwood, M. (2000), Landcare and Catchment Management in Australia: Lessons for State-Sponsored Community Participation, *Qmagcrw_lb L_rsp_j Pcqmspacq*, 13: 6173.

Dietz, T., Ostrom, E. and Stern, P. (2003), The Struggle to Govern the Commons, *Qagclac*, 302(12): 1907-1912

Franco, J. C., 2012. Global land grabbing and trajectories of agrarian change: A preliminary analysis, *Hmsplj md ?ep_pg_l ?f_lec*1: 34-59.

Government of India (*l,b,'** Slum development policy 2010, [www.indiaenvironmentportal.org.in/reports-documents/slum-development-policy-2010]

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

Haslam PA, Schafer J, and Beaudet P (Eds) (2012), Introduction to International Development: Approaches, Actors, and Issues (2nd Edition). Oxford, Oxford University Press.

Heltberg, R. (2007), Helping South Asia cope better with natural disasters: The role of social protection. *Bctcjmnkclr Nmjgaw Pctgcu*, 25(6): 681-698.

Howitt, R. (2001)* *Pcrfglig le Pcqmspac K_l_eckclr8 Hsqrgac* qsqr_gl_`gjgrw_lb Glbgeclmsq Ncmnjcq*, London, Routledge (Chapter 1).

Jennings, S. and Moore, S. (2000), The rhetoric behind regionalization in Australian natural resource management: myth, reality and moving forward, *Hmsplj md Cltgpmlkclr_j Nmjgaw_lb Nj_llgle*, 2: 177–191.

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

Kingsbury D, Mackay J, Hunt J, McGillivray M and Clark M. (2016), International Development: Issues and Challenges (3rd Ed), Palgrave Macmillan, Houndmills.

Kronmuller, E. Attallah, DG, Gutierrez, I, Guerrero, P and Gedda, M. 2012. Exploring indigenous perspectives of an environmental disaster: Culture and place as interrelated resources for remembrance of the 1960 mega-earthquake in Chile, International Journal of Disaster Risk Reduction, 23(2017): 238-247.

Lockwood, M. and Davidson, J. (2010), Environmental governance 3rd ‰ ‰

Geographic Research, *?`mpgeg l_j nmjgaw Pcqc_pa f Am l qmprgs k G l rcp l_rgm l_j* 2007: 130-139.

Mahjabeen, Z., Shrestha, K. K. and Dee, J. (2009), Rethinking community participation in urban planning: The role of disadvantaged groups in Sydney Metropolitan Strategy, *?sqrp_j_qg_ l Hmsp l_j md Pcegm l_j Qrsbgcq*, vol. 15, no. 1, pp.45-63.

Maxwell, A. & Shrestha, K. K. (2015), 'Microfinance and poverty alleviation in urban India: Lessons from four microfinance organizations', In Shrestha, *cr_j,* (2015), *G l ajsqgtc Sp`_ lgx_rgm l8 Pcrfg l ig l e N_prgagn_rgm l* Nj_ l lg l e _ l b Nmjgaw** Routledge, London and New York: 120–136.

Mebratu, M. (1998), Sustainability and sustainable development: Historical and conceptual review, *C l tgpm l k c l r_j G k n_ar ?qqcqq k c l r Pc tgcu*, 18:493 – 520.

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

Shrestha, K. K., Ojha, H., McManus, P., Rubbo, A. and Dhote, K. (eds.) (2015), *Glajsqgtc Sp`_lgx_rgml8 Pcrfgligle N_prgagn_rgml* Nj_llgle _lb Nmjgaw**

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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:

- understand your rights and responsibilities as a student at UNSW
-

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