



**UNSW**  
SYDNEY

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University



# ARTS1750

## Introduction to Development Studies

Term One // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Anthony Zwi	a.zwi@unsw.edu.au	Wednesday 11h15-12h15	G25, Morven Brown Building	+614236964 90

#### Tutors

Name	Email	Availability	Location	Phone
Rene Provis	rene.provis@unsw.edu.au	Wednesday tutorials and by appointment		
Kaira Zoe Canete	k.canete@unsw.edu.au	Tuesday tutorial and by arrangement		

### School Contact Information

School of Social Sciences

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## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Development Studies*

This course can also be studied in the following specialisation: *Asian Studies*

Development is everywhere. Everyday, all over the world from small villages to entire regions, social, political, and economic changes take place in the name of development. Yet, what is development and why does it matter? In this course we think of development as change; change driven by particular ideas about what a good life should be. Communities all around the world are subject to policies and projects that seek to change their lives for the better. Some succeed, some do not. Some are designed locally, some are designed much further away. Some are the result of shared ideas about what makes human life better while others are challenges to the way things are and call for dramatic changes to society. In this course we explore what drives development interventions, the ways it impacts communities, and the ways they respond.

Through a series of 10 questions that form the content of the 10 week course, you will learn why development thinking – and by extension development practices – has changed over time, and the extent to which its architects have learnt from past failure and successes. You will be exposed to a variety of geographic case studies to see how development works (or doesn't) on the ground. You will leave this course with an appreciation about the complexities of development and with a solid foundation of what has been learned from past failures and successes.

### Course Learning Outcomes

1. Identify the main ideas driving development interventions in the past and present
2. Critically reflect on the meaning of development and articulate your own perspectives.
3. Identify different actors and interests in development and how their actions shape development outcomes.
4. Analyse case studies, academic readings, and media to identify development issues in the ground in different parts of the world

### Teaching Strategies

This course introduces students to Development Studies, the study of social, political and economic change in societies around the world. The course will introduce you to key questions around poverty, inequality, race and gender and the ways these shape issues like the environment, migration, and violence.

You are encouraged to learn different ways of thinking about the world – that is, to understand and use multiple analytical frameworks – and thereby to investigate particular communities or themes in greater depth.

As development studies frequently leads to working as a development practitioner, the course will bring in 'real-life' examples and encourage you to learn more about the ways understanding development leads to action.

**Learning outcomes will be addressed through Lectures, Tutorials, Assessments and one-on-one Consultation (latter is voluntary).**

The course has **ONE Lecture** (2 Hours) and **ONE Tutorial** (1 Hour), each for a 10 week period.  
**Lectures and tutorials run in Weeks 1-10.**

- **Lectures** are designed as a structured environment to set out and communicate detailed core course content and present different perspectives on the course material.
- **Tutorials** provide a forum in which students can explore and challenge their opinions and develop new understandings.

## Assessment

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Key Concepts Test	40%	08/03/2019 05:00 PM	1,3
Reflective essay	20%	01/04/2019 05:00 PM	2,3,4
Critical essay	40%	26/04/2019 05:00 PM	1,3,4

### Assessment Details

#### Assessment 1: Key Concepts Test

**Start date:** Not Applicable

**Details:** Assessment Description: Students will undertake a quiz on Moodle around key concepts discussed in the course. The quiz can be completed at any time during a one week period. The quiz will include multiple choice and short answer questions. Feedback Process: Students will receive feedback instantly and through an analysis of cohort answers and results in the lecture.

**Turnitin setting:** This is not a Turnitin assignment

#### Assessment 2: Reflective essay

**Start date:** Not Applicable

**Length:** 800 words

**Details:** Assessment description: Students will write a short reflective essay (800 words) to enable early feedback on writing and research skills. The cohort will all answer the same question. Feedback process: Students will receive individual written feedback, a numerical grade, and cohort feedback in lectures/tutorials.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Assessment 3: Critical essay

**Start date:** Not Applicable

**Length:** 1250 words (max 1500 words)

**Details:** Students will argue a position in a critical essay on a key issue in international development supported by academic readings (1,000 to 1,500 words) aimed at developing critical reflection and evidence-based arguments. Feedback Process: Students will receive Individual written feedback, a numerical grade, and cohort feedback in lecture/tutorials. This is the final assessment item for the course.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity

reports.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 18 February - 24 February	Lecture	Introduction: <ul style="list-style-type: none"> <li>• What is "development"?</li> <li>• Development studies: where from and where to?</li> <li>• Definitions, terms, approaches.</li> </ul>
	Tutorial	As per lecture topic. <ul style="list-style-type: none"> <li>• Geneology of development studies</li> <li>• Definitions, terms, approaches</li> <li>• Capabilities, agency, power</li> </ul>
	Lecture	Note: Lectures are in Colombo Theatre C on Wednesday mornings from 9am-11am. They will be interactive and offer opportunities to discuss the material and clarify issues, concepts, and contexts.  Tutorial: There are five or six tutorial groups running - either on Tuesday morning or Wednesday in the hours after the lecture. Make sure to sign up for your tutorial group.
	Online Activity	Online Activity  Introduce yourself in moodle - say something about your background, where you come from, what Program you are taking, your interests, and what you are most interested in learning about. Surprise us with something about yourself we would not otherwise know. Please upload a photo to your Moodle profile - this helps us to get to know each other
Week 2: 25 February - 3 March	Lecture	What is "poverty"? <ul style="list-style-type: none"> <li>• Modernization: states and markets.</li> <li>• What is inequality?</li> <li>• Concepts, terminology, measurement.</li> </ul>
	Tutorial	As per lecture topic. <ul style="list-style-type: none"> <li>• Modernization: states and markets</li> </ul>

		<ul style="list-style-type: none"> <li>• Measuring poverty.</li> <li>• Equity, inequity and inequality.</li> </ul>
	Online Activity	<p>Locate media that grapple with the Indigenous response to "development" - in Australia or in a country with which you are familiar or have an interest. View this material in your own time; but come prepared at next lecture (Week 3) with your own insights and observations regarding how development is defined, how Indigenous communities have engaged with or resisted different forms of development, and what this reveals about our use of language and concepts. These issues will be further built upon in your Assessment tasks and tutorials.</p>
Week 3: 4 March - 10 March	Lecture	<p>Is "development" always "good"?</p> <ul style="list-style-type: none"> <li>• Colonization and Decolonization</li> <li>• What is the "Third World"?</li> <li>• Indigenous responses and resistance</li> </ul>
	Tutorial	<p>As per lecture topic.</p> <ul style="list-style-type: none"> <li>• Colonization and decolonization.</li> <li>• Indigenous responses and resistance.</li> <li>• Terminology and discourse.</li> </ul>
	Assessment	<p><b>Key Concepts Test</b></p> <p>Assessment Description: Students will undertake a quiz on Moodle around key concepts discussed in the course. The quiz can be completed at any time during a one week period. The quiz will include multiple choice and short answer questions.</p> <p>Feedback Process: Students will receive feedback instantly and through an analysis of cohort answers and results in the lecture.</p>
Week 4: 11 March - 17 March	Lecture	<p>After the Wars (WWII &amp; Cold War): What is being developed? By whom? For what purpose?</p> <ul style="list-style-type: none"> <li>• Globalisation and development</li> <li>• What is the Agenda for Sustainable Development?</li> <li>• Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs)</li> <li>• Agency, capabilities, and human rights</li> </ul>
	Tutorial	<p>As per lecture topic.</p> <ul style="list-style-type: none"> <li>• Trends and discourse</li> <li>• The Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs)</li> </ul>



		<ul style="list-style-type: none"> <li>• Exploring and critiquing the MDGs and SDGs</li> <li>• Agency, capabilities, and human rights</li> </ul>
Week 5: 18 March - 24 March	Lecture	<p>Actors and organisations: Who "does" development? Who else is affected and involved?</p> <ul style="list-style-type: none"> <li>• Stakeholders and organisations</li> <li>• Global to local; local to global</li> <li>• Communities and governance</li> </ul>
	Tutorial	<p>As per lecture topic.</p> <ul style="list-style-type: none"> <li>• Actors and organisations in development - the global and international level and its interfaces with national and local levels</li> <li>• Multilateral and bilateral; the United Nations; nation-states; civil society and NGOs; private sector; community</li> <li>• Agency, capabilities, power</li> </ul>
Week 6: 25 March - 31 March	Lecture	<p>Where do human rights and human development fit in?</p> <ul style="list-style-type: none"> <li>• Approaches to development</li> <li>• Rights, capabilities, trickle down</li> </ul>
	Tutorial	<p>As per lecture topic</p> <ul style="list-style-type: none"> <li>• Engaging with development; what you see depends on where you stand</li> <li>• Differing perspectives and viewpoints</li> <li>• Starting to clarify your perspective and the rationale for it</li> </ul>
Week 7: 1 April - 7 April	Lecture	<p>Critical Agenda 1:</p> <ul style="list-style-type: none"> <li>• Gender: Is development sexist?</li> <li>• Development as reproducing structures vs. development as transformative</li> </ul>
	Tutorial	<p>As per lecture topic</p> <ul style="list-style-type: none"> <li>• Feminism; empowerment; violence; power</li> <li>• Development as reproducing structures vs. development as transformative</li> </ul>
	Assessment	<p>Reflective Essay</p> <p>Assessment description: Students will write a short reflective essay (800 words) to enable early feedback on writing and research skills. The cohort will all answer the same question.</p>

		Feedback process: Students will receive individual written feedback, a numerical grade.
Week 8: 8 April - 14 April	Lecture	Critical Agenda 2: <ul style="list-style-type: none"> <li>• Race: Is development racist?</li> </ul>
	Tutorial	As per lecture topic <ul style="list-style-type: none"> <li>• Race, class, caste, religion, culture.</li> <li>• Key players in development and how they conceptualise these issues.</li> </ul> <p>Come to the Tutorial with your thoughts - from reading and other research - re how any particular actor or organisation involved with development, conceptualises one or more of the terms above, and how this reinforces or challenges current social and political structures.</p>
	Online Activity	Seek out 2 examples of media that deal with debates concerning environment and development. One might highlight the negative effects of "development" on the environment - perhaps related to exploitation of mineral resources or some other aspect of development; the other example should highlight how approaches to sustainable development might help protect and support the environment. Do this in your own time and come prepared to the lecture next week and tutorial to discuss these issues. Is development necessarily bad? Can it play a positive part? How and in what ways can it do so?
Week 9: 15 April - 21 April	Lecture	Critical Agenda 3: <ul style="list-style-type: none"> <li>• Environment: Does development destroy the environment?</li> <li>• Can development protect the environment?</li> <li>• Current debates re climate change and sustainable development</li> </ul>
	Tutorial	As per lecture topic <ul style="list-style-type: none"> <li>• Can development protect the environment or is it necessarily destructive?</li> <li>• Climate change adaptation and sustainable development</li> <li>• Natural resources. Urbanisation. Sustainability. Disasters. Conflict.</li> </ul>
Week 10: 22 April - 28 April	Lecture	Bringing theory back: Is development necessarily a neoliberal project? <ul style="list-style-type: none"> <li>• Does development have a future?</li> <li>• Development and the popular imagination</li> </ul>

		<ul style="list-style-type: none"> <li>• Current challenges and critiques</li> </ul>
	Tutorial	<p>As per lecture topic.</p> <ul style="list-style-type: none"> <li>• Conceptualising progressive development.</li> <li>• New and emerging actors and organisations.</li> </ul>
	Assessment	<p>Critical Essay</p> <p>Students will argue a position in a critical essay on a key issue in international development supported by academic readings (1250 words) aimed at developing critical reflection and evidence-based arguments. Wordcount excludes references.</p> <p>Feedback Process: Students will receive Individual written feedback, a numerical grade, and cohort feedback.</p>
Week 11: 29 April - 1 May	Tutorial	If your tutorial in Week 10 fell on the public holiday, then you should attend this Week 11 class.

## Resources

### Prescribed Resources

This Course has one core texts and a second, highly recommended, text. Both are available in the UNSW Book Store, library and the first is also available online. We will read neither of these books in their entirety and will also provide other readings to you (journal articles, book chapters, blogs) to introduce you to the breadth of academic readings. Please refer to Moodle and the Leganto Reading List for the assigned readings per week. Each week we want you to read a minimum of ONE of the assigned readings, with many other suggestions for those of you who want exposure to different perspectives and approaches. You are expected to have done the one reading prior to lecture and tutorials. Lectures are not meant to repeat what is in the readings but to provide context and raise issues for discussion and consideration. Tutorials include discussions of readings and applying knowledge gained from the readings and lecture. Please come prepared, you will get more out of the lecture and tutorials if you do so.

Core Text 1: Currie-Alder B, R Kanbur, D M Malone and R Medhora (Eds. 2014) *International Development: Ideas, Experience, and Prospects* [First Edition]; Oxford University Press/Oxford Scholarship Online;

<http://www.oxfordscholarship.com.proxy0.library.unsw.edu.au/view/10.1093/acprof:oso/9780199671656.001.0001/acprof-9780199671656>;

Core Text 2: **Kingsbury D, Mackay J, Hunt J, McGillivray M and Clark M. (2016). *International Development: Issues and Challenges (3<sup>rd</sup> Ed)*, Palgrave Macmillan, Houndmills.**

### Recommended Resources

Online Blogs/Podcasts:

Most blogs are informal opinion editorials, written quickly and often without substantial supporting evidence. They can be an excellent source of very timely analysis and can point you in the direction of the latest information on policy issues. It is important to never read a blog uncritically. I encourage you to try to follow at least one on a frequent basis to give you some real-life understanding of the latest debates in development. I have also included one podcast and one website with short talks for those of you who want something to listen to [great when on public transport] or watch instead of just reading:

- Development Policy Centre: <https://devpolicy.crawford.anu.edu.au/>
- The Guardian's Global Development blog: <http://www.theguardian.com/global-development>
- Devex Blog: <https://www.devex.com/news>
- Duncan Green's Oxfam blog, 'From Poverty to Power', <http://www.oxfamblogs.org/fp2p/>
- Overseas Development Institute (ODI)'s blog: <http://www.odi.org/opinion>
- Project Syndicate –<http://www.project-syndicate.org> – contains numerous op-eds from prominent economists (and the occasional political scientist).
- <http://developmentdrums.org/> - a podcast about development
- Center for Global Development Policy Blogs: <http://www.cgdev.org/section/opinions/blogs>
- World Bank Blog on Development Impacts: <http://blogs.worldbank.org/impactevaluations/>
- 'Africa Can End Poverty' – World Bank: <http://blogs.worldbank.org/africacan/>
- IMFdirect; International Monetary Funds' Global economy forum: <http://blog-imfdirect.imf.org/>

Resources on writing well:

- Strunk, William and E. B. White, *The Elements of Style* (any edition starting from 1918 onwards)
- Leftwich, Adrian. 2004. *Writing Essays: Some Guidance*.  
<http://www.york.ac.uk/media/politics/documents/resourcesyork/teaching/resources/Essay%20Writing%202009.pdf>
- Carroll, David L. 2000. *A Manual of Writer's Tricks*. Da Capo Press; 2nd edition
- Provost, Gary. 1980. *Make Every Word Count: A Guide to Writing That Works--For Fiction and Nonfiction*. Writer's Digest Books; 1st edition.
- UNSW's Learning Centre (<http://www.lc.unsw.edu.au/olib.html>) – use them, they have great resources! This is for everybody as you can have them help you make it to the next level.

#### Relevant journals available through the UNSW library

- Development and Change
- Development in Practice
- Development Policy Review
- Disasters
- European Journal of Development Research
- Gender and Development
- Global Governance
- International Organization
- Journal of Development Studies
- Journal of Human Development
- Journal of International Development
- Journal of Peasant Studies
- Journal of Peacebuilding and Development
- Oxford Development Studies
- Progress in Development Studies
- Third World Quarterly
- World Development

#### Key Development Data Sources [great places to hang out]

- GapMinder: <http://www.gapminder.org/> - Hans Rosling's amazing world of visualized development and global health data [great videos, but also great data]; sadly he died recently: <https://www.theguardian.com/global-development/2017/feb/07/hans-rosling-obituary>
- The Economist – Big Mac Index: <http://www.economist.com/content/big-mac-index>
- Sustainable Development Goals: <http://unstats.un.org/sdgs/>
- World Bank Data: <http://data.worldbank.org/>; your one-stop guide to all kinds of country-level information
- World Bank's World Development Reports <http://go.worldbank.org/LOTTGBE9I0>: influential, agenda-setting annual publication, focused on a single issue each year.
- UNDP's Human Development Reports (<http://hdr.undp.org/en/>): Annual publication on the state of social /economic development in the world. Excellent data visualization tools
- World Income Inequality Database by the United Nation's University: <https://www.wider.unu.edu/project/wiid-world-income-inequality-database>
- AidData – open data for international development: <http://www.aiddata.org>
- Oxford Poverty & Human Development Initiative (OPHI)'s Multidimensional Poverty Index: <http://www.ophi.org.uk/multidimensional-poverty-index/>; a new development index developed by the Oxford Poverty and Human Development Initiative, now adopted by the United Nations Development Program for integration into the annual Human Development Reports

## Gender Data Portals

- OECD: <http://www.oecd.org/gender/data/>
- World Bank: <http://datatopics.worldbank.org/gender/>
- MEDevEcon: <https://sites.google.com/site/medevecon/development-economics/devecondata>  
- website links to a variety of datasets for empirical development economists, most of which are freely accessible; great website to explore and learn if you are a data-geek (like me)
- UNDP's Millennium Development Goals Monitor: <http://www.mdgmonitor.org>
- IMF World Economic Outlook (WEO), Global Financial Stability Reports and Global Monitoring Reports: <http://www.imf.org/external/pubind.htm>
- Organization for Economic Cooperation and Development: <http://www.oecd.org>; good source of macroeconomic data on the OECD member states, as well as many analytical reports on salient economic policy issues.
- Vision of Humanity Global Peace Index; a new way to look at development; <http://www.visionofhumanity.org/#/page/indexes/global-peace-index>

You will also benefit from becoming familiar with GoogleScholar (<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.

Prof. Zwi has a twitter account that is used for drawing attention also to relevant development debates, podcasts, book reviews and publications. If you are on twitter, follow <https://twitter.com/HEARDatUNSW> - also hashtags #DevStuds #GlobalDev #ARTS1705 #ARTS2755 #COMD5000 #COMD5001 #COMD5002. There are also numerous valuable twitter lists on @HEARDatUNSW related to development, human rights, humanitarian policy and related issues - check them out. You don't need to broadcast what you had for breakfast to derive benefit from twitter... it's a useful source of up-to-date debates, critiques, resources, jobs and opportunities [and yes, a lot of not so useful stuff too :-)].

## Course Evaluation and Development

We welcome and appreciate constructive feedback from students. Student feedback is taken seriously and has been used in the past to improve course delivery, assessment focus and course content. Over the years ARTS 1750 has undergone significant changes based on student feedback. For example based on student feedback in 2015 and 2018, content, readings and assessments have been adapted to improve the student learning experience. You can share feedback on the course throughout the semester period electronically (email) or verbally with the course convenor and tutors. Informal feedback and class-generated feedback are equally valued. The last tutorial is used for requesting more detailed feedback from students both verbally and in writing (anonymously), which will be utilized to make further changes to the course structure and assessments as required. Towards the end of the course, you will be asked to provide feedback by MyExperience.

## **Submission of Assessment Tasks**

## **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](mailto: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:

**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.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time



- 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
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## 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/>

## Image Credit

Photo: Anthony Zwi - Community meeting with external NGO post-earthquake, Gorkha district, Nepal 2018

## CRICOS

CRICOS Provider Code: 00098G