School of Social Sciences
Faculty of Arts and Social Sciences

ARTS 1750

INTRODUCTION TO DEVELOPMENT STUDIES

Semester 1, 2012

Course Outline

1. Location

Faculty	Faculty of Arts and Social Sciences
School	School of Social Sciences
Course Code	ARTS 1750
Course Title	Introduction to Development Studies
Semester/Year	Semester 1, 2012

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3. Staff Contact Details

Course Coordinator and Lecturer	
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Contact time and availability	Wednesday: 2pm-3pm or by appointment

Tutors:

Stefania Bocchi. Belinda Marchesiello, Johannes Luetz

Who do I see? If you have any questions or problems about the course, please try to come and see me in person during the consultation time and if necessary follow-up via email or telephone. If you have any questions related to assessments or attendance **please see your tutor**.

4. Course Details

Credit points: 6

Summary of the course:

Welcome to ARTS 1750, Introduction to Development Studies! This is a First Year course in the Development Studies major at UNSW. Introduction to Development Studies is a compulsory course in the Development Studies major and a prerequisite for ARTS 1751 *Rich World, Poor World* and upper-level Development Studies courses. The Development Studies major is part of the Bachelor of Arts, Bachelor of International Studies, and Bachelor of Social Sciences.

This course provides content and skills for the study of development by setting out key debates over the meaning of development, examining different theoretical approaches to development, tracing the history of development as an idea and a practice, and discussing contemporary issues in development.

The course is divided into three parts.

Part One: 'DEVELOPMENT: A CONTESTED CONCEPT' (weeks 1-5) focuses on the conceptual and theoretical aspects of Development Studies. The aim of this part of the course is to introduce and explain the major concepts and theories used in Development Studies that will be essential throughout this course and throughout the Development Studies major. Part One addresses different definitions of development as a goal and practice; different definitions of poverty; the actors involved in development including international organisations, states, civil society actors, and trans-national corporations; and we will then address different theoretical perspectives on development charting orthodox, alternative and critical approaches. The content of Part One will be directly assessed in the **Key concepts Test in Week 5.**

Part Two: 'THE DEVELOPMENT OF DEVELOPMENT' (weeks 6-8) focuses on the origins of development as an idea, as a practice, and its role in shaping the contemporary world. The aim of this part of the course is to introduce students to the historical factors underpinning contemporary poverty, inequality, and relations between the First and Third Worlds. Part Two charts the origins of development in imperialism, colonialism, and modernity by examining the impact of European and American expansion into Africa, Asia, and the Americas. The focus then shifts to the post-colonial era, characterised by the formation of the nation-state throughout the world, the primacy of the state in development, the impact of the Cold War on development aid, and the politics of the Third World. The final week in this part of the course focuses on the last 25 years, including the debt crisis and the shift towards market-led development, often termed 'neo-liberalism'. The content of Part Two will be directly assessed in the **Research Essay due in Week 10.**

Part Three: 'CONTEMPORARY ISSUES IN DEVELOPMENT' (weeks 9-12) draws together Parts One and Two to critically analyse four key issues in contemporary Development Studies. The aim of this part of the course is to apply concepts and perspectives learned in Parts One and Two to existing issues and examine the different ways these issues can be viewed and have been viewed. The focus of Part Three will be on the dynamics of these issues with cognisance of historical factors and future directions. Part Three examines human rights and development focusing on contending understandings of the role of human rights in development (week 9), the impact of development on the gender and the environment (10-11) and the increasing importance of the environment and gender in the theory and practice of development. The final week of the course will focus on the relationship between development and armed conflict. The content of Part 3 will be assessed in the **Final Exam**, which will allow you to situate contemporary issues within historical (Part Two), and conceptual (Part One) contexts. The Final

Exam will be held during the Examination Period that runs between 10th-27th of June.

Aims of the course:

- Provide an introduction to key debates on the meaning of development
- Provide a detailed understanding of different conceptions of poverty and the impacts of these conceptions
- Provide analysis of the main actors involved in development including international organisations, states, civil society, and trans-national corporations
- Provide a comparative understanding of major theories of development and their application to different issues
- Provide a detailed historical account of development from the colonial era to the present day
- Provide in depth analysis of contemporary issues in development including human rights, gender, environment, and armed conflict.

Student Learning Outcomes:

At the end of this course you should be able to:

- Understand key debates on the meaning of development and poverty and articulate your own perspectives
- Critically evaluate and compare competing perspectives and theories used in Development Studies
- Identify the different and conflicting roles of the main actors in development, the obstacles to effective co-operation and the potential to overcome these obstacles
- Engage with the complexities of key issues in contemporary development
- Conduct independent research into development and apply different theories to contemporary development issues
- Develop critical analytical skills through the weekly evaluation of compulsory readings
- To effectively communicate informed perspectives on the course topics verbally in tutorials and through written research essays

Graduate Attributes:

The Course Aims and Learning Outcomes, teaching strategies and assessment modes contribute to the following Graduate Attributes:

1. **The ability to conduct research, and create understanding through the process of inquiry**
2. **An in-depth knowledge of the foundations needed in Development Studies and recognition of its multi-disciplinary nature**
3. **The development of analytical thinking abilities through the evaluation of different perspectives**
4. **The capacity for critical evaluation and creative problem-solving**

5. Rationale for the inclusion of content and teaching approach:

In accordance with UNSW Learning and Teaching Guidelines this course is designed at the introductory level. The course design ensures that conceptual, theoretical, and historical themes are contextualised and critically applied to contemporary contexts contributing to an inclusive curriculum. The use of case studies throughout the course ensures that students will be introduced to a range of different empirical contexts throughout the course. The course recognises that students have an active role to play in the learning process regardless of whether they have prior knowledge or experience with Development Studies. Thus the course engages student involvement through lectures, readings, class participation and assessment. The four assessment modes – the in-class test, the Research Essay, Tutorial Participation/Weekly Analysis of Readings, and Final Exam - are designed to enable students to reflect on their understanding of the subject and develop vital skills in research and communication; both written and verbal that will be used throughout the course and throughout the Development Studies major. The lectures will provide a structured environment to set out and communicate core course content, while the tutorials will provide a forum in which students can explore and challenge their opinions and develop new understandings.

6. Teaching Strategies

The teaching strategies used in this course include Lectures, Tutorials and Consultation.

a) Lectures

There will be 1 lecture per week (2 hours):

- Monday, 12.00pm-2.00pm (Matthews Theatre B)

The lecture is designed to give you detailed core course content and present different perspectives on the course material. **Lecturers**

begin in Week 1. The lectures are two-hours in duration and will not simply replicate the course readings, thus you are strongly encouraged to attend the lectures.

Some guidelines for the lectures:

- Attendance at the lectures is essential for passing the course. See 'Attendance' below.
- Lectures' slides will be uploaded on BB
- The lecture will be 2hrs in length, with a 10 minute break in the middle.
- Please don't be late. It is very disruptive and shows a lack of respect for your peers and the staff.

b) Tutorials

In this course you will be required to attend one tutorial a week. Tutorials **begin in Week 2** so ensure that you know which class you are enrolled in by checking myUNSW before Week 1 commences.

Tutorials are the most vibrant part of the university experience. They are the place where you will meet people, share ideas, have discussions, have disagreements, and learn more about the particular topic than you could from just reading on your own. Thus it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read *at least* the compulsory readings, answered the weekly questions (see 'Assessment' below) and attended the lectures.

Some guidelines for tutorials:

- Attendance is **<u>compulsory</u>.** See 'Attendance' below.

- Avoid being late; it is difficult to get the most benefit from tutorials if you arrive halfway through. It is also unfair on the students who make an effort to get there on time every week. If you are going to be late please advise your tutor in advance.

- **You must do the readings**. You will get a lot more out of class if you do, and very little if you don't. In this course you are required to complete questions on the readings as part of your preparation for class each week and as part of the overall assessment for the course (see 'Assessment' below).

- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.

- You will be given the opportunity to provide feedback on the course during the semester to enable us to continually improve the subject. Feedbacks are vital in reshaping the course content, materials, and assessments.

c) Consultation

A 1hr consultation time is also allocated weekly to discuss the assessment tasks of the course with your tutor. Room and time allocations will be given by your tutor in the first tutorial. It is understood that not all students can attend during the allocated time, and when this is the case please make an appointment with your tutor for another time. If you have any problems with the course your first point of contact is your tutor, and, if needed, they will refer you to the course coordinator. Similarly if you are having difficulties with any of the assessments let your tutors know as early as possible so that they can help you as best they can.

7. Course Schedule

WEEK/ DATE (NB dates are the lecture dates)	LECTURE TOPIC	TUTORIAL TOPIC
Week 1: 27 Feb	Introduction: What is Development?	**No Tutorials**
Week 2: 5th March	Poverty	Introduction: What is Development?
Week 3: 12th March	Perspectives on Development: Growth, Human Development, Critical and Post-Development	Poverty
Week 4: 19th March	Actors in Development	Perspectives on Development: Growth, Human Development, Critical and Post-Development

Week 5: 26th March	Multinational Corporations and civil society / Key Concepts Test	Actors in Development
Week 6: 2nd April	Emergence of Development 1400-1945: Imperialism, Colonisation, and Modernity	Activism and civil society
No classes. Easter Break		
Week 7: 16th April	Nations and Development 1945-1982: State-led Development and the arrival of the Third World.	Emergence of Development 1400-1945: Imperialism, Colonisation, and Modernity
Week 8: 23th April	Markets and Development 1982-Present: Globalisation and Neoliberalism	Nations and Development 1945-1982: State-led Development and the arrival of the Third World.
Week 9: 30th April	Human Rights	Markets and Development 1982-Present: Globalisation and Neoliberalism
Week 10: 7th May	Gender	Human Rights
Week 11: 14th May	Environment	Gender
Week 12: 21st May	Future Questions in Development	Environment
Week 13: 28th May	No Lecture	Recap/ Future Questions in Development

PART ONE: DEVELOPMENT: A CONTESTED CONCEPT

WEEK ONE, 27TH February (NB: dates are for the lecture)
Introduction: What is Development?
We will discuss different ways of defining development and introduce the key debates around development that are central to this course and the Development Studies major as a whole. We will define key terms and key concepts. We will also examine

development as an idea, a practice and a goal. The course aims and objectives, assessments, and expectations will also be discussed.

Essential Readings:
Text Book:
Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, Oxford, Oxford University Press.
Chapters: 1

WEEK TWO, 5th March
Poverty
Poverty is central to understanding development, yet there is very little critical inquiry into the different definitions of poverty and how these affect the way development is practiced and understood. What we do about poverty is heavily influenced by the ways we define and understand it. We will examine conventional monetary understandings of poverty, critiques of conventional understandings, and then look in detail at broader approaches to poverty as both a material and ideational concept.

Essential Readings:
Text Book:
Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, Oxford, Oxford University Press.
Chapters: 13

Additional Readings:
Carter, M. & May, J. (2001), 'One Kind of Freedom: Poverty Dynamics in Post-apartheid South Africa', *World Development*, 29(12): 1987-2006.

Harriss-White, B. (2005), 'Destitution and the Poverty of its Politics- with Special Reference to South Asia', *World Development*, 33(6): 881-891.

Hickey, S. & Bracking, S. (2005), 'Exploring the Politics of Chronic Poverty: From Representation to a Politics of Justice?', *World Development*, 33(6): 851–865.

Hulme, D., & Shepherd, A. (2003), 'Conceptualizing Chronic Poverty', *World Development*, 31(3): 403-423.

Krishna, A., Mahesh, K., Porwal, M., & Singh, V. (2005), 'Why Growth is not Enough: Household Poverty Dynamics in Northeast Gujarat, India', *The Journal of Development Studies*, 41(7): 1163-1192.

Lawson, D., McKay, A., and Okidi, J. (2006), 'Poverty persistence

and transitions in Uganda: A combined qualitative and quantitative analysis', *The Journal of Development Studies*, 42(7): 1225-1251.

Sumner, A. (2007), 'Meaning versus measurement: why do 'economic' indicators of poverty still predominate?', *Development in Practice*, 17(1): 4-13.

WEEK THREE, 12ⁿᵈ March
Perspectives on Development: Growth, Human Development, Critical and Post- Development
We will examine the dominant perspective that has driven development thinking and policy since 1945; economic growth. We will look at the primacy of growth in development thinking and at critiques of growth. We will then look at the evolution of holistic development, particularly through the United Nations Development Program and the concept of human development. We will examine the impact of post-positivist social science on development culminating in what has become known as 'post-development'. We will end by comparing these perspectives and identifying their usage in the contemporary context.

Essential Readings:
Text Book:
Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, Oxford, Oxford University Press.
Chapters: 3, 4.

Additional Readings:
Clarke, G. and Sison, M. (2003), 'Voices from the Top of the Pile: Elite Perceptions of Poverty and the Poor in the Philippines', *Development and Change*, 34(2): 215-242.

Donaldson, J. (2008), 'Growth is Good for Whom, When, How? Economic Growth and Poverty Reduction in Exceptional Cases', *World Development*, 36(11): 2127-2143.

Escobar, A. (1995), *Encountering Development: The Making and unmaking of the Third World*, Princeton: Princeton University Press.

Ferguson, J. (1994), *The Anti-Politics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho*, 2ⁿᵈ Edition, Minneapolis: University of Minnesota Press.

Gasper, D. (2002), 'Is Sen's Capability Approach an Adequate Basis for Considering Human Development?', *Review of Political*

Economy, 14(4): 435-461.

Kiely, R. (1999), 'The last refuge of the noble savage? A critical assessment of post-development theory', *The European Journal of Development Research*, 11(1): 30-55.

Matthews, S. (2004), 'Post-Development theory and the question of alternatives: a view from Africa', *Third World Quarterly*, 25(2): 373-384.

Nederveen Pieterse, J. (1998), 'My Paradigm or Yours? Alternative Development, Post-Development, Reflexive Development', *Development and Change*, 29(2): 343-373.

Van Ausdal, S. (2001), 'Development and Discourse among the Maya of Southern Belize', *Development and Change*, 32(3): 577-606

Ziai, A. (2004), 'The ambivalence of post-development: between reactionary populism and radical democracy', *Third World Quarterly*, 25(6): 1045–1060.

WEEK FOUR, 19th March
Actors in Development
We will examine the main actors and their roles in development in an era of globalisation. We will begin by looking at the state both in terms of domestic development and bilateral aid. We will move on to examine international organisations with a development focus particularly the World Bank, the International Monetary Fund, various United Nations agencies, and the World Trade Organisation. We will then examine non-state actors, particularly transnational corporations, and civil society. We will critically examine the dynamics experienced by different actors under globalisation and what this means for the processes and outcomes of development.

Essential Readings:
Text Book:
Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, Oxford, Oxford University Press.
Chapters: 7, 8, 10

Additional Readings:
Boyce, J. (2002), 'Unpacking Aid', *Development and Change*, 33(2): 239-246.

Woods, N. (2001), 'Making the IMF and the World Bank more

accountable', *International Affairs*, 77(1): 83-100.

Blowfield, M. and Frynas, J.D. (2006), 'Setting New Agendas: critical perspectives on corporate social responsibility in the developing world', *International Affairs*, 81 (3): 499-513.

Gu, J., Humphrey, J., and Messner, D. (2008), 'Global Governance and Developing Countries: The Implications of the Rise of China', *World Development*, 36(2): 274-292.

Kenny, C. (2008), 'What is effective aid? How would donors allocate it?"'The European Journal of Development Research 20 (2): 330-346.

Öniş, Z. and Şenses, F. (2005), 'Rethinking the Emerging Post-Washington Consensus', *Development and Change*, 36 (2): 263-290.

WEEK FIVE, 26th March [Key Concepts Test in first half of Lecture!]
Multinational Corporations and Civil Society
Development is very contentious. People organise and protest against development projects across the world. Similarly, people make demands on their governments to provide more development and listen to their grievances. As the provision of development has moved to other actors, including trans-national corporations, the sites and arenas of protest have also shifted. This week we will examine civil society actors and activism in shaping and protesting development.

Text Book:
Haslam, P., Schafer, J., Beaudet, P. (2009) *Introduction to International Development*, Oxford, Oxford University Press.
Chapters: 11, 12.

Additional Readings:
Bond, P. (2008), 'Social Movements and Corporate Social Responsibility in South Africa', *Development and Change*, 39 (6): 1037-1052.

Deo, N. (2007), 'Structure and Strategies: Two Faces of Civic Activism in India', Journal of Civil Society, 3 (2): 137-157.

Hearn, J. (2007), 'African NGOs: The New Compradors?', *Development and Change*, 38(6): 1095-1110.

Jensen, N.M. (2003), 'Democratic Governance and Multilateral Corporations: Political Regimes and Inflows of Foreign Direct

Investment', *International Organization*, 57: 587-616.

Mohan, G. (2002) 'The disappointments of civil society: the politics of NGO intervention in northern Ghana', *Political Geography'*, 21 (1): 125-154.

PART TWO: THE DEVELOPMENT OF DEVELOPMENT

WEEK SIX, 2nd April
Emergence of Development 1400-1945: Imperialism, Colonisation, and Modernity

This week begins Part Two of the course in which we look at the history of development and the emergence of the existing world order. This is vital to understand how we arrived at the position we are in with such large differences between rich and poor countries and rich and poor people, who benefits from this present position, and how this might be changing. This week we examine the early stages of development which begins with European imperialism and colonisation, where ideas about who was developed and who needed to be developed emerged and took hold. We look at the extraction of resources, the disempowerment of peoples in the colonised world, and how this shaped the beginning of the 20th century.

Essential Readings
Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, Oxford, Oxford University Press. Chapters: 2

Biccum, A. (2005), 'Review: Development and the 'New' Imperialism: A Reinvention of Colonial Discourse in DFID Promotional Literature', *Third World Quarterly*, 26 (6): 1005-1020. [look up this article online through the library and download it yourself]

Additional Readings:
Chhachhi, A. & Herrera, L. (2007), 'Empire, Geopolitics, and Development', *Development and Change*, 36(6): 1021-1040.

Frank, A.G. & Gills, B.K. (eds) (1993), *The World System: five hundred years or five thousand?*, London/New York: Routledge.

Hobsbawm, E.J. (1987), *Industry and Empire: From 1750 to the Present Day*, New York: Pantheon Books.

Levine, P. (2007), *The British Empire: sunrise to sunset*, Harlowe

UK/New York: Pearson Longman.

Wallerstein, I. (1974), *The Modern World System*, New York: Academic Press.

EASTER BREAK- no classes

WEEK SEVEN, 16th April

Nations and Development 1945-1982: State-led Development and the arrival of the Third World.

We will examine the role of development in postcolonial independence and state formation. During this period the state was the key driver of development. The dynamics of the Cold War played a major role in this era with large amounts of aid being deployed to newly independent countries. We will monitor the consequences of this, particularly in the 1970s. We will also look at the Third World as a political idea and its development through the non-aligned movement and the demands for a New International Economic Order. We study the factors leading to the demise of state-led development, the dissolution of Third World solidarity, and the onset on the debt crisis.

Essential Readings

Text Book:

Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, Oxford, Oxford University Press.
Chapters: 14

Additional Readings:

Third World Quarterly, 25 (1); Special Issue on the Third World historically and contemporaneously, published in 2004 (all of the articles in this special issue are directly relevant to this topic- so I encourage you to read as many as you can).

Berger, M. (2004), 'After the Third World? History, destiny and the fate of Third Worldism', *Third World Quarterly*, 25(1): 9-39.

Khadka, N. (2000), 'U.S. Aid to Nepal in the Cold War Period: Lessons for the Future', *Pacific Affairs*, 73(1): 77-95.

Harris, J. (2004), 'Emerging Third World Powers: China, India and Brazil', *Race and Class*, 46(3): 7-27.

Williams, M. (1991), *Third World Cooperation: the group of 77 in UNCTAD*, London/ New York: Pinter/St. Martin's Press.

WEEK EIGHT, 23rd April

Markets and Development 1982-Present: Globalisation

and Neoliberalism

Building on Week 7 we will examine how changes in the global economy and the global political environment led to a major shift in the thinking about development and the practice of development during the 1980s. This period is punctuated by a shift away from the state and towards the market as the main driver of development. We will examine some of the controversies surrounding this shift, especially from the perspective of Third World states. We will then look at the impact of the end of the Cold War, accelerated globalisation, and an increased role for civil society has had on development in the 1990s and 2000s.

Essential Readings:

Text Book:

Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, Oxford, Oxford University Press. Chapters: 15, 6

Additional Readings:

Birdsall, N. (2007), 'Do No Harm: Aid, Weak Institutions and the Missing Middle in Africa', *Development Policy Review*, 25(5): 575-598.

Haslam, P.A. (2007), 'The Firm Rules: multinational corporations, policy space and neoliberalism', *Third World Quarterly*, 28(6): 1167 – 1183.

Pender, J. (2001), 'From "Structural Adjustment" to "Comprehensive Development Framework": Conditionality Transformed?', *Third World Quarterly*, 22(3): 397-411

Poku, N. K. (2002), 'Poverty, debt, and Africa's HIV/AIDS crisis', *International Affairs*, 78(3): 531-546.

Thirkell-White, B. (2004), 'The International Monetary Fund and Civil Society', *New Political Economy,* 9(2): 251-270.

PART THREE: CONTEMPORARY ISSUES IN DEVELOPMENT

WEEK NINE, 30th April
Human Rights

The relationship between development and human rights is not straightforward. The right to development has been frequently invoked by governments and peoples around the world, particularly in the aftermath of colonisation. Yet the process of development can also violate human rights, through

displacement, the exploitation of labour, limited access to basic needs etc. We will examine the different debates around human rights and development and critically examine debates about human rights in developing countries. In particular, we will discuss indigenous people's rights.

Essential Readings:
Text Book:
Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, Oxford, Oxford University Press. Chapters: 24 (also Ch. 25 is relevant if you have time)

Additional Readings:

Uvin, Peter, 2004, *Human Rights and Development*, Bloomfield, CT, Kumarian Press, pp.47-120; 122-166.

Alston, P. (2005), 'Ships Passing in the Night: The Current State of the Human Rights and Development Debate Seen Through the Lens of the Millennium Development Goals', *Human Rights Quarterly*, 27: 755–829

Bourdillon, M. (2006), 'Children at Work: A Review of Current Literature and Debates', *Development and Change*, 37(6): 1201-1226.

Fukuda-Parr, S. (2006), 'Millennium Development Goal 8: Indicators for International Human Rights Obligations?', *Human Rights Quarterly,* 28: 966–997.

Kabeer, N. (2006), Poverty, Social Exclusion and the MDGs: The Challenge of 'Durable Inequalities' in the Asian Context, *IDS Bulletin*, 37(3): 64-78.

Pogge, T. (2005), 'Recognized and Violated by International Law: The Human Rights of the Global Poor', *Leiden Journal of International Law*, 18: 717-745.

Polaski, S. (2006), 'Combining Global and Local Forces: The Case of Labor Rights in Cambodia', *World Development*, 34(5): 919-932.

Sengupta, A. (2000), 'Realizing the Right to Development', *Development and Change*, 31(3): 553-578.

WEEK TEN, 7th May (Research Essay Due Friday 11th May)
Gender
Development has been heavily criticised for not taking gender

into account. This week we will examine the evolution of thinking on gender and development over recent decades and the impact this has had in different parts of the world. We will also examine gendered critiques of different development ideas and perspectives in the contemporary context.

Essential Readings:
Textbook:
Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, Oxford, Oxford University Press. Chapters: 5

Cornwall, A., Harrison, E., & Whitehead, A. (2007), 'Gender Myths and Feminist Fables: The Struggle for Interpretive Power in Gender and Development', *Development and Change*, 38(1): 1-20. [look up this article online through the library and download it yourself]

Additional Readings:
Chant, S. (2006), 'Rethinking the "Feminization of Poverty" in Relation to Aggregate Gender Indices', *Journal of Human Development*, 7(2): 201-220.

Kabeer, N. and Mahmud, S. (2003), 'Globalization, gender and poverty: Bangladeshi women workers in export and local markets', *Journal of International Development*, 16(1): 93-109.

Koopman, J. (2009), 'Globalization, Gender, and Poverty in the Senegal River Valley', *Feminist Economics*, 15 (3): 253 – 285.

Müller, T. (2006), 'Education for Social Change: Girls' Secondary Schooling in Eritrea', *Development and Change*, 37(2): 253-273.

Visvanathan, N., Duggan, L., Nisonoff, L. & Wiegersma, N. (eds) (1997), *The Women, Gender, & Development Reader*, London: Zed Books.

WEEK ELEVEN, 14th May
Environment and Development
This week we focus on environmental degradation. We will address the question: how can the need and the desire for development be reconciled with the need to protect the environment? This is crucial in a time of widespread environmental crisis. We will critically examine the concept of sustainable development, and the relationship between poverty and the environment using examples from different parts of the world. We will also examine the purported links between the environment, development, and conflict.

Essential Readings:
Textbook:
Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, Oxford, Oxford University Press.
Chapters: 17

Additional Readings:
Dasgupta, S., Deichmann, U., Meisner, C. & Wheeler, D. (2005), 'Where is the Poverty–Environment Nexus? Evidence from Cambodia, Lao PDR, and Vietnam', *World Development*, 33(4): 617-638.

Duffy, R. (2005), 'Global Environmental Governance and the Challenge of Shadow States: The Impact of Illicit Sapphire mining in Madagascar', *Development and Change,* 36(5): 825-843.

Hecht, S.B. (2005), 'Soybeans, Development and Conservation on the Amazon Frontier', *Development and Change*, 36(2): 375-404.

Humphrey, M. (2005), 'Natural Resources, Conflict, and Conflict Resolution', *Journal of Conflict Resolution*, 49(4): 508-537.

Ikelegbe, A. (2005), 'The Economy of Conflict in the Oil Rich Niger Delta Region of Nigeria', *Nordic Journal of African Studies*, 14(2): 208-234.

Lufumpa, C.L. (2005), 'The Poverty-Environment Nexus in Africa', *African Development Review*, 17(3): 366-381

Osorio, L., Lobato, M., & Del Castillo, X. (2005), 'Debates on Sustainable Development: Towards a Holistic View of Reality', *Environment, Development and Sustainability*, 7(4): 501-518.

Ross, M. (2004), 'How Do Natural Resources Influence Civil War? Evidence from Thirteen Cases', *International Organization,* 58(1): 35–67.

Sonnenfeld, D. & Mol, A. (2006), 'Environmental Reform in Asia', *The Journal of Environment & Development*, 15(2): 112-137.

WEEK TWELVE, 21ˢᵗ May
Future Questions in Development

This week we will discuss what are the current challenges and future questions in the different areas of development. We will also recapitulate the core theories and issues explored in the

entire course

Essential Readings:
Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, Oxford, Oxford University Press.
Chapters: Epilogue – The Future of Development?

WEEK THIRTEEN (various tutorial dates)
Recapitulation and debate about Future Questions in Development

8. Resources for Students

You will require the following textbook to complete this course.

1. TEXTBOOK
Haslam, P., Schafer, J., Beaudet, P. (2012) *Introduction to International Development*, 2nd edition, Oxford: Oxford University Press.

The textbook is available from the **University Bookshop**.

2. Additional Readings
Additional readings for each week are briefly listed in this guide. Between five and ten extra readings are provided per week and you are encouraged to read as many of these as possible each week and during your research, however this should not restrict your reading for the course and you will be required to use more sources in your research essay. Readings on the Additional Reading List are almost entirely from journal articles that are **easily accessible on-line through the library** making it easier for you to access them from home. This also avoids the pitfalls of over a hundred students trying to find one book in the library! However, there will be readings taken from older sources and from books when considered important for the topic.

In addition it is recommended that you explore the following internet sites and academic journals.

3. Websites:
African Union- www.africa-union.org
Amnesty International- www.amnesty.org
ASEAN Secretariat- http://www.aseansec.org
Asian Development Bank- www.adb.org
Asian Forum for Human Rights and Development- www.forum-asia.org
CIVICUS- Worldwide Alliance for Citizen Participation- www.civicus.org

Global Policy Forum- www.globalpolicy.igc.org/ngos
Focus on the Global South- www.focusweb.org
Human Rights Watch- www.hrw.org
International Trade Union Confederation- www.ituc-csi.org
International Labour Organisation- www.ilo.org
International Monetary Fund- www.imf.org
International Institute for Sustainable Development- www.iisd.ca-
International Trade Union Confederation- www.ituc-csi.org
La Via Campesina (International Peasant Movement)- http://viacampesina.org/main_en/index.php
Minority Rights Group International- www.minorityrights.org
New Partnership for Africa's Development- www.nepad.org
United Nations Conference on Trade and Development- www.unctad.org
United Nations Development Program- www.undp.org
United Nations Environment Program- www.unep.org
United Nations Inter-Agency Network on Women and Gender Equality- www.un.org/womenwatch
World Bank www.worldbank.org
World Health Organisation- www.who.org
World Trade Organisation- www.wto.org

4. Journals

Access to all these journals is available through the UNSW library online. This is usually the BEST place to start your search for information rather than large databases and/or the web.

Development and Change
Development in Practice
Development Policy Review
European Journal of Development Research
Journal of Development Studies
Journal of Human Development
Journal of International Development
Oxford Development Studies
Progress in Development Studies
Third World Quarterly
World Development

9. Assessment

Final grades in this course will be based on 4 assessment tasks:

TASK	LENGTH	%	Learning Outcomes Assessed	DUE DATE
Key Concepts	1 hour	20	1-6	Week 5

Test				(26th March)
Research Essay	1000-1200 words	30	1-6	Week 10 (11th May)
Final Exam	2 hrs	40	1-6	Exam Period
Weekly Participation	n/a	10	2,3,4,7	All weeks

You **must** make a reasonable attempt at all assessment tasks in order to get a final grade in this course.

1. Key Concepts Test. 20% to be held in the Lecture Week 5, 26th of March

As an introductory course, the key concepts introduced in Part 1 of the course are central to development studies throughout this course and future courses you take. The first assessment for this course is a test that will be conducted during the lecture in Week 5. The test is a series of short answer questions that allow you to demonstrate your knowledge of the material from weeks 1-4 of the course. One hour has been set aside for the exam, plus 10 minutes reading time. A regular lecture will take place after the test has been completed. This is an opportunity for you to analyse the different ways key concepts have been used in development studies and the different meanings they have been given. Feedback from this assessment task will assist you in preparing for your **Research Essay** due in Week 10 and your **Final Exam**. The test will also enable you to gauge your progress in Development Studies and allow you to bring any questions you have resulting from the test to your tutors at an early stage in the course.

2. Research Essay: 30%, Due Friday 11th May

Word Limit: 1000 words

The Research Essay is designed to give you the opportunity to independently research a topic from the course and engage with that topic in an analytical manner. It is important to develop your own argument based on the use of appropriate evidence, a consideration of different (and often competing) perspectives, relevance of your answer to the question, the structure of the essay, and it is also important to express this with a clear writing style. The Research Essay will be used to increase your familiarity with

Development Studies literature and journals. It will also be used to develop your essay writing skills and aims to build on the analytical skills developed in the weekly assessment of readings carried out in tutorials.

Research Essay Questions

1. Why is development aid (both bilateral and multilateral) so controversial?

2. The non-aligned movement (NAM) was a failure. Discuss this statement critically.

3. What are the main impacts of neo-liberal development policies on poor countries?

4. States are no longer capable of carrying out development on their own. Discuss critically.

5. Are NGOs a positive factor in development?

Some guidelines for the research essay:

- You must choose an essay question from the list above.

- Essays will be rewarded for analytical argument. Analysis involves the critical assessment of contrasting perspectives. It should be noted that **description only** is (at the most) worth a credit grading in this course. **Comparative analysis** is essential for the higher grades of distinction and high distinction. This will be discussed in class.

- The course coordinator and tutors would be happy to discuss questions about your essays and essay structure while you are researching but will **not** be available to read essay drafts. Discussion of essays will only be available in allocated consultation sessions or by appointment.

- Late essays without permission will attract a penalty of 3% (of the perfect mark, that is /100) per day late, including weekends (See below **'Extension for submission of work'**)**. If your essay is late it may not be returned by the end**

of semester and your marks may not be released on time.

- Essays must have a bibliography in addition to the references in the essay. **Without a bibliography the essay cannot pass.**

- Please ensure that you follow an accepted referencing style. These are outlined by the Learning Centre. Go to http://www.lc.unsw.edu.au/olib.html and click on the links to different referencing styles. We will also discuss this during class.

- **Please take care to use academic references as evidence in your essays.** You may use on-line references from recognised organisations such as the United Nations or Amnesty International, but these must be correctly and accurately referenced. Please do not use web reference pages such as Wikipedia etc. Please see you tutor if you have any queries about referencing.

3. Final Exam. 40%. To be held during the Exam Period

The final exam will draw on material presented in the entire course. The aim is for you to bring together the concepts learned in Part I of the course, with the issues discussed in Part III of the course, while also keeping in mind the historical developments discussed in Part II. The questions will ask you to explore current issues in development, and thus will ask you to think back through the course and through the readings and tutorials to some of the ways we have used concepts and history to discuss and debate contemporary issues. The exam will be held during the exam period (8th-25th June) and you will have 2 hours to complete it, including ten minutes reading time. The exam will contain a list of long answer 'essay style' questions. You need to answer **THREE** of these questions. The questions will be different from the Research Essay questions listed above. You will need to provide citations and references where appropriate, and we will discuss how many citations and how to cite them during class leading up to the exam. The exam is not designed to trick you; rather it is designed to draw upon the whole course, rather than one or two weeks in isolation.

4. Tutorial Participation/Analysis of Readings (10%): Weekly in Tutorials

In order to participate successfully in this course you must do your readings, attend the lecture, think about questions raised by the

readings, contribute to the class discussion, listen to other class-members, and show respect for different views (see guidelines for tutorials above).

In addition you are required to complete a short set of questions each week and bring these to class. For each reading you must answer the following questions:

1. What is the author(s) trying to say (i.e. what is their argument)?

2. How does the author(s) support or show this (i.e. what is their method)?

3. Do you agree or disagree with all or some of the reading and why?

Write down your answers, you can write them in your textbook if you like at the end of each chapter (there is no need to type your answers). Bring your answers to class and these will be used to initiate class discussion. Your answers will not be collected and 'marked' in the conventional sense, **but your tutor may call upon you to give your answers during class so be sure to have them ready.** Your participation in this aspect of tutorials is essential for gaining a good mark in this part of the course assessment. The aim of this exercise is to develop your critical analytical skills and also allow you to raise questions, difficulties, and opinions about the readings and communicate these with your classmates. Do not worry if you find some of the readings difficult, it is likely that other members of the class feel the same way. The important skill is to try to figure out what the authors are trying to say and how they support it. This will also help you in your writing and researching and force you to think about what you are trying to say (your argument) and how you can show or support it (your method). It also shows that even if you don't understand every detail in the readings, by thinking critically about what the author is trying to say you can get a solid overall understanding of the issue being raised and what is being said about it and be able to comment on this yourself. In previous years students have commented that this really helped them to develop analytical and critical thinking skills and helped them to enjoy the readings much more.

10. Course evaluation and development

Student evaluative feedback is gathered periodically using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important. A specific students' questionnaire developed by the course coordinator will be administered at the end of the semester to gather feedback on each component of the course. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course. ARTS 1750 has undergone significant changes based on feedback. The course reader has been changed to a textbook and the assessments have also been changed to reflect the demands of the 12 weeks semester and the feedback of students.

COURSE POLICIES

11. Student conduct and integrity in academic work

UNSW has a Student Conduct Policy (2009) that "provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students' dealings with fellow students, staff, the University, and the national and international community." (UNSW Student Conduct Policy, page 1).

All students must read this policy at:

> http://www.gs.unsw.edu.au/policy/documents/studentconductpolicy.pdf

A related document is the UNSW Student Misconduct Procedures (2009):

> http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Integrity in academic work is one of the main expectations of all students and staff. It is the student's responsibility to understand and achieve this. There are several resources to help them:

- The Student Conduct Policy and the Student Misconduct Procedures.

- The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism (http://www.lc.unsw.edu.au/plagiarism/).
- The Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly is mandatory for all commencing undergraduate students and the quiz must be completed by the end of Week 5 of their first semester at UNSW. All postgraduate coursework students are encouraged to take the tutorial (http://elise.library.unsw.edu.au/home/welcome.html)
- Information provided in class.

Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document became effective from 20 February 2012 entitled Student Academic Integrity & Managing Plagiarism: Guidelines for Staff. This can be viewed at the following link.

https://www.gs.unsw.edu.au/policy/documents/studentacademicintegrityandmanagingplagiarismguidelines.pdf

12. Class attendance and communication

Students are expected to attend all tutorials/seminars. A satisfactory attendance record of at least 80% of scheduled classes must be met to pass the course. Tutors will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

If illness or misadventure causes you to miss a tutorial, you should try to attend an alternative tutorial group during that week. It is your responsibility to inform your regular tutor of this by completing the Alternative Workshop/Tutorial Attendance Form, available on the door of the School Office. The form must be signed by the host tutor and given to your regular tutor the following week. No more than two such forms will be accepted per semester, and the host tutor is free to refuse such permission.

If illness or misadventure will cause you to miss an excessive number of tutorials (usually 3 or more), you MAY apply for Discontinuation Without Failure from the course by filling out the appropriate form available at the Faculty of Arts and Social Sciences Office. For more details about the University's policy on

attendance, please consult:
https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html

Email and relevant Blackboard functionalities are considered official means of communication between staff and students. Teaching staff will communicate with students through their UNSW email address. It is the students' responsibility to check their UNSW email regularly.

13. Submission of Assignments and Extensions

All assignments are to be submitted to the School Office, located on the Ground Floor of the Morven Brown Building, usually by being placed in the appropriate box. These will be stamped by the School Office with the receipt date in case of late submission only.

Students are also required to submit an electronic copy of the assignment via Blackboard. The electronic copy of each assignment must be uploaded on Blackboard in the Assignment dropping box created for each assignment. It is the student's responsibility to keep a copy of their work in case of loss.

BOTH HARD COPY AND ELECTRONIC COPY OF YOUR ASSIGNMENT MUST BE SUBMITTED BY 4PM ON THE DUE DATE TO AVOID A LATE PENALTY.

It is the students' responsibility to keep a copy of their work in case of loss of an assignment.

All assignments must be submitted with an Assignment Declaration form signed by the student. These are available from outside the School Office, above the assignment submission boxes. Students must read the rules on Student Academic Misconduct relevant to assignment submission (further information given below).

Assignments are returned in tutorials.

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark,that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%.

Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

14. Special Consideration

The UNSW Special Consideration–Illness and Misadventure Policy (2008) that states "The purpose of special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks."

Details of the policy and procedures on Special Consideration can be found at:

http://www.gs.unsw.edu.au/policy/documents/specialconsideration policy.pdf

"Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory." (Special Consideration Policy, page 1)

All applications for special consideration are lodged with the UNSW Student Central. Please read the policy to understand when such application is warranted, and about the possible outcomes of an application.

Note: Depending on the circumstances, the University may take action to allow you to overcome the disadvantage, e.g. give you additional assessment or extend a deadline.

Merely submitting a request for Special Consideration does not automatically mean that you will be granted additional assessment, or that you will be awarded an amended result. For example, if you have a poor record of attendance or performance throughout a session/year in a course you may be failed regardless of illness or other reason affecting a final examination in that course.

It sometimes happens that a student may encounter a situation that is so significant or personal they do not want to use the Special Consideration procedures. In a case like this you may prefer to contact the University Health Service, the Counselling Service, an academic adviser in your program office or the Manager, Student Administration and Records. Remember that it is always important to let the University know if there is anything that may affect your ability to continue your studies.

Work or family commitments, religious holidays, or work due in other courses are not acceptable reasons since the possibility of such events are supposed to be taken into account when managing your time, nor are short illnesses suffered within a week of the due

date since your assignment is assumed to be almost finished by that point. Evidence of significant progress in the assessment task will have to be demonstrated when asking for extension due to an emergency or illness close to the submission date. You must lodge the application for SC, or notify or have a friend/family member notify UNSW Student Central, within 3 days of the event for which you are seeking SC.

If SC is granted, this may take the form of a removal of part or all of a late penalty, or an adjustment to the raw grade, or an alternative form of assessment, at the discretion of the Course Coordinator.

15. Review of Results

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the University policy on Review of Results for additional information:

https://my.unsw.edu.au/student/academiclife/assessment/Reviewo fResults.pdf

16. Occupational Health and Safety

UNSW has an Occupational Health and Safety Policy (2010) that staff and students are expected to comply with. Please refer for details to:

http://www.gs.unsw.edu.au/policy/documents/ohspolicy.pdf

17. Student Support Services

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more at:

http://www.lc.unsw.edu.au/

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. Find out more at www.studentequity.unsw.edu.au/