



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and  
Social Sciences**

**SCHOOL OF HUMANITIES**

**ARTS1751**

**Poor World, Rich World**

**Semester 2, 2012**

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## Course staff

### Lecturer Details:

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### Tutor Details:

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Consultation Times: To be announced in class

## Course details

ARTS1751 is a foundation course in the BA in Development Studies and is also recognised as a first year History course. It is worth 6 units of credit. It consists of two lectures and one tutorial per week. Lectures commence in Week 1 (week beginning 16 July, 2012) and conclude in week 12 (week beginning 8 October, 2012). Tutorials commence in week 2 (week beginning 23 July, 2012) and conclude in week 13 (week beginning 15 October, 2012). Students who have timetable clashes with lectures must listen to recorded lectures on Lectopia.

The course introduces students to the field of development studies through a program of structured and incremental learning that takes an historical approach to the deepening of the divide between the rich and the poor world within and between nation states. The first half of the course examines, from a historical perspective, diverse development strategies that have been adopted by donors and/or national Governments primarily since World War II and up until the present including industrialisation, structural adjustment, growth strategies, and the human development and capability approach. The second half of the course examines more recent topics in development discourse such as sustainability, conflict, the role of democracy, alternative development, and new divisions within and between nations. Skills acquisition through building historical research and information management capacity is built into the program.

## Course aims

The aims of this course are to:

- Develop a solid understanding of the various development strategies pursued by less developed nations and donors since World War II.
- Explicate the reasons for, and results of, economic crises in the developing world including the increased power of the multilateral organisations and the consequences of structural adjustment.
- Account for the rise of the NGOs in the context of the shrinking of the state.
- Consider alternative development strategies.
- Analyse the concept and challenges of sustainable development.
- Trace the connections in an increasingly interdependent world.
- Encourage critical thinking and the formulation of conceptual explanations.
- Stimulate intellectual curiosity and problem solving.
- Develop communication skills in reading, writing, speaking and listening.
- Develop research skills so that conceptual arguments are supported by empirical evidence.

The course provides the basic knowledge and analytical skills for students proceeding to more theoretical and focussed Development Studies and History courses at upper levels.

## Student learning outcomes

At the completion of this course students will be able to:

- Demonstrate an understanding of the emergence of the divide between the poor world and the rich world.
- Critique development strategies employed by donors, multi-lateral institutions and national Governments.
- Develop a historical perspective and understand the importance of complex development challenges of the 21<sup>st</sup> century including sustainable development.
- Think more critically and form judgments based on the development of concepts of causation, the analysis of diverse interpretations of societal and cultural change, the interpretation of prescribed texts, and the formulation of explanatory arguments.
- Locate and use evidence in oral and written forms to support scholarly arguments.

Specific UNSW graduate attributes developed in the course include:

- Acquisition of the capacity for analytical and critical thinking.
- Information literacy.
- An appreciation of, and respect for, diversity.
- A capacity to contribute to, and work within, the international community.
- An appreciation of, and responsiveness to, change.

## Learning and teaching rationale

Learning is essentially derived from curiosity and interest. Teaching strategies aim to firstly stimulate interest by raising major issues related to historical developments; and secondly provide information that is necessary for students to address these issues. Ultimately it is the student who interprets the difficult questions and attempts to resolve them. In the first instance the student should be critical: "Doubt everything". Secondly, the student should analyse the problem. Thirdly, the student should develop a hypothesis or answer to the problem. Fourthly, the student should advance evidence to support the hypothesis, while not ignoring evidence to the contrary. By proceeding in this fashion the student will develop the analytical, research, and communicative skills (oral, aural and written) which are the bedrock of the tertiary education project and move beyond the mere expression of opinion.

## Teaching strategies

In general, lectures will follow a chronological trajectory and link with the readings for the tutorials. They will provide the necessary information to understand the changes in development strategies of the less developed nation states since the Second World War, and the connections between the less developed and the developed worlds. Major issues will be raised and students are encouraged to question any assertions made by the lecturer. A dialogue between students and lecturer is encouraged. Students are expected to attend lectures. For those with unavoidable timetable clashes lectures will be recorded using the Lectopia service.

Tutorials will be based on readings that will be accessible from the library catalogue. Enter the course code, ARTS1751, as your search argument and all print-based required readings will be listed and accessible. Electronic material can be accessed directly using the URLs provided in this Guide or, in the case of journal articles, through Sirius. Additional readings may be uploaded to Blackboard. You will be notified of this via a Blackboard announcement so please check your student email regularly. The aim of using readings is to provide a common basis to generate discussion. Students are encouraged to read closely and critically. The number of students in tutorials is, unfortunately, large, but it is also the aim of tutorials to develop students' oral skills. Tutors will direct questions to students so that all will have the opportunity to participate. The emphasis in tutorials is not on the teacher's providing answers but rather on raising problems for students to consider and reach their own conclusions

## Course schedule - LECTURES

The following table sets out the schedule of topics for lectures. PLEASE NOTE THAT TUTORIALS WILL LAG THE LECTURE BY A WEEK. You should refer to the tutorial schedule, which follows the table below to make sure you prepare the correct readings for the tutorials.

Lectures will be held on:

- Tuesdays, Weeks 1-12 in Biomed Theatre A from 11.00 am to 12.00 pm
- Wednesdays, Weeks 1-12 in Matthews Theatre B from 12.00 pm to 1.00 pm

You are required to attend both lectures each week.

<b>Week</b>	<b>Dates</b>	<b>Theme</b>	<b>Lecture Topic</b>
1	17/18 July	Poor World / Rich World Introduction	<b>Tues</b> : Course Introduction Film "End of Poverty" Chapters 1-5, 7 (40 mins)  <b>Wed</b> : Historical Overview
2	24/25 July	Theories of Development	<b>Tues</b> : Theories of Development Post WWII  <b>Wed</b> :Film "The Commanding Heights" Chapters 1-8 (1hr – DVD/online)
3	31 July / 1 August	De-colonisation and neo-colonialism	<b>Tues</b> : The Process of de-colonisation  <b>Wed</b> : National Liberation Film "Vietnam : The Last Battle", John Pilger (<51mins - online)
4	7/8 August	Paths to development	<b>Tues</b> : Industrialisation Video "Asia Rising" (Youtube 25 mins)  <b>Wed</b> : Socialism
5	14/15 August	Crisis and Adjustment	<b>Tues</b> : Latin American Debt Crisis and the Asian Financial Crisis  <b>Wed</b> : Neo-liberalism and Structural Adjustment - Consequences Film "End of Poverty" Chapters 8-10 (17 mins)
6	21/22 August	Globalization and Trade	<b>Tues</b> : Free Trade  <b>Wed</b> : Fair Trade
7	28/29 August	Approaches to Development	<b>Tues</b> : Post-Washington Consensus and Beyond – Growth, Development and Inequality  <b>Wed</b> : Human Development, Well-being, and Multi-dimensional Poverty
<b>Semester Break</b>			
8	11/12 Sept	Sustainable Development	<b>Tues</b> : "Prosperity without growth" – Implications for Developing Countries  <b>Wed</b> : Climate Change Case Study - Pacific Islands
9	18/19 Sept	Conflict and Development	<b>Tues</b> : Conflict – Cause or Effect?  <b>Wed</b> : Case Study – Sri Lanka
10	25/26 Sept	Democracy and Development	<b>Tues</b> : Poverty, Inequality and Democracy  <b>Wed</b> : Case Studies – India, China
11	2/3 Oct	The State and Development	<b>Tues</b> : Decline of the State , the Third Sector and Alternative Development  <b>Wed</b> : Case Study – Indigenous Australia
12	9/10 Oct	Poor World, Rich World – Where to?	<b>Tues</b> : New Divisions  <b>Wed</b> : "The Future of History"

## Course schedule – TUTORIALS

### Week 1 (beginning Monday 16 July)

There are no tutorials in Week 1.

### Week 2 (beginning Monday 23 July) – Poor World, Rich World Introduction

The focus in this first tutorial will be on getting to know each other and making sure that you understand the structure of the course and assessment tasks. You may wish to discuss your prior perceptions of the divide between the poor world and rich world in 2012 and its historical origins. There are of course parallels today in terms of crisis and adjustment, in the current Euro crisis, in particular Greece. We also observe developing countries emerging as major economic powers, the classic examples being India, China and Brazil.

#### *Required Readings*

- Sweezy P., Centre and Periphery, in Argyrous G. & Stilwell F. (eds), Readings in Political Economy, 3<sup>rd</sup> edn., Prahran, 2000 pp.237-239

#### *Recommended Readings*

- Peet R. & Hartwick E. , Theories of Development – Contentions, Arguments, Alternatives, New York, Guildford Press, Chapter 1 – Development, pp. 1-20
- Film/DVD: The End of Poverty? Think Again, Cinema Libre Studio, <http://www.theendofpoverty.com/index.html>

### Week 3 (beginning Monday 30 July) – Theories of Development

Development hopes were high as the decolonisation process. Various theorists over the next sixty years put forward analyses of development and how it might be achieved. We will explore these theories in their historical context.

#### *Required Readings*

- Hoogvelt A., *Globalisation and the Postcolonial World*, London, Macmillan, 1997, pp. 29-43

#### *Recommended Readings*

- Cardoso, F.H., and Enzo F., *Dependency and Development in Latin America*, Berkeley, University of California Press, 1976
- Chang H., *Kicking away the ladder – Development strategy in historical perspective*, London, Anthem Press, 2002
- Escobar A., *Encountering Development: The Making and Unmaking of the Third World*, Princeton, Princeton University Press, 1995.
- Frank A.G., *Capitalism and Underdevelopment in Latin America*, Harmondsworth, Penguin, 1969
- Furtado C., *Economic Development of Latin America*, 2nd edition, Cambridge, Cambridge University Press, 1976
- Leys, Colin, "The Crisis in Development Theory", *New Political Economy*, Vol.1, No.1, 1996, pp.41-59.
- Meier, G., *Leading Issues in Development*, Oxford, Oxford University Press, 1995
- Martinussen J., *Society, State and Market: A Guide to Competing Theories of Development*, London, Zed press, 1997
- PBS, *Commanding Heights*, Documentary  
<http://www.pbs.org/wgbh/commandingheights/hi/story/index.html> [accessed 3 July 2012]
- Peet R. & Hartwick E., *Theories of Development – Contentions, Arguments, Alternatives*, New York, The Guildford Press, 2009 pp.53-239
- Prebisch R., *Change and Development – Latin America's Great Task*, New York, Praeger, 1971
- Rees G. & Smith C., *Economic Development*, Basingstoke, MacMillan, Chapter 6 – *Industrialisation: The Key to Development?* pp.91-113
- Rostow, W.W., *The Stages of Economic Growth: A Non-Communist Manifesto*, Cambridge, Cambridge University Press, 1960



#### Week 4 (beginning Monday 6 August) – De-colonisation and Neo-colonialism

The vast majority of the colonised areas of the world attained political independence between 1945 and 1975, often after protracted military struggles, which took the form of national liberation movements. Newly independent countries faced not only economic and governance challenges as a consequence of the colonial legacy but also fracturing of society as a consequence of the divisions created through colonialism.

#### *Required Readings*

- Jones B.G., *Explaining Global Poverty – A critical realist approach*, London, Routledge, 2006, Chapter 6- The presence of the outside: revolution, counter-revolution and the production of absence, pp.121-148

#### *Recommended Readings*

- Ansprenger F., *The Dissolution of the Colonial Empires*, London, Routledge, 1989
- Betts R. F., *Decolonization*, New York, Routledge, 2004
- Blaut J.M., *The Colonizer's Model of the World*, New York, Guilford Press, 1993
- Cooper F., *Africa Since 1940: The Past of the Present*, Cambridge, Cambridge University Press, 2002
- Fieldhouse D.K., *Colonialism, 1870-1945*, London, Weidenfeld and Nicolson, 1981
- Fieldhouse D. K., *The West and the Third World: Trade, Colonialism, Dependence and Development*, Oxford, Blackwell, 1999
- Grimal H., *Decolonization: The British, French, Dutch and Belgian Empires 1919-1963*, Boulder, Westview, 1978/1965
- Havinden M. and Meredith D., *Colonialism and Development: Britain and its tropical colonies, 1850-1960*, London, Routledge, 1993
- Headrick D., *The Tools of Empire*, New York, Oxford University Press, 1987
- Hoogvelt A., *Globalisation and the Postcolonial World*, London, Macmillan, 1997, pp.43-62
- Jones B.G., *Explaining Global Poverty – A critical realist approach*, London, Routledge, 2006, pp.89-176
- Pomeranz K., *The Great Divergence*, Princeton, Princeton University Press, 2000
- Rivero, Oswaldo de, *The Myth of Development: The Non-Viable Economies of the 21<sup>st</sup> Century*, London, Zed, 2001

## Week 5 (beginning Monday 13 August) – Paths to development

This week's tutorial is an important one as it focuses on the industrialisation of developing countries post-World War II as they attempted to follow the path to prosperity of developed economies. Many of the LDCs after WW11 embarked on a development strategy that came to be known as Import Substitution Industrialisation (ISI). By the late 1970s, however, this development project had lost favour. It had not been as successful as had been hoped. The policy was attacked also by the IMF and the World Bank and those who controlled those organisations. By contrast, the success stories of Taiwan, South Korea, Singapore and Hong Kong added fuel to the fire of those who opposed ISI strategies. These Asian Tigers seemed to provide a model of development that worked based on Export Oriented Industrialisation (EOI). In much of the literature, however, the reasons for their prosperity (and later Asian financial crisis of 1997) were misrepresented.

Many of the newly independent countries also gave at least lip service to socialism as a guiding principle of development. This was in part due to the Cold War as the two superpowers tried to extend their influence. Socialism means many things to many people. In the case of the Soviet Union, much emphasis was given to central planning. The failure of this to deliver a higher standard of living than in Europe and the US eventually resulted in the collapse of the Soviet Union and a radical shift to capitalism in the 1990s.

### *Required Readings*

- Bruton H.J., 'A Reconsideration of Import Substitution', *Journal of Economic Literature*, 36, 2, 1998, pp. 903-936
- Bernstein H., 'Development II Variations on Socialism and Nationalism', in Crow B. & Thorpe M. et al., *Survival and Change in the Third World*, Cambridge, Polity Press, 1988, pp. 83-99

### *Recommended Readings*

- Berger P.L., and Hsiao H., eds, *In Search of an East Asian Development Model*, Brunswick N.J., Transaction Books, 1988
- Cameron M.A., and North L.L., 'Development Paths at a crossroad: Peru in Light of the East Asian Experience', *Latin American Perspectives*, Vol. 25, No.5, 1998, pp. 50-56
- Castells M., *The Information Age – Economy, Society and Culture: Volume 1 – The Rise of the Network Society*, Blackwell, pp.195-205
- Chang H., 'The East-Asian Development Experience', in Chang H. (ed.), *Rethinking development economics*, London, Anthem Press, 2004, Chapter 5 pp.105-124
- Cole K., *Cuba from revolution to development*, London, Pinter, 1998
- Gleijeses P., *Conflicting missions: Havana, Washington and Africa, 1959-1976*, Chapel Hill, University of North Carolina press, 2002
- Hart-Landsberg M., *The Rush to Development: Economic Change and Political Struggle in South Korea*, New York, Monthly Review Press, 1993
- Hersh J., *The USA and the Rise of East Asia since 1945*, New York, St Martin's Press. 1993
- Kay C., *Why East Asia Overtook Latin America: Agrarian Reform, Industrialisation and Development*, *Third World Quarterly*, Vol. 23, No. 6 (Dec., 2002), pp. 1073-1102

- Kim H., Korea's Development under Park Chung Hee: rapid industrialization, 1961-1971, New York, Routledge Curzon, 2004
- Lin C., Latin America vs. East Asia: A Comparative Development, London, M.E. Sharpe, 1989
- Morley M. and McGillian C., Unfinished Business: America and Cuba after the Cold War, Cambridge, Cambridge University press, 2002
- Movassaghi A., 2006, Developmental Transition in Asia, in Argyrous G. & Stilwell F. (eds), Readings in Political Economy, Prahran, Tilde University Press, 2011 pp.244-249
- Palma G., 'The Latin American Economies During the Second Half of the Twentieth Century – from the Age of "ISI" to the Age of "The End of History"', in Chang H. (ed.), Rethinking development economics, London, Anthem Press, 2004, Chapter 6 pp.125-152
- Parish W. L., ed., Chinese Rural Development: the great transformation, Armonk N.Y., M.E.Sharpe, 1985
- Rees G. & Smith C., Economic Development, Basingstoke, MacMillan, Chapter 6 – Industrialisation: The Key to Development? pp.91-113
- Riskin C., China's Political Economy: the quest for development since 1949, Oxford, Oxford University Press, 1987
- Rosendahl M., Inside the Revolution, everyday life in socialist Cuba, Ithaca, Cornell University Press, 1997.
- Selden M., The Political Economy of Chinese Development, Armonk N.Y., M.E.Sharpe, 1993
- World Bank, The East Asian Miracle, Oxford, Oxford University Press, 1994

## Week 6 (beginning Monday 20 August) – Crisis and Adjustment

The foreign debt of the LDCs increased markedly following the oil crises of the 1970s. In 1982, many LDCs began to default on their loan repayments. This created considerable difficulties for the world financial system but also enabled the developed world to reorient LDC economies via imposing conditions on further loans. The debt has continued to rise and debt relief has become a major popular issue. Crisis also hit Asia in the 1990s in the form of a financial crisis. The response of the multi-lateral institutions such as the World Bank and the IMF followed a similar strategy to that employed in Latin America. There has been much debate as to the causes of the Asian financial crisis, including the significance of societal factors. These crises coincided with the ascendancy of neo-liberal economic policy prescriptions in developed and developing countries, but more commonly known as the Washington Consensus or structural adjustment programs in the case of developing countries.

### *Required Readings*

- Easterly W., 'Debt relief', *Foreign Policy*, No.127, 2001, pp. 20-26
- Messkoub M., 'Deprivation and Structural Adjustment', in Marc Wuyts, et. al., eds, *Development Policy and Public Action*, Oxford, Oxford University Press with the Open University, 1992, pp. 175-198
- Peet R. & Hartwick E., *Theories of Development – Contentions, Arguments, Alternatives*, New York, The Guildford Press, 2009, pp.78-102

### *Recommended Readings*

- Berlage L., Cassimon D., Dreze J., Reding P., *Prospective Aid and Indebtedness Relief: A Proposal*, *World Development* Vol. 31, No. 10, pp.1635-1654, 2003
- Biersteker T.J., ed., *Dealing with Debt*, Boulder, Westview, 1993
- Edwards S., *Left Behind: Latin America and the False Promise of Populism*, Chicago, University of Chicago Press, 2010
- Engel S. 2006, *From Theory to Practice in Development*, in Argyrous G. & Stilwell F. (eds), *Readings in Political Economy*, Prahran, Tilde University Press, 2011 pp.240-244
- George S., *A Fate Worse than Debt*, Harmondsworth, Penguin, 1988
- Jubilee Australia on debt and forgiveness  
<http://www.jubileeaustralia.org/page/work/debt-and-development>
- Kelly T. J., 'Neoliberal Reforms and Rural Poverty', *Latin American Perspectives*, Vol. 28, No.3, 2001, pp. 84-103
- Latin America Bureau, *The Dance of the Millions. Latin America and the Debt Crisis*, London, Latin America Bureau, 1988
- Momsen, Henshall J., *Gender and Development*, London, Routledge, 2004.
- Palma G., 'The "Three Routes" to Financial Crisis: Chile, Mexico and Argentina [1]; Brazil [2]; and Korea, Malaysia and Thailand [3]', in Chang H. (ed.), *Rethinking development economics*, London, Anthem Press, 2004, Chapter 16 pp.347-376
- Stewart F., *The Impact of Global Economic Crises on the Poor: Comparing the 1980s and 2000s*, *Journal of Human Development and Capabilities Association*, Vol. 13, No. 1, February 2012, pp.83-105
- Stiglitz J.E., *Globalisation and Its Discontents*, New York, W.W. Norton & Co., 2002
- Valeri, J., ed., *From the Debt Crisis to Sustainable Development: Changing perspectives on North-South Relations*, New York, St Martins Press, 2001

## Week 7 (beginning Monday 27 August) – Globalization and Trade

Free Trade Agreements, the World Trade Organization, Trading Blocs – Trade has become the mantra of economic development over the last three decades. Yet strategies of protection survive, particularly in the Developed World. Globalization, in particular the rise and dominance of MNCs and TNCS and the expansion of trade is argued to be the path to growth however, the absence of a level playing field – historically and in the institutional framework that exists today – has led to the call for a fairer system.

### *Required Readings*

- Chang H. (ed.), *Rethinking development economics*, London, Anthem Press, 2004, Chapter 12 pp.257- 276
- Wallach L. and Woodall P., *Whose Trade Organization?*, New York, The New Press, 2004, pp. 109-138

### *Recommended Readings*

- Alben E., 'GATT and the Fair Wage: A Historical perspective on the Labor-Trade Link', *Columbia Law Review*, 101, 6, 2001, pp. 1410-1447.
- Collier P., *The Bottom Billion – Why the Poorest Countries Are Failing and What Can Be Done About It*, Oxford, OUP, 2007, pp.157-172
- Coote B., *The Trade Trap: Poverty and Global Commodity Markets*, Oxford, Oxfam, 1996.
- Dicken P., 2007, *Economic Globalization: Corporations*, in Ritzer G. (ed), 2007, *The Blackwell Companion to Globalization*, Blackwell Publishing, Malden MA, pp. 291-306
- Eglin M., 'China's entry into the WTO with a little help from the EU', *International Affairs*, Vol. 73, No. 3, 1997, pp. 489-508
- Jones K., *Who's Afraid of the WTO?*, Oxford, OUP, 2004
- Madeley J., *Trade and the Poor*, London, Intermediate Technology Publications, 1992
- Rodrik D., *The Globalization Paradox – Democracy and the Future of the World Economy*, New York, W.W. Norton & Co., 2011
- Rosen J.B., 'China, Emerging Economies, and the World Trade Order', *Duke Law Journal*, Vol. 46, No. 6, 1997, pp. 1519-1564

# SEMESTER BREAK

## Week 8 (beginning Monday 10 September) – Approaches to Development

In the post-Washington Consensus era, a range of 'approaches' has been put forward to drive growth and development in LDCs. This has coincided with a new emphasis (since the 1990s) on the more holistic concept of human development and attention to the multi-dimensional nature of poverty. This week we explore narrow growth-oriented approaches, their impact on development, and the human development and capability approach. The 2010 UN Human Development Report is a key text as this report traces the relationship going back 20 years between growth and human development.

### *Required Readings*

- United Nations Development Program (UNDP), 2010 Human Development Report, Chapter 1: Reaffirming Human Development, pp.11-24, [http://hdr.undp.org/en/media/HDR\\_2010\\_EN\\_Chapter1\\_reprint.pdf](http://hdr.undp.org/en/media/HDR_2010_EN_Chapter1_reprint.pdf) [accessed 2 July 2012] and Chapter 3: Diverse Paths to Progress, pp.45-64, [http://hdr.undp.org/en/media/HDR\\_2010\\_EN\\_Chapter3\\_reprint.pdf](http://hdr.undp.org/en/media/HDR_2010_EN_Chapter3_reprint.pdf) [accessed 2 July 2012]

### *Recommended Readings*

- Deneulin S. & Shahani L., An Introduction to the Human Development and Capability Approach – Freedom and Agency, London, Earthscan, 2009, pp.22-48, 73-100, 121-161
- Escobar A., Encountering Development: The Making and Unmaking of the Third World, Princeton, Princeton University Press, 1995
- Landes D. S., The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor, New York, Norton, 1998
- McMichael P., Development and Social Change: A Global Perspective, Thousand Oaks, Pine Forge Press, 2004
- Marks R.B., The Origins of the Modern World: A Global and Ecological Narrative, Latham Maryland, Rowman and Littlefield, 2002
- Ocampo J.A. & Valleho J., Economic Growth, Equity and Human Development in Latin America, *Journal of Human Development and Capabilities*, Vol. 13, No.1, February 2012, pp.107-133
- Saad-Filho A., Growth, Poverty and Inequality: From Washington Consensus to Inclusive Growth, *DESA Working Paper 100*, November 2010, [http://www.un.org/esa/desa/papers/2010/wp100\\_2010.pdf](http://www.un.org/esa/desa/papers/2010/wp100_2010.pdf) [accessed 2 July, 2012]
- Seguino S., Macroeconomics, Human Development and Distribution, *Journal of Human Development and Capabilities*, Vol. 13, No.1, February 2012, pp.59-81
- Stiglitz J.E., Rethinking Development Economics, *The World Bank Research Observer*, 2011
- United Nations Development Programme, 2010 Human Development Report, <http://hdr.undp.org/en/reports/global/hdr2010/chapters/> [accessed 2 July 2012]
- United Nations Development Program (UNDP), Human Development Reports - Indices & Data, <http://hdr.undp.org/en/statistics/> [accessed 1 July 2012]
- World Bank, World Development Report 2009 : Development Economics through the Decades : A Critical Look at 30 Years of the World Development Report, <https://openknowledge.worldbank.org/handle/10986/2586> [accessed 2 July 2012]

## Week 9 (beginning Monday 17 September) – Sustainable Development

No one argues for unsustainable development. But what is sustainable development? And what does the growing environmental crisis mean for development? Several countries in the developed world have researched the implications on growth and consumption as a consequence of achieving sustainability. How will this affect developing countries? We move into case study mode in this second part of the semester and will discuss the challenges raised by sustainability with reference to our neighbours in the Pacific.

### *Required Readings*

- Limits to Growth – The 40-Year Update, online presentation at [http://www.clubofrome.org/flash/limits\\_to\\_growth.html](http://www.clubofrome.org/flash/limits_to_growth.html) [accessed 2 July, 2012]

### *Recommended Readings*

- Bartelmus, P., *Environment, Growth and Development*, London, Routledge, 1996
- Club of Rome, *Limits to growth* website, <http://www.clubofrome.org/?p=326> [accessed 2 July, 2012]
- Dodds F. & Middleton T., eds, *Earth Summit 2002. A New Deal*, London, Earthscan, 2000
- George S., *The Lugano Report*, London, Pluto Press, 1999
- Jackson T., *Prosperity Without Growth? The transition to a sustainable economy*, Sustainable Development Commission, 2009, [http://www.sd-commission.org.uk/data/files/publications/prosperity\\_without\\_growth\\_report.pdf](http://www.sd-commission.org.uk/data/files/publications/prosperity_without_growth_report.pdf) [accessed 2 July, 2012]
- Meadows D., Randers J., Meadows D., *Limits to Growth. The 30-Year Update*, White River Junction Vermont, Chelsea Green Publishing Company, 2004, pp. 235-263
- Mendelsohn R., Dinar A., Williams L., 'The Distributional Impact of Climate Change on Rich and Poor Countries', *Environment and Development Economics* (2006), 11 : pp. 159-178
- Miller M., *The Third World in Global Environmental Politics*, Buckingham, Open University Press, 1996.
- Norgaard, R.B., *Development Betrayed*, London, Routledge, 1994
- Rist G., *The History of Development – from Western origins to Global Faith*, London, Zed Books 1997, Chapter 10: The environment or the New Nature of Development, pp.171-196
- Stiglitz J.E., Sen A., Fitoussi J., *Mis-measuring Our Lives – why GDP Doesn't Add Up*, The Report by the Commission on the Measurement of Economic performance and Social Progress, New York, New Press, pp.97-136
- World Bank, *Inclusive Green Growth – The Pathway to Sustainable Development*, 2012, [http://www.sd-commission.org.uk/data/files/publications/prosperity\\_without\\_growth\\_report.pdf](http://www.sd-commission.org.uk/data/files/publications/prosperity_without_growth_report.pdf) [accessed 2 July, 2012]
- World Bank, *World Development Report 2010 : Development and Climate Change*, <https://openknowledge.worldbank.org/handle/10986/4387> [accessed 2 July, 2012]

## Week 10 (beginning Monday 24 September) – Conflict and Development

Conflict can have a devastating effect on people's individual livelihoods and survival as well as the development trajectory of a nation. A key debate in relation to this topic is whether in fact conflict is a cause or effect of poverty and under-development. We will explore this question by examining the history of Sri Lanka from Independence to the present, including the connections to theories and approaches to development as employed/imposed in Sri Lanka. The tutorial reading is not country specific and may be discussed with reference to other conflict situations in developing countries.

### *Required Readings*

- Goodhand J., Enduring Disorder and Persistent Poverty: A Review of the Linkages Between War and Chronic Poverty, *World Development*, Vol. 31, Issue 3., March 2003, pp.629-646

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### *Recommended Readings*

- Abeyratne S., Economic Roots of Political Conflict: The Case of Sri Lanka, *The World Economy*, Vol. 27, No. 8, pp.1295-1314, August 2004
- Collier P., *Breaking the Conflict Trap: Civil War and Development Policy*, Oxford, World Bank and OUP, 2003
- Langer A., Steward F., Venugopal R., (eds), *Horizontal Inequalities and Post-Conflict Development*, New York, Palgrave MacMillan 2012
- Wickramasinghe N., *Sri Lanka in the Modern Age – A History of Contested Identities*, Honolulu, University of Hawai'i Press, 2006
- Winslow D. & Woost M.D. (eds), *Economy, Culture, and Civil War in Sri Lanka*, Bloomington, Indiana University Press, 2004
- Ghania E., Iyer L., Conflict and Development – Lessons from South Asia, *World Bank Economic Premise*, September 2010, No. 31  
<http://siteresources.worldbank.org/INTPREMNET/Resources/EP31.pdf> [accessed 2 July, 2012]
- World Bank, *World Development Report 2011 : Conflict, Security, and Development*, <https://openknowledge.worldbank.org/handle/10986/4389> [accessed 2 July, 2012]



## Week 11 (beginning Monday 1 October) – Democracy and Development

The importance and role of democracy in development is argued both from philosophical and practical perspectives however as we have seen in the case of Korea and its early industrialisation, and Sri Lanka post-independence and where populism ultimately led to conflict, the case is not clear-cut. This week we look at two emerging economies – India and China - and the connection between the political system, development, and inequality.

### *Required Readings*

- Sen A., 1999, *Development as Freedom*, Oxford, OUP, 2001 (first 1999), Chapter 6: The Importance of Democracy, pp.146-159

### *Recommended Readings*

- Bardhan P., India and China: Governance Issues and Development, *The Journal of Asian Studies* Vol. 68, No. 2 (May) 2009: 347–357
- Bardhan P., *Awakening giants, feet of clay – assessing the economic rise of China and India*, Princeton, Princeton university press, 2010
- Deneulin S., *The Capability Approach and the Praxis of Development*, Basingstoke, Palgrave MacMillan, 2006, Chapter 7: The Dominican Republic's Narrative, pp.175-209
- Deneulin S. & Shahani L., *An Introduction to the Human Development and Capability Approach – Freedom and Agency*, London, Earthscan, 2009, Chapter 8 – Democracy and Political Participation pp.185-206
- Friedman E., *Asia's Giants: Comparing China and India*, New York, Palgrave Macmillan, 2005
- Fukuyama F., Diamond L., Plattner M.F., (eds), *Poverty, Inequality, and Democracy*, Baltimore, John Hopkins University Press
- Leftwich A., *Democracy and Development: Theory and practice*, Cambridge, Polity, 1996
- Nussbaum M.C., The Clash Within: Democracy and the Hindu Right, *Journal of Human Development*, Vol. 9, No.3, November 2008, 357-375
- Sen A., *The Idea of Justice*, Cambridge MA, Belknap Press, Chapter 15: Democracy as Public Reason pp.321-354
- Stewart F., O'Sullivan M., *Democracy, Conflict and Development - Three Cases*, *QEH Working Paper Series*, No.15, 1998, <http://economics.ouls.ox.ac.uk/10180/1/qehwps15.pdf> [accessed 2 July, 2012]
- Thede N., 'Decentralization, Democracy and Human Rights: A Human rights-based Analysis of the Impact of Local Democratic Reforms on Development', *Journal of Human Development and Capabilities*, Vol. 10, No. 1, March 2009, pp.103-123
- United Nations Development Program (UNDP), 2000 Human Development Report, Chapter 3: Inclusive Democracy Secures Rights, in Fukuda-Parr S. & Kumar A.K.S., (eds), *Readings in Human Development 2<sup>nd</sup> edn.*, Oxford, OUP, pp.369-391
- United Nations Development Program (UNDP), 2010 Human Development Report, Chapter 4: Good things don't always come together, [http://hdr.undp.org/en/media/HDR\\_2010\\_EN\\_Chapter4\\_reprint.pdf](http://hdr.undp.org/en/media/HDR_2010_EN_Chapter4_reprint.pdf) [accessed 2 July 2012]

## Week 12 (beginning Monday 8 October) – The State and Development

NGOs have become increasingly important, as the power of nation states has declined. NGOs, along with rich nations, provide aid to LDCs but generally insist that their role is to help the poor to develop sustainable economic structures so that aid will no longer be necessary. Along with the LDC governments, NGOs search for alternative development strategies. Such strategies include microcredit, artisan production, and tourism.

Local communities are increasingly searching for a culturally authentic path to development on their own terms and initiative. Remote Indigenous communities in Australia are seldom examined from a development studies perspective but nevertheless have much in common in their struggle for development, survival and sustainability, with communities in developing countries.

### *Required Readings*

- Kamat S., "The privatization of public interest: theorizing NGO discourse in a neoliberal era", *Review of International Political Economy*, 11, 1, 2004, pp.155-176.
- Russell S., The Hybrid Economy Topic Guide, Centre for Aboriginal Economic Policy Research (CAEPR), Australian National University, 2011  
[http://caep.r.anu.edu.au/sites/default/files/cck\\_misc\\_documents/2011/06/Hybrid%20Economy%20Topic%20Guide\\_2.pdf](http://caep.r.anu.edu.au/sites/default/files/cck_misc_documents/2011/06/Hybrid%20Economy%20Topic%20Guide_2.pdf)

### *Recommended Readings*

- Banerjee A.V. & Duflo E., *Poor Economics – A Radical Rethinking of the Way To Fight Global Poverty*, New York, Public Affairs 2011, Chapter 9: Reluctant Entrepreneurs pp.205-234
- Bebbington A.J., Hickey S., Mitline D.C., *Can NGOs Make a Difference? The challenge of development Alternatives*, London, Zed Books, 2008
- Bruner E. M., 'Tourism in Ghana: The Representation of Slavery and the Return of the Black Diaspora', *American Anthropologist*, Vol. 98, No. 2, 1996, pp. 290-304.
- Clancy M., 'Mexican Tourism: Export Growth and Structural Change since 1970', *Latin American Research Review*, Vol. 36, No. 1, 2001, pp. 128-150.
- Fisher W. F., 'Doing Good? The Politics and Antipolitics of NGO Practices', *Annual Review of Anthropology*, No. 26, 1997, pp. 439-464.
- Ibrahim S., Hulme D., 'Has civil society helped the poor? A review of the roles and contributions of civil society to poverty reduction', *Brooks World Poverty Institute Working Paper 114*, March 2010
- James D., 'Justice and Java: Coffee in a Fair Trade Market', *NACLA Report on the Americas*, Vol. 34, No. 2, 2000, pp. 11-14
- Karlan D., Appel J., *More Than Good Intentions – How A New Economics Is Helping To Solve Global Poverty*, New York, Dutton, 2011
- Levi M., and Linton A., 'Fair Trade: A Cup at a Time', *Politics and Society*, Vol. 31, No. 3, 2003, pp. 407-422
- Ross P., 'Cultural policy in a transitional society: Nicaragua 1979-89', *Third World Quarterly*, Vol. 12, No. 2, 1990, pp. 110-129
- Waridel L., *Coffee with Pleasure: Just Java and World Trade*, New York, Black Rose Books, 2002

Week 13 (beginning Monday 15 October) – Poor World, Rich World – Where to?

Poverty and inequality exists within and between nations. Bridging this divide is no longer a question (if indeed it ever was) of industrialisation. New divisions – labour, technology, knowledge, to name a few – have opened up and pose a whole new set of challenges for development. Do more recent approaches offer a better strategy for eliminating poverty and inequality or are these divides part of the structural foundations of capitalism?

*Required Readings*

- Fukuyama F., The Future of History – Can Liberal Democracy Survive The Decline Of The Middle Class?, *Foreign Affairs*, January/February 2012

*Recommended Readings*

- Alderson A.S., 'Explaining Deindustrialization: Globalization, Failure, or Success', *American Sociological Review*, Vol. 64, No. 5, 1999, pp. 701-721
- Canuto O. & Giugale M. (eds), *The Day After Tomorrow – A Handbook On The Future Of Economic Policy In The Developing World*, Washington, World Bank, 2010, Chapter 1: Recoupling or Switchover? Developing Countries in the Global Economy pp.31-50
- Castells M., *The Information Age – Volume 3: End of Millennium*, Wiley Blackwell, 2000, Conclusion pp.366-391
- Escobar A., *Territories of Difference : place, movements, life, redes*, Durham, Duke University Press, 2008, Chapter 4: Development, pp.156-199
- George S., *Whose crisis, whose future? Towards a Greener, Fairer, Richer World*, Cambridge, Polity, 2010
- Hoogvelt A., 'Globalization and Post-modern Imperialism', *Globalizations*, June 2006, Vol. 3, No. 2, pp. 159–174
- Hoogvelt A., Kenny M., Germain R., 'Conversations with Manuel Castells, Robert Cox and Immanuel Wallerstein', *New Political Economy*, Vol. 4, No.3, pp.379-408
- McKinsey Global Institute, *The World At Work: Jobs, Pay and Skills for 3.5 billion people*, 2012  
[http://www.mckinsey.com/insights/mgi/research/labor\\_markets/the\\_world\\_at\\_work](http://www.mckinsey.com/insights/mgi/research/labor_markets/the_world_at_work)  
[accessed 3 July, 2012]
- Rodrik D., *The Globalization Paradox – Democracy and The Future of The World Economy*, New York, W.W. Norton & Co., 2011, Chapter 11: Designing Capitalism 3.0 and Chapter 12: A Sane Globalization pp.233-280
- Stiglitz J.E., *Globalization and Its Discontents*, New York, W.W. Norton & Co., 2002, Chapter 9: The Way Ahead pp.214-252

## Course evaluation and development

Student evaluative feedback on this course is welcomed and is gathered periodically, using among other means UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

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.

## References

### Texts

The following texts are broadly useful throughout the course and can be found in the High Use Collection on the ground floor of the library:

- Chang H. (ed.), Rethinking development economics, London, Anthem Press, 2003 (reprint 2004)
- Deneulin S. & Shahani L., An Introduction to the Human Development and Capability Approach – Freedom and Agency, London, Earthscan, 2009
- Hoogvelt A., Globalisation and the Postcolonial World, London, Macmillan, 1997
- Peet R. & Hartwick E., Theories of Development – Contentions, Arguments, Alternatives, New York, The Guildford Press, 2009

### Journals

A wide range of academic journals deal with issues in and history of poverty and development. Use the Library Catalogue (with Searchfirst) and filter results by articles or peer-reviewed articles. Alternatively use the Library Subject Guide to find suitable databases for Development Studies:

<http://subjectguides.library.unsw.edu.au/content.php?pid=19778&sid=151245>

### Websites/Other

- World Bank e-library provides access to all World Bank publications available free through the UNSW Library  
<http://elibrary.worldbank.org.wwwproxy0.library.unsw.edu.au/>
- World Bank Open Data provides free access to development data with visualization and mapping tools and a phone app : <http://data.worldbank.org/data-catalog>
- The UNDP (<http://www.undp.org/content/undp/en/home.html>) is also a good source of research and publications as well as statistics.
- The World Trade Organisation (<http://www.wto.org/>) provides educational materials that are useful.
- [www.zunia.org](http://www.zunia.org) is a portal for a vast range of material available on the web relating to development.

Students seeking resources can also obtain assistance from the UNSW Library. One starting point for assistance is:

<http://info.library.unsw.edu.au/web/services/services.html>

## Assessment

### Rationale

Assessment in this course is part of the learning process. It is not simply a means to award a certain number to each student at the end of session. It is for this reason that major weighting is given to essay writing for it is in this type of exercise that students can develop and display the critical thinking and analytical and research skills that the course hopes to stimulate. The ability to analyse and critique texts will also be manifested in tutorials. In these too, students should develop and display their reading, listening and oral skills and contribute to the learning process of the group. The development of all of these skills will serve students well in life after graduation, in the workplace and also as citizens.

### Tasks

Assessment task	Length	Weight	Description	Due date
Tutorial participation and reading notes	Weekly, 150 words	25%	This assessment will be based on contribution in class and in addition, each week students will submit, at the end of the tutorial, 150 words, which make a connection between the lecture and the readings. Late submission will not be accepted.  NOTE: Attendance is a separate course requirement and does not form part of this assessment.	Weekly in tutorials
Essay 1	1500 words	35%	Drawing on the academic literature, critically analyse the application of development theories/approaches/policy prescriptions in the post-World War II era (up to the present day) using one or two countries as illustrative case studies. You may focus on a specific period in the post-war era.	1 September
Essay 2	2000 words	40%	Choose from one of the questions listed below.	5 October

## Essay 2 questions:

1. Human rights, democracy, social welfare – these are luxuries the poor countries cannot afford if they are to become part of the rich world. Discuss.
2. Analyse the constraints on development of any one of the nation states that are generally placed in the poor world category. In answering this question, you must relate your analysis to the topics covered in the course, in particular as discussed in lectures.
3. The concept of sustainable development robs the poor world of any possibility of convergence with the rich world. Discuss.
4. Develop your own question however, you must submit this to the course co-ordinator / lecturer for approval before commencing work on it.

## Assessment criteria

### Tutorial participation:

- 1) Understanding of texts
- 2) Thoughtful criticism of texts
- 3) Clear and concise expression of analysis and critiques
- 4) Thoughtful and respectful listening
- 5) Exchange and development of ideas
- 6) Summation of discussion
- 7) Improvement of skills

We recognise that, for a variety of reasons (including not having English as a first language, personality, shyness, poorly developed debating skills, speech impediments, age, gender, class etc.), students do not commence at the same level in either tutorial or essay writing skills. Learning is a process and what we hope to observe is an improvement in skills over the semester. Should you have particular difficulties please speak to your tutor about these.

### Essays:

- 1) The formulation of a clear hypothesis/statement of position
- 2) Support of argument by evidence gathered from research
- 3) Clear and concise discussion of key issues
- 4) Sophisticated grasp of concepts
- 5) Material well structured
- 6) Tightly argued and thoughtful
- 7) Originality
- 8) Avoidance of unsupported claims and bias
- 9) Precise use of language
- 10) Avoidance of grammatical and other stylistic errors
- 11) Conformity to academic norms: references and bibliography

For information on essay writing and the norms for essay writing in Humanities, consult the Humanities Essay Guide to be found at:

<http://humanities.arts.unsw.edu.au/student-resources/essay-guides/>

### Assignment Submission

- The cut off time for all assignment submissions in the School is **p.m.** of the stated due date.
  - Two assignment copies must be submitted for every assessment task - one paper copy and one electronic copy (via Turnitin on Blackboard).
  - All hard/paper copy assessments should be placed into the Assignment Drop Boxes at the School of Humanities, outside the front counter located at 353, Morven Brown Building by p.m. on the due date. A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
  - In addition, a soft copy must be sent through Turnitin on Blackboard by p.m. on the due date.

### **Important Note**

- Do not email essays to the lecturer or tutors. Electronic copies submitted on Turnitin will not be marked. Only hard copies submitted in the drop boxes will be marked/assessed. Hard copy will not be graded unless electronic submission is also complete.
- The electronic copy will be used as evidence of assignment submission during appeal and dispute cases. Students have no recourse if a soft copy is not submitted. Therefore, it is essential that students keep the electronic record of their sent assignment (Turnitin receipt).

### Assignment Collection

Assignments should be collected from your Tutor and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address. This is recommended for the final assessment at the end of semester.

### Assignment Extensions

A student may apply to the Lecturer (NOT your Tutor) for an extension to the submission date of an assignment. Requests for extension must be made on the appropriate form and before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension, including documentation as appropriate. If medical grounds preclude submission of assignment by due date, contact should be made with the lecturer as soon as possible, in advance of the due date. A medical certificate will be required for late submission and must be appropriate for the extension period.

Assessment Extension forms are available at the School Office, Level 3, Morven Brown Building and online at: <http://www.arts.unsw.edu.au/current-students/undergraduate/forms/>

If circumstances affecting completion of assessments and/or attendance are ongoing or affect you for longer periods, you should review the policy and procedure for applying for Special Consideration at

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>. Please note that an application for Special Consideration must be provided within three working days of the assessment to which it refers. In exceptional circumstances, an application may be accepted outside the three-day limit.

### Late Submission of Assignments

Assignments submitted after the due or extended date will incur a 5% penalty per day including weekends (calculated from the maximum marks available for that assignment). Assignments received more than 10 calendar days after the due or extended date will not be allocated a mark.

### **Attendance**

To successfully complete this unit you are required to attend minimum 80% of tutorial classes. If this requirement is not met, you will fail the unit. The Tutor will keep attendance records.

### **Academic honesty and plagiarism**

Students seeking information on plagiarism should visit the following web site:  
<http://www.lc.unsw.edu.au/plagiarism/index.html>

### **Occupational health and safety policy**

UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others.

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at:  
[http://www.ohs.unsw.edu.au/ohs\\_policies/index.html](http://www.ohs.unsw.edu.au/ohs_policies/index.html)

### **Student equity and diversity**

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener/lecturer prior to, or at the commencement of the course. Alternatively, the Student Equity and Diversity Unit can be contacted on 9385 4734. Further information is available at: <http://www.studentequity.unsw.edu.au>

### **Grievances**

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their Tutor or the course convenor/lecturer. If such an approach fails to resolve the matter, the School of Humanities has an academic member of staff who acts as a Grievance Officer for the School. This staff member is



identified on the notice board in the School of Humanities. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

### **Other student information**

myUNSW is the single online access point for UNSW services and information, integrating online services for applicants, commencing & current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>