



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and  
Social Sciences**

**SCHOOL OF SOCIAL SCIENCES**



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**ARTS1750**

# **Introduction to Development Studies**

**SEMESTER 1, 2014**

Dr Johannes Luetz

Welcome to ARTS 1750, Introduction to Development Studies! Introduction to Development Studies is a compulsory course in the Development Studies major.



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## 2. Staff contact details

### A. Course Coordinator

Name	Lecturer Dr Johannes Luetz
Phone	9385 2407
Office location	144, MORVEN BROWN BUILDING
Email address	<a href="mailto:j.luetz@unsw.edu.au">j.luetz@unsw.edu.au</a> (Please do not send e-mails asking questions that can be answered by reading this Course Guide.)
Consultation hour	Friday 12-1pm; <b>please make an appointment</b>

### B. Other Teaching Staff

Name	Tutor Rene Provis
Phone	TBA in class
Office location	TBA in class
Email address	Rene: <a href="mailto:rene.provis@unsw.edu.au">rene.provis@unsw.edu.au</a>
Contact time and availability	TBA in class

### 3. Course details

Credit Points	6 units of credit
Course Summary	<p>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.</p> <p><b>PART 1: 'DEVELOPMENT: A CONTESTED CONCEPT'</b> (weeks 1-4) 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 1 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.</p> <p><b>PART 2: 'EVOLUTION AND DEVOLUTION OF DEVELOPMENT'</b> (weeks 5-7) 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 2 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 focuses on the last 25 years, including the debt crisis and the shift towards market-led development, often termed 'neo-liberalism'.</p> <p><b>Part 3: 'CONTEMPORARY ISSUES IN DEVELOPMENT'</b> (weeks 8-12) draws together Parts 1 and 2 to critically analyse five key issues in contemporary Development Studies. The aim of this part of the course is to apply concepts and perspectives learned in Parts 1 and 2 to existing issues and examine the different ways these issues can be viewed. The focus of Part 3 will be on the dynamics of these issues with cognisance of historical factors and future directions.</p>

<b>Aims of the Course</b>	<b>1.</b>	This course will enable students to explore and gain further understanding of development through the investigation of key debates over development, theories of development, and the ways development is experienced 'on the ground' through contemporary issues and case studies.
	<b>2.</b>	This course will introduce students to the analytical skills necessary to critically assess development and serve as a basis for progression through the development studies major.
<b>Student Learning Outcomes</b>		Upon successful completion of this course you should be able to:
	<b>1.</b>	Understand key debates on the meaning of development and poverty and articulate your own perspectives
	<b>2.</b>	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
	<b>3.</b>	Engage with the complexities of key issues in contemporary development
	<b>4.</b>	Conduct independent research into development and apply critical analytical skills to contemporary development issues
<b>Graduate Attributes</b>	<b>1.</b>	Introduce and examine the major disciplines employed in the field of Development Studies: The major incorporates progression in knowledge acquisition and learning designed to ensure a high level of understanding of the theoretical and practical knowledge base of Development Studies.
	<b>2.</b>	Skills in critical analysis: All courses within the major require students to evaluate competing theory and evidence claims and develop a balanced perspective that can be used within the field and to a wide range of other applications
	<b>3.</b>	Problem solving skills: Students of Development Studies are required to identify a wide range of analytical problems and develop the skills to assemble the evidence and analyze them.
	<b>4.</b>	Ethical Skills: The program develops the capacity to analyze the ethical questions central to Development Studies such as equity and access that can be applied in a wide range of other contexts.

#### **4. Rationale for the inclusion of content and teaching approach**

This course is designed to maximize student engagement and participation in all aspects of the course. This reflects my position that students learn best when they are able to combine existing knowledge with new knowledge and learning techniques. Many of the questions you will be asked in lectures and tutorials appear simple- and in many cases they are- but it is unlikely that your answers will be simple and we encourage you to speak up and share your views, doubts, and your own questions throughout the course. 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.

In addition you are required to complete a short set of questions each week and bring these to class. These will really help you get started in participating in the course. For each reading you must answer the following questions:

1. What is/are the author(s) trying to say (i.e. what is their argument)?
2. How does/do 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 (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.** 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 author is trying to say and how they support it. This will also help you in your writing and researching and help 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.

## 5. Teaching strategies

Learning outcomes will be addressed through Lectures, Tutorials, and through Consultation.

**There will be 1 lecture per week (2 hours): Thursday, 4pm-6pm (Biomed Theatre D)**

**The lecture is compulsory** and 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, however lectures will not be 2 hours of me talking; in addition to the formal 'lecture' components we will be doing a range of activities together on the week's topic.

**Some guidelines for the lectures:**

- **Attendance at the lectures is compulsory. A roll will be taken at each lecture.**
- The lecture will be 2hrs in length, with a 10 minute break in the middle.
- My lectures are very interactive, so please don't assume that it is 2 hours of passive listening. Come prepared to contribute and you will get a lot more out of lectures.
- Please don't be late. It is very disruptive and shows a lack of respect for your peers and the staff.

### **Tutorials: In this course you will be required to attend one tutorial a week.**

Tutorials are scheduled Tuesdays (see below). Tutorials begin in Week 2 and end in Week 12 so make sure that you know which class you are enrolled in by checking myUNSW before Week 1 commences.

Tue	12:00 - 13:00	Morven Brown LG2 (K-C20-LG2)
Tue	12:00 - 13:00	Mathews 113 (K-F23-113)
Tue	13:00 - 14:00	Morven Brown LG2 (K-C20-LG2)
Tue	13:00 - 14:00	Mathews 113 (K-F23-113)
Tue	14:00 - 15:00	Morven Brown LG2 (K-C20-LG2)
Tue	14:00 - 15:00	Mathews 113 (K-F23-113)
Tue	15:00 - 16:00	Morven Brown LG2 (K-C20-LG2)

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 and attended the lectures.

#### **Some guidelines for tutorials:**

- Please only attend the tutorial you are enrolled in.
- **Attendance is compulsory.** 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.
- 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. Feedback from previous years has been vital in reshaping the course content, materials, and assessments for 2014.

#### **Consultation**

A 1hr consultation time is allocated weekly (Friday 12-1pm); **please make an appointment.** However, 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 tutor know as early as possible.

## 6. Course Schedule

Week	Tutorial topic	Date	Lecture Topic	Date
	Tutorials are always in your allocated tutorial room		Lectures are always in Biomed Theatre D, unless otherwise notified during semester	
1.	No Tutorials		What is Development?	6 March
2.	What is Development?	11 March	What is Poverty?	13 March
3.	What is Poverty?	18 March	Theories, approaches and actors	20 March
4.	Theories, approaches and actors	25 March	KEY CONCEPTS TEST Actors in Development	27 March
5.	Actors in Development	1 April	Colonisation 1400-1945	3 April
6.	Colonisation 1400-1945	8 April	De-Colonisation and State-led Development, 1945-1982	10 April
7.	De-Colonisation and State-led Development, 1945-1982	15 April	Debt, Neo-Liberalism, Globalisation, 1982 – Present?	17 April
8.	Debt, Neo-Liberalism, Globalisation, 1982 – Present?	29 April	Free Trade / Fair Trade	1 May
9.	Free Trade / Fair Trade	6 May	Conflict and Security	8 May
10.	Conflict and Security	13 May	Gender	15 May
11.	Gender	20 May	Sustainable Development	22 May
12.	Sustainable Development	27 May	Health and Education	29 May
13.	No Tutorials		Exam Revision [Optional]	

## PART 1: DEVELOPMENT: A CONTESTED CONCEPT

### WEEK ONE (6 MARCH; NB: DATES ARE FOR LECTURE): 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. The course aims and objectives, assessments, and expectations will also be discussed.

#### Essential Readings:

TEXT BOOK: Hopper, P. (2012) *Understanding Development* (Cambridge: Polity). Ch. 1.

### WEEK TWO (13 MARCH): POVERTY

Poverty is central to understanding development, yet there is very little critical inquiry into the different definitions of poverty. 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:

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

Sumner, A. (2010). 'Global poverty and the new bottom billion'. *Brighton IDS: IDS Working Paper*. [Please note this is ONE PAGE long!] You can access this here: <http://www.ipc-undp.org/pub/IPCOnePager120.pdf>

#### Additional Readings:

Bhusal, L. N. (2012). 'Poverty Estimates and the Welfare State: the case of Nepal'. *Contemporary South Asia*, 20(1), 45-59.

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.

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

Misturelli, F., & Heffernan, C. (2008). 'What is poverty? A diachronic exploration of the



discourse on poverty from the 1970s to the 2000s'. *The European journal of development research*, 20(4): 666-684.

### **WEEK THREE (20 MARCH): THEORIES, APPROACHES, AND ACTORS**

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'. Theories and approaches privilege different actors and we will look into how the approach one takes to development affects which actors are charged with delivering development 'goods'.

#### **Essential Readings:**

TEXT BOOK: Hopper, P. (2012) *Understanding Development* (Cambridge: Polity). Ch. 2, 7.

#### **Additional Readings:**

I encourage you to look at the most recent UNDP *Human Development Report* available at <http://hdr.undp.org/en/reports>. I also encourage you to look at a specific country report-listed on the same webpage. We will discuss these in class.

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.

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

### **WEEK FOUR (27 MARCH): KEY CONCEPTS TEST / ACTORS IN DEVELOPMENT**

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. After the test we will examine civil society actors and activism in shaping and protesting development.

#### **Essential Readings:**

TEXT BOOK: Hopper, P. (2012) *Understanding Development* (Cambridge: Polity). Ch. 7 (\* I know ch. 7 was listed for last week, and it is advised you read it in Week 3 to better prepare

you for the test. Content from ch. 7 will also be covered in the lecture in part 2 today.)

**Additional Readings:**

Deo, N., & McDuie-Ra, D. (2011). *The politics of collective advocacy in India: tools and traps*. (Sterling Va: Kumarian Press).

McDuie-Ra, D. (2007). 'Anti-development or identity crisis? Misreading civil society in Meghalaya, India'. *Asian Ethnicity*, 8(1): 43-59.

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

Urkidi, L. (2011). 'The Defence of Community in the Anti-Mining Movement of Guatemala'. *Journal of Agrarian Change*, 11(4): 556-580.



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## PART 2: EVOLUTION AND DEVOLUTION OF DEVELOPMENT

### WEEK FIVE (3 APRIL): COLONISATION 1400-1945

This week begins Part 2 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 20<sup>th</sup> century.

#### Essential Readings

Dossa, S. (2007). "Slicing up 'development': Colonialism, political theory, ethics", *Third World Quarterly*, 28(5), 887-899.

#### Additional Readings:

Amin, S. (1978) *Neo-colonialism in West Africa* (New York: Monthly Review Press)

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

Moradi, A. (2008). 'Confronting colonial legacies—lessons from human development in Ghana and Kenya, 1880–2000'. *Journal of International Development*, 20(8): 1107-1121.

Wallerstein, I. (2004). *World-systems analysis: An introduction* (Durham NC: Duke University Press).

### WEEK SIX (10 APRIL): DE-COLONISATION AND STATE LED DEVELOPMENT

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 of the debt crisis.

#### Essential Readings

TEXT BOOK: Hopper, P. (2012) *Understanding Development* (Cambridge: Polity). Ch. 8,

### **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.

Doornbos, M. (2010). 'Researching African Statehood Dynamics: Negotiability and its Limits'. *Development and Change*, 41(4): 747-769.

Lange, M. (2009) 'Developmental Crises: A comparative-historical analysis of state-building in Colonial Botswana and Malaysia'. *Commonwealth & Comparative Politics*, 47(1): 1-27.

Orridge, A. W. (2006). 'Uneven development and nationalism: I'. *Political Studies*, 29(1): 1-15.

### **WEEK SEVEN (17 APRIL): DEBT, NEO-LIBERALISM, GLOBALISATION**

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: Hopper, P. (2012) *Understanding Development* (Cambridge: Polity). Ch. 10

### **Additional Readings:**

Broome, A. (2009). 'When do NGOs Matter? Activist Organizations as a Source of Change in the International Debt Regime'. *Global Society*, 23(1): 59-78.

Fletcher, L., & Webb, A. (2012). 'Debt-for-development exchanges in Australia: past, present and future'. *Development in Practice*, 22(7): 932-945.

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.

Six, C. (2009). 'The Rise of Postcolonial States as Donors: a challenge to the development paradigm?'. *Third World Quarterly*, 30(6): 1103-1121.

## PART 3: CONTEMPORARY ISSUES IN DEVELOPMENT

### WEEK EIGHT (1 MAY): FREE TRADE / FAIR TRADE (Building on Week 7)

#### Essential Readings:

TEXT BOOK: Hopper, P. (2012) *Understanding Development* (Cambridge: Polity). Ch 6.

#### Additional Readings:

Aaronson, S. A., & Abouharb, M. R. (2011). 'Unexpected Bedfellows: The GATT, the WTO and Some Democratic Rights'. *International Studies Quarterly*, 55(2): 379-408

Dolan, C. S. (2010). 'Virtual moralities: The mainstreaming of Fairtrade in Kenyan tea fields'. *Geoforum*, 41(1): 33-43.

Goodman, M. K. (2010). 'The mirror of consumption: Celebritization, developmental consumption and the shifting cultural politics of fair trade'. *Geoforum*, 41(1): 104-116.

Rice, J. S. (2009). 'Free trade, fair trade and gender inequality in less developed countries'. *Sustainable Development*, 18(1): 42-50.

### WEEK NINE (8 MAY): CONFLICT AND SECURITY

#### Research Essay Due Friday 9 May

Uneven development can be a catalyst for violence and violence harms the prospects of development. Development is also central to many peace-building initiatives. Yet the relationships between development, conflict, and security are complex. Security concerns motivate the way donors approach development and the ways governments distribute development goods at the local level. We will explore this complexity through different cases.

#### Essential Readings:

TEXT BOOK: Hopper, P. (2012) *Understanding Development* (Cambridge: Polity). Ch. 5.

#### Additional Readings:

Colas, A. (2010). 'An Exceptional Response? Security, Development and Civil Society in Spanish Policy after 11 - M'. *Development and Change*, 41(2): 313-333.

Howell, J., & Lind, J. (2009). 'Manufacturing civil society and the limits of legitimacy: aid, security and civil society after 9/11 in Afghanistan'. *European journal of development research*. 21(5), 718-736.

Kaye, J. (2011). 'Informing Grassroots Development: The 1994–1995 Peacebuilding Experience in Northern Ghana'. *The Journal of Development Studies*, 47(3): 417-435.

Schmidt, A. (2013). 'Coordinating Development in Conflict States: Donor Networks in Somalia'. *IDS Bulletin*, 44(1): 53-71.

### **WEEK TEN (15 MAY): GENDER**

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:**

TEXT BOOK: Hopper, P. (2012) *Understanding Development* (Cambridge: Polity). Ch. 4.

#### **Additional Readings:**

Chant, S. (2000). 'From "Woman-Blind" to "Man-Kind" -Should Men Have More Space in Gender and Development?'. *IDS bulletin*, 31(2): 7-17.

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.

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

Silberschmidt, M. (2001). 'Disempowerment of men in rural and urban East Africa: implications for male identity and sexual behavior'. *World Development*, 29(4): 657-671.

### **WEEK ELEVEN (22 MAY): SUSTAINABLE DEVELOPMENT**

This week we focus on sustainable development. 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.

#### **Essential Readings:**

TEXT BOOK: Hopper, P. (2012) *Understanding Development* (Cambridge: Polity). Ch. 9.

#### **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.



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

Kim, S. (2009). 'Translating sustainable development: the greening of Japan's bilateral international cooperation'. *Global Environmental Politics*, 9(2): 24-51.

Thomas, L. S. (2005). 'Participating or Just Talking? Sustainable Development Councils and the Implementation of Agenda 21'. *Global Environmental Politics*, 5(2): 61-87.

## **WEEK TWELVE (29 MAY): HEALTH AND EDUCATION**

Two of the major challenges for development policy makers are health and education. We will explore the progress made on education and health and the obstacles that affect access to each. We will link these issues to other connected issues such as child labour, gender, migration, and conflict.

### **Essential Readings:**

TEXT BOOK: Hopper, P. (2012) *Understanding Development* (Cambridge: Polity). Ch. 3.

### **Additional Readings**

Caddell, M. (2006). 'Private schools as battlefields: contested visions of learning and livelihood in Nepal'. *Compare*, 36(4): 463-479.

Harman, S. (2009). 'Fighting HIV and AIDS: reconfiguring the state?'. *Review of African Political Economy*, 36(121): 353-367.

Hilson, G. (2010). 'Child labour in African artisanal mining communities: Experiences from Northern Ghana'. *Development and Change*, 41(3): 445-473.

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

## **WEEK THIRTEEN (5 JUNE): REVISION LECTURE [OPTIONAL]**

This is an optional lecture. During the two hours I may revisit key elements of the course in preparation for the Final Exam. There may also be time for you to ask questions.

## **7. Resources for students**

### **Textbook details**

Hopper, P. (2012) *Understanding Development* (Cambridge: Polity).

This is the core text for the course. It is available at the UNSW bookshop.

**Additional readings: See the following journals available through the UNSW library:**

*Development and Change*

*Development in Practice*

*Development Policy Review*

*European Journal of Development Research*

*Global Governance*

*International Organization*

*Journal of Development Studies*

*Journal of Human Development*

*Journal of International Development*

*Journal of Peasant Studies*

*Oxford Development Studies*

*Progress in Development Studies*

*Third World Quarterly*

*World Development*

#### **Recommended online materials and other useful sources**

African Union- [www.africa-union.org](http://www.africa-union.org)

Amnesty International- [www.amnesty.org](http://www.amnesty.org)

ASEAN Secretariat- <http://www.aseansec.org>

Asian Development Bank- [www.adb.org](http://www.adb.org)

Asian Forum for Human Rights and Development- [www.forum-asia.org](http://www.forum-asia.org)

Global Policy Forum- [www.globalpolicy.org/ngos](http://www.globalpolicy.org/ngos)

Focus on the Global South- [www.focusweb.org](http://www.focusweb.org)

Human Rights Watch- [www.hrw.org](http://www.hrw.org)

International Trade Union Confederation- [www.ituc-csi.org](http://www.ituc-csi.org)

International Labour Organisation- [www.ilo.org](http://www.ilo.org)

International Monetary Fund- [www.imf.org](http://www.imf.org)

International Institute for Sustainable Development- [www.iisd.ca](http://www.iisd.ca)

International Trade Union Confederation- [www.ituc-csi.org](http://www.ituc-csi.org)

La Via Campesina (International Peasant Movement)-

[http://viacampesina.org/main\\_en/index.php](http://viacampesina.org/main_en/index.php)

Minority Rights Group International- [www.minorityrights.org](http://www.minorityrights.org)

New Partnership for Africa's Development- [www.nepad.org](http://www.nepad.org)

United Nations Conference on Trade and Development- [www.unctad.org](http://www.unctad.org)

United Nations Development Program- [www.undp.org](http://www.undp.org)

United Nations Environment Program- [www.unep.org](http://www.unep.org)

United Nations Inter-Agency Network on Women and Gender Equality-

[www.un.org/womenwatch](http://www.un.org/womenwatch)

World Bank [www.worldbank.org](http://www.worldbank.org)

World Health Organisation- [www.who.org](http://www.who.org)

World Trade Organisation- [www.wto.org](http://www.wto.org)

## 8. Assessment and feedback

### ASSESSMENTS

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
1. Key Concepts Test	1 hour	15%	1	1	Week 4 Lecture 27 March 2013
2. Critical Assessment of the Millennium Development Goals	1,200-1,500 words	40%	2,3,4	2,3,4	Friday 9 May 2013: 4pm School office AND Turnitin online.
3. Final Exam	2 hours	45%	2,3	2	UNSW exam period

#### 1. Details of the Key Concepts Test (15%)

As an introductory course, the key concepts introduced in Part I of the course are central to 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 4. The test is a series of short answer questions that allow you to demonstrate your knowledge of the material from weeks 1-3 of the course. One hour has been set aside for the exam, but actual writing time will be 50 minutes. A regular lecture will take place after the test has been completed. Feedback from this assessment task will be given in class and a general feedback session will be held in the lecture in Week 6. Feedback will assist you in preparing for the Critical Assessment due in Week 9 and your Final Exam. The test will also enable you to gauge your progress in the course and allow you to bring any questions you have resulting from the test to your tutors at an early stage in the course.

#### 2. Details of the Critical Assessment of the Millennium Development Goals (40%)

The Millennium Development Goals (MDGs) define mainstream development thinking and practice since the year 2000. MDG targets are to have been reached by 2015, just two years away. Donors, governments, NGOs, and activists have made the MDGs the centre of their activities over the last decade. The second assessment task asks you to critically assess the MDGs by addressing the following question:

- Can the MDGs be considered a success?

**In preparing for this task please consider the following:**

- In addressing the question you are advised to take a position. This position need not be absolute (i.e. yes or no) and you need to clearly articulate your position at the outset.
- You are advised to focus on one or two detailed examples to support your position. These examples may focus on a particular MDG (e.g comparing MDG 2 to MDG 4) or on a particular region or country (e.g. the challenges of implementing the MDGs in Nepal) or a combination of these approaches.
- There is a tremendous amount of material written on the MDGs. In order to best familiarise yourself with academic literature and literature produced by important International Organisations, you are required to use at least 9 sources in your critical assessment. At least one must be reports and information taken from the UNDP's MDG page <http://www.un.org/millenniumgoals/>. The remainder must come from official International Organisation websites and reports (e.g. UNCTAD, UNICEF) and from peer-reviewed academic journals (we will discuss this in class). *Please note at least 6 of your 9 sources must be from peer-reviewed academic journals.*
- You will be assessed on the following criteria: 1. Argument, 2. Critical analysis, 3. Consideration of different perspectives, 4. Relevance to Question, 5. Structure, 6. Writing Style and References. You will be provided with a feedback sheet referring to these criteria along with your mark and grade when the assessment task is returned in tutorials (Week 11).
- Further details on the criteria will be given in class well in advance of the submission date.

**Important reminders:**

- You must answer the question above. You cannot make up your own.
- The course coordinator and tutors would be happy to discuss questions about your assignment while you are researching but will NOT be available to read drafts. Discussion of essays will only be available in allocated consultation sessions or by appointment.
- Do NOT go over the Word Limit (1,500 words). The Word limit does not include the bibliography.
- Please do NOT use footnotes.
- Late submissions will attract a penalty of **3% marks per day. If your essay is late it may not be returned on time and your marks may not be released on time.**
- You 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 online 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 your tutor if you have any queries about referencing.

### **3. Details of the Final Exam (45%)**

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 3 of the course, while also keeping in mind the historical developments discussed in Part 2. 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 in the **UNSW Exam Period**. The **Exam will last for 2 hours**. The exam will contain a list of long answer 'essay style' questions. You need to answer **TWO** of these questions (i.e. spend 1 hour on each). 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. As mentioned above I may hold an optional two-hour revision lecture/Q&A in Week 13 to help you prepare for the exam. Exams held in the UNSW Exam Period are not returned to students.

### **Submission of Written Assignments**

Assignments are to be submitted to the appropriate assignment box located on the First Floor of the Morven Brown Building. There will be a separate box for late submissions. Only late submissions will be stamped by the School Office with the receipt date.

A penalty will be applied to assignments that are submitted to the wrong box.

Students are also required to submit an electronic copy of the assignment through **Turnitin**.

**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 student's responsibility to keep a copy of their work in case of loss of an assignment.

All assignments (hard copy and electronic submission) must be submitted with an Assignment Declaration form signed by the student (required for all assignments). These are available from outside the School Office, above the assignment submission boxes.

## Collection of Written Assignments

Assignments are normally returned in tutorials. For assignments with due dates from Week 10 onwards, students may request for the marked assignment to be returned to them by attaching a **self-addressed postage-paid envelope** to their assignment (if the postage is insufficient to cover the delivery of the assignment, it will not be posted). Assignments without a return envelope will be kept by the course coordinator until the second week of the next semester. The School will hold Assignment Collection Day in Week 2 of each semester, where students can collect all SoSS assignments from a single location unless other arrangements have been made. Assignments not collected by this date will be destroyed. Details of the Collection Day will be circulated in Week 1 of each semester.

## 9. Course evaluation and development

Student evaluative feedback is gathered periodically using UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important. 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. Over the years ARTS 1750 has undergone significant changes based on student feedback. 2013 was a year of major changes (topics, assessments, course structure) for the course and your views on these changes will continue to prove vital in the ongoing process of development and improvement.



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## 10. UNSW Policies & Procedures

### UNSW POLICIES & PROCEDURES

#### Student conduct

'It is a condition of enrolment that students inform themselves of the University's rules and policies affecting them, and conduct themselves accordingly' (UNSW *Student Code Policy*, Art. 2.1).

All students must read and adhere to the UNSW *Student Code Policy* (2012):  
<http://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf>.

A related document is the UNSW *Student Misconduct Procedure* (2013):  
<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>.

#### Communication

As outlined in the UNSW *Student Email Rules*: 'All students are expected to read their official UNSW email. All students have a central email address of the form z1234567 where "1234567" is the student number. **It is a requirement that all students read email that is sent to this address**, as it may contain vital administrative or teaching material not provided any other way. If a student uses an email account other than the centrally provided email account, the student must arrange to forward UNSW email to an account that they do use.'

The full *Student Email Rules* can be found at:  
<https://my.unsw.edu.au/student/resources/StudentEmailRules.html>.

An email should include:

- A clear indication of the subject in the subject header box;
- A salutation that employs the course authority's appropriate title (eg, Dear Dr X, Dear Prof. Y);
- An explanation of who you are (e.g. 'I am a student in your ARTSXXXX course; I have my tutorial on a Monday at 3pm in the Webster building and my tutor is Bob);
- An explanation of the problem;
- A respectful close (e.g. Many thanks in advance, Best wishes, Yours sincerely).

Staff will not normally respond to email sent from non-UNSW email addresses. It is reasonable to expect staff to respond to your email within 5 business days. Please do not send repeated emails about the same topic in the hope of a quicker answer; please do not expect that you will receive a response in the same business day.

**Do not send e-mails asking questions that can be answered by reading this Course Guide.**

## Avoiding plagiarism

Plagiarism is a form of cheating which constitutes student academic misconduct. Plagiarism can result 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 Code Policy* and the *Student Misconduct Procedures*.

The Learning Centre provides a central UNSW resource on academic integrity and understanding and avoiding plagiarism: <https://student.unsw.edu.au/plagiarism>.

The Elise Study Skills tutorial, which familiarizes students with academic writing, research and using information responsibly, including through proper attribution, 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://subjectguides.library.unsw.edu.au/elise>.

## Attendance

UNSW policy on *Attendance and Absence* can be found at: <https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html>

It states that 'Students are expected to be regular and punctual in attendance at **all** classes in the courses in which they are enrolled.' The School of Social Sciences expects that students will attend and participate actively in 100% of learning and teaching activities (henceforth 'classes', to include lectures, tutorials, seminars, labs, online activities and so on).

**ARTS 1750 Lectures are compulsory. A roll will be taken.**

**ARTS 1750 Tutorials are compulsory. A roll will be taken.**

If you arrive more than 15 minutes late, you may be recorded as absent. If such a penalty is imposed, you will be informed verbally at the end of class and advised in writing within 24 hours.

If you experience illness, misadventure or other occurrence that makes absence from a class unavoidable, or you expect to be absent from a forthcoming class, you should seek permission from the course convenor, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

If you attend less than 80% of classes or have not submitted appropriate supporting documentation to the course convenor to explain your absence, you may be awarded a final grade of UF (Unsatisfactory Fail).

Upon submission of appropriate evidence, course convenors have discretion and authority to determine whether a student meets the required volume of learning and has completed the necessary assessments for a given course in circumstances where attendance has been less than

the normal university requirement of 80% of classes.

A student may be excused from classes for up to one month (66% of learning and teaching activities) in exceptional circumstances and on production of an original or certified copy of a medical certificate or other form of appropriate evidence. In such cases, course convenors may assign additional and/or alternative tasks to ensure that students have met the volume of learning associated with the course.

A student who has submitted the appropriate documentation but attends less than 66% of classes will be asked by the course convenor to apply to discontinue the course without failure rather than be awarded a final grade of UF.

### **Extensions and late submission of work**

A course convenor can only approve an extension up to five days. A student requesting an extension of greater than five days should complete an application for Special Consideration (see below).

Work submitted late (i.e., past the time and date specified in the course outline) will incur late penalties. The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This means if an assignment is graded at 70%, and is 1 day late, the final mark awarded will be 67%.

Work submitted fourteen days after the due date may be marked and brief feedback provided but no mark will be recorded or counted towards your overall grade. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, you will be deemed to have met that requirement.

Work submitted twenty-one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course you will automatically fail the course.

Where an extension has been granted, either directly by the course convenor or through the Special Consideration mechanism, the late penalties outlined above will apply from the revised due date.

### **Special consideration**

Sickness, misadventure, or other circumstances beyond your control may prevent you from completing a course requirement or attending or submitting assessable work for a course, or may significantly affect performance in assessable work, e.g. formal end of session examination, class test, laboratory test, or seminar presentation. Students can apply for consideration for the affected assessments.

Except in unusual circumstances a problem involving only three consecutive days or a total of five days within the teaching period of a semester is not considered sufficient grounds for an application. The circumstances have to be unexpected and beyond your control. Students are expected to give priority to their University study commitments and any absence must clearly be for circumstances beyond your control. Work commitments are not normally considered a justification.

Students cannot claim consideration for conditions or circumstances that are the consequences of their actions or inactions.

Details of the university policy and procedures on Special Consideration, and information about how to apply for Special Consideration, can be found at:

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

You should be aware that in the School of Social Sciences, it is the course convenor that makes a decision on whether or not to grant Special Consideration through the online mechanism. If Special Consideration 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 convenor.

**Merely submitting a request for Special Consideration does not automatically mean that a student will be granted an additional assessment, nor that a student will be awarded an amended result.** For example, if a student has a poor record of attendance or performance throughout a session/year in a course they may be failed regardless of illness or other reason affecting a final examination in that course.

### **Student Equity and Disabilities Unit (SEADU)**

Students with a disability, and those with ongoing physical or mental health conditions, who require consideration of their circumstances and support, are advised to register with the Student Equity and Diversity Unit (SEADU). Registration is advisable but not obligatory. To receive support from SEADU, students must be registered with SEADU. Contact details can be found on their website at <http://www.studentequity.unsw.edu.au/>.

Upon registration, an Educational Liaison Co-ordinator (ELC) assesses the support services the student requires. If necessary, a Letter of Support from the Educational Liaison Co-ordinator is written to the student's lecturers outlining the services that have been approved.

If you are currently registered with SEADU, Letters of Support are emailed out prior to the beginning of Semester 1. You must then email your Letter of Support to their course convenor from your UNSW email account by the end of Week 1.

The educational adjustments outlined in the letter apply for the whole year, including summer semester. If at any time there are changes to a student's disability during the semester,

adjustments may be modified and a new letter will be issued.

If you are registering for the first time, you will be given a letter at your first appointment. If a Letter of Support is written after the commencement of the teaching period, you must forward the Letter to your course convenors from your UNSW email account within one week of the date on the letter.

In the first correspondence with a new course convenor, you should cc SEADU in to the email so SEADU can track the process.

You will also be encouraged to meet with the course convenor in person by the end of Week 2 to discuss their adjustments.

### **Review of results**

If you have concerns about a mark you have achieved, you should raise this with the course convenor in the first instance. This should normally be done within two working days of the return of the assessed work.

If you are not satisfied with the explanation provided, you should complete the UNSW Review of Results (RoR) application form:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>.

You must provide a written explanation of why you believe the work requires review. The written explanation must include the stated criteria for the assessment task indicating the exact area(s) where the assessment of your work differs from the mark you have received.

The course convenor has the option to not recommend review if they deem the grounds for review insufficient. The course convenor will make their decision within three working days of receiving the request.

If the course convenor approves the review, you should submit the Review of Results application form to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the course convenor does not recommend the review but you believe that the mark/grade does not reflect your performance, you may forward the RoR application form to the Deputy Head of School (Learning & Teaching), A/Prof. Laura Shepherd (email: [l.j.shepherd@unsw.edu.au](mailto:l.j.shepherd@unsw.edu.au)).

The Deputy Head of School (DHoS) will normally make a decision within three working days of receiving the application.

If the DHoS approves the review, you should submit the application to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the DHoS does not approve the review, she will notify the Chair of the Faculty Assessment Review Group (FARG). The FARG can either endorse or overturn the decision of the DHoS.

The FARG will make a decision within one week of receiving advice from the DHoS. If, after the FARG's decision, the student still believes they have a case they should submit their claim through the University grievance procedures.

A RoR application must be lodged within 15 working days of receiving the result of the assessment task.

### **Student support and grievance procedures**

The UNSW Learning Centre provides academic skills support to all students enrolled at UNSW: <http://www.lc.unsw.edu.au>.

UNSW offers a number of support and development services for students: <https://student.unsw.edu.au/additional-support>.

There is a range of wellbeing, safety and equity initiatives you can access at UNSW: <https://student.unsw.edu.au/wellbeing>.

UNSW Counselling and Psychological Services offer individual consultations and can usually accommodate urgent needs: <https://student.unsw.edu.au/individual-counselling>.

If you have issues related to, or concerns about, academic decisions or any aspect of Learning & Teaching in the School of Social Sciences, you are welcome to contact the Deputy Head of School (Learning & Teaching), A/Prof. Laura Shepherd (email: [l.j.shepherd@unsw.edu.au](mailto:l.j.shepherd@unsw.edu.au)).

If you have a grievance related to a person or administrative process, you should contact the School Grievance Officer, Dr Michael Wearing (email: [m.wearing@unsw.edu.au](mailto:m.wearing@unsw.edu.au)).

You can also contact the Student Conduct and Appeals Office (email: [studentcomplaints@unsw.edu.au](mailto:studentcomplaints@unsw.edu.au)) or the student association Arc@UNSW (email: [advice@arc.unsw.edu.au](mailto:advice@arc.unsw.edu.au)).

For more information regarding progressing a complaint: <https://student.unsw.edu.au/complaints>.