

# ARTS1750

Introduction to Global Development

Term 1, 2022



## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Anthony Zwi	<a href="mailto:a.zwi@unsw.edu.au">a.zwi@unsw.edu.au</a>	Email for appointment - date and time. Appointments via Teams.	Rm 120, 1st Floor, Morven Brown Building	+ 6142369 6490

#### Tutors

Name	Email	Availability	Location	Phone
Kayla Lochner	<a href="mailto:k.lochner@unsw.edu.au">k.lochner@unsw.edu.au</a>	TBC in tutorial class		
Kaira Canete	<a href="mailto:k.canete@unsw.edu.au">k.canete@unsw.edu.au</a>	TBC in tutorial class		
Keren David	<a href="mailto:keren.david@unsw.edu.au">keren.david@unsw.edu.au</a>	TBC in tutorial class		

### School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

phone: 02 9385 1807

## Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

## Course Details

### Units of Credit 6

### Summary of the Course

Development is everywhere. Every day, all over the world from small villages to entire regions, social, political, and economic changes take place in the name of local and global development. Yet, what is development and why does it matter? In this course we think of development as change; change driven by particular ideas about what a good life should be. Communities all around the world are subject to policies and projects that seek to change their lives for the better. Some succeed, some do not. Some are designed locally, some are designed much further away. Some are the result of shared ideas about what makes human life better while others are challenges to the way things are and call for dramatic changes to society. Other major changes come about through external factors: the coronavirus pandemic, conflict and forced migration, climate change and extreme weather events, amongst others. In this course we explore what drives development interventions, their impacts on communities, and the ways they respond. We explore also the processes and influences that operate at a global level and that impact such fundamental concerns as human rights, population health, environmental and climate change, and migration.

Through a series of nine key topic areas that form the content of the course, you will learn why development thinking – and by extension development practice – has changed over time, and the extent to which its architects have learned from past failure and successes. You will be exposed to a variety of geographic case studies to see how development works (or doesn't) on the ground. You will leave this course with an appreciation about the complexities of development and with a solid foundation of what issues and concerns around development manifest and ought to be addressed at local, national, international and global levels.

### Course Learning Outcomes

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

### Teaching Strategies

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

You will learn different ways of thinking about the world – understanding and using multiple analytical frameworks – and thereby to investigate particular communities or themes in greater depth.

The study of global development helps position you as an aware global citizen and contributes to subsequent work as a development practitioner. The course will bring in ‘real-life’ examples and encourage you to learn more about the ways understanding development processes leads to action.

This course is taught through lectures, tutorials, and structured online learning activities.

## Assessment

Additional details of the assessments, marking rubrics, and guidance will be provided in the course Moodle pages and Lectures.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Moodle posts	20%	22/03/2022 05:00 PM	1, 3
2. Reflective essay	30%	04/04/2022 05:00 PM	2, 3, 4
3. Critical essay	50%	25/04/2022 05:00 PM	1, 3, 4

### Assessment 1: Moodle posts

**Assessment length:** 400 words

**Submission notes:** Students will be allocated two readings and two tutorial dates by which those readings need to be summarised, critiqued and questions raised for others in the tutorial group. The purpose is to stimulate discussion and help summarise key points and debates emerging from our core readings in the first half of the course.

**Due date:** 22/03/2022 05:00 PM

Students will make two short posts (400 words each) in Moodle in relation to two of the required readings; the two posts will be for different weeks in the first five weeks of the course and will feed into the tutorial discussions for those two weeks. Each post is worth 10% (20% in total). Students will receive feedback in the relevant tutorial at which the readings are discussed through in the form of comments by the tutor and ratings and comments by the other course participants.

This is not a Turnitin assignment

#### Additional details

Core readings will be allocated to students. They will need to be prepared and Moodle posts on these readings and key points entered into Moodle two days prior to the Tutorial in which that reading will be discussed. Students undertaking these readings and preparing their posts will also be expected to feed actively into the tutorial session relevant to the reading.

Posts should be made in the scheduled weeks. If posts are not made by Week 5 students will be graded 0 for each of these assignments. If posted in the required dates and fulfil requirements they will be awarded from 55%-100% depending on quality.

### Assessment 2: Reflective essay

**Assessment length:** 800 words

**Due date:** 04/04/2022 05:00 PM

Students will write a short reflective essay (800 words) to enable early feedback on writing and research skills. The cohort will all answer the same question. Students will receive individual written feedback, a

numerical grade, and cohort feedback in lectures/tutorials.

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

### **Additional details**

Students will write a reflective essay on the relevance of global development issues and debates to understanding the world we live in. Note this is reflective and should cover your views, feelings and perspectives on this issue.

### **Assessment 3: Critical essay**

**Assessment length:** 1200-1500 words

**Due date:** 25/04/2022 05:00 PM

Students will argue a position in a critical essay on a key issue in global development supported by academic readings (1,500 words) aimed at developing critical reflection and evidence-based arguments.

Feedback Process: Students will receive Individual written feedback, a numerical grade, and cohort feedback in lecture/tutorials.

This is the final assessment item for the course.

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

### **Additional details**

This is an opportunity to demonstrate your mastery of the concepts and theories that have underpinned the course and to apply them to a topic of current interest and relevance. A small number of essay topics will be made available by Week 5 (before our flexible week) so you can start giving consideration to your essay and can begin planning, reading and drafting it. Word length can be 1200-1500 words, excluding references.

You are welcome to contact Professor Zwi or your tutor to discuss what you are planning to cover and to seek advice on structure, content and references where relevant.

## Attendance Requirements

It is expected that all course participants will attend their designated tutorials and a register will be taken at each tutorial. If you are participating online, we request that you ensure you are in a quiet place, have good internet access, and can participate with your video on. This facilitates greater engagement and mutual learning for all. Please also ensure you have access to a good functional microphone on your device or external to it so you can actively participate.

It may be that you are unable to make one or other tutorial - please notify your tutor in advance if you are unable to make a given tutorial.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
O Week: 7 February - 11 February	Homework	<p>Readings are set out by course week in Leganto. There are generally one or two chapters from our main course text or papers to look over or websites to check out - to be done in preparation for each lecture. There will also be a range of additional readings that you are encouraged to read: these form the basis for the tutorials that are held one week after each lecture and pick up on issues raised in the previous lectures held in the intervening weeks and any online activities.</p> <p>In the Orientation week and the lead-up to our first lecture, please look over the online activities and Moodle contributions requested of you.</p>
	Lecture	<p>Note: Lectures start in Week 1 and are on Tuesdays from 3pm-4.30pm in Colombo Theatre A - please block this time on your timetable. Lectures will be interactive and offer opportunities to discuss the material and clarify issues, concepts, and contexts. Some lecture materials will be pre-recorded in the expectation that these will be looked at in preparation for the class and subsequent tutorial. It is hoped that you will attend the lectures and maintain COVID-safe requirements. The Lecture will also be recorded and we will do our best to also stream it in real time for those following online. (If this proves difficult it will in any case be available after the lecture as a recording). With Online attendance please be actively engaged - and set yourself up in advance to be in a quiet place with good</p>



		<p>internet and with the ability to share video so we can do our best to actively engage despite technological barriers.</p> <p>Tutorials: There are six tutorial groups running - either in-person if COVID-safe or online. These are on Tuesday, Thursday and Friday. Make sure to sign up for your tutorial group before Week 1 and aim to be present at all tutorials whether in person or face to face.</p>
	Online Activity	<p>Introduce yourself in our course Moodle page - say something about your background, heritage, what Program you are taking, your interests, and what you are most keen to learn from this course. Surprise us with something about yourself we would not otherwise know. Use this as an opportunity to make friends and engage with others with related interests... be open and supportive. Feel free to respond to posts.</p> <p>Please upload a photo also to your Moodle profile - this helps us to get to know each other. A small photo then will pop up whenever you contribute to Moodle. Your Moodle profile carries over to other courses so this is worth doing right from the start; it can always be edited later if you want to change it or upload a different photo.</p> <p>While this is not an assessed item it helps us get to know each other, even in a virtual environment, and to all play our part in establishing a supportive learning environment for our course. Please take this seriously and do it as soon as possible once our course Moodle site is available.</p>
Week 1: 14 February - 18 February	Lecture	<p>Introduction to ARTS1750</p> <p>Course overview: objectives, structure and approach</p> <p>Who is in the class and why are you here?</p> <p>Global development - what's it all about?</p> <ul style="list-style-type: none"> <li>• Issues and challenges.</li> <li>• What do we mean by "development"?</li> <li>• Some definitions, terms, and approaches</li> </ul>
	Tutorial	<p>Tutorials are based on the lectures and online activities along with required/additional readings. Tutorials provide a space to share your viewpoints,</p>

		clarify issues, exchange what you have been doing and learning. The first tutorial will allow an opportunity to meet others in your tutorial group, to hear about their interests, and to share ideas. We will also discuss the online activity - viewing <i>The End of Poverty</i> (see below) - you should have done in advance.
	Online Activity	View the film <a href="#">The End of Poverty</a> - linked here and in our course Readings (Leganto) site.  Answer the questions in relation to this film and come to the first Tutorial with your responses to the ideas: what surprised you? interested you? What would you like to learn more about? Are there alternative views?  And give some general thought to how we might examine a film or video, critique it, understand where it comes from, what it is trying to convey, and how we might best engage with it for learning purposes...
Week 2: 21 February - 25 February	Lecture	Achievements and successes in international development...  <ul style="list-style-type: none"> <li>• Trends in global development</li> <li>• Assessing and measuring development outcomes</li> <li>• Concepts, terminology, indicators</li> <li>• Poverty, inequalities and inequities</li> <li>• Objectives of development</li> </ul>
	Tutorial	What do we mean by development? Why study it?  <ul style="list-style-type: none"> <li>• What do we mean by "development"?</li> <li>• Development studies - what's it about?</li> <li>• Definitions, terms, approaches.</li> </ul> <ul style="list-style-type: none"> <li>• Are there different perspectives on development? Who holds these different views and on what might they be based?</li> </ul>
Week 3: 28 February - 4 March	Lecture	Theories of development...  and... Is "development" always "good"?  <ul style="list-style-type: none"> <li>• Evolution of development thinking</li> <li>• Theories of development</li> </ul>

		<ul style="list-style-type: none"> <li>• Influence of theory on our objectives and approach</li> <li>• Trends in development and development assistance ("aid") since WWII</li> <li>• Colonization and Decolonization</li> <li>• Indigenous responses and resistance</li> </ul>
	Tutorial	<p>Achievements (and limitations) of "development"</p> <ul style="list-style-type: none"> <li>• Assessing trends in global development</li> <li>• Measuring and monitoring development outcomes</li> <li>• Poverty, inequalities and inequities</li> <li>• Concepts, terminology, indicators</li> <li>• Ranking development achievements</li> <li>• Using data - gapminder, human development index, others</li> </ul>
Week 4: 7 March - 11 March	Lecture	<p>Development, environment and disasters... Can "development" do harm?</p> <ul style="list-style-type: none"> <li>• Revisiting concepts of development - economic growth alone?</li> <li>• What is the "environment"</li> <li>• Who is affected by development?</li> <li>• Dangers of growth only approaches</li> <li>• What do we mean by sustainability?</li> <li>• Climate change and sustainable development</li> <li>• Responding to disasters</li> </ul>
	Tutorial	<p>Theories of development and is development always good?</p> <ul style="list-style-type: none"> <li>• Different approaches to development and implications</li> <li>• Colonization and decolonization.</li> <li>• Indigenous responses and resistance.</li> <li>• Terminology and discourse.</li> <li>• Ongoing challenges in Australia and our region</li> </ul>
	Assessment	<p>Make sure your second Moodle post on your readings is uploaded and available for others to read. You should have been completing these Moodle posts in weeks 2, 3, 4, and 5... by this week your second post should be uploaded for sharing and for assessment.</p> <p>See the guidance re these posts and their purpose and how they will be assessed.</p>

Week 5: 14 March - 18 March	Lecture	<p>Actors and organisations: Who "does" development? Who is involved?</p> <ul style="list-style-type: none"> <li>• Stakeholders and organisations</li> <li>• Global to local - local to global</li> <li>• Communities, governance and capabilities</li> <li>• Revisiting MDGs and SDGs</li> <li>• Volunteering and voluntourism: contributions and challenges</li> <li>• Limitations and critiques - localisation and decolonisation.</li> </ul>
	Tutorial	<p>Development, environment and disasters... Can "development" do harm?</p> <ul style="list-style-type: none"> <li>• Revisiting concepts of development?</li> <li>• What is the "environment"</li> <li>• Who is affected by development?</li> <li>• Dangers of growth only approaches</li> <li>• What do we mean by sustainability?</li> <li>• Climate change and sustainable development</li> <li>• Responding to disasters</li> </ul> <p>Preparing for your reflective assignment - guidance and discussion</p>
Week 6: 21 March - 25 March	Reading	Flexibility week - no lecture. Time to read and write and reflect on what you have been learning.
	Assessment	<p>Reflective Essay - this is a good time to start working on your reflective essay (deadline April 4th)</p> <p>Assessment description: Students will write a short reflective essay (800 words) to enable early feedback on writing and research skills. The cohort will all answer the same question which will focus on why study development? What can we learn from this discipline/this course that helps us understand aspects of the world around us? How might this be applicable to your own learning, views of the world and your place within it, and what issues that have been raised might be of value to you into the future?</p> <p>Note this is a reflective task and you should engage with it on a personal level. You are encouraged to write in first person for this task.</p>

Week 7: 28 March - 1 April	Lecture	<p>Development and values: human rights objectives and limitations</p> <ul style="list-style-type: none"> <li>• Human rights and development</li> <li>• UN Conventions and treaties</li> <li>• Rights, capabilities, trickle down</li> <li>• Critique and limitations</li> </ul>
	Tutorial	<p>Actors and organisations: Who "does" development? Who else is affected and involved?</p> <ul style="list-style-type: none"> <li>• Stakeholders and organisations</li> <li>• Global to local; local to global</li> <li>• Communities and governance</li> <li>• Volunteering and voluntourism - experience and contributions?</li> <li>• Limitations and critiques</li> </ul>
Week 8: 4 April - 8 April	Lecture	<p>Development critiques and evolution - gender as a case in point</p> <ul style="list-style-type: none"> <li>• Reproduction vs. transformation</li> <li>• Discourse and narratives</li> <li>• Are development and feminism compatible?</li> <li>• Empowerment and resistance</li> <li>• Transformative development</li> </ul>
	Tutorial	<p>Development and values: human rights objectives and limitations</p> <ul style="list-style-type: none"> <li>• Approaches to development</li> <li>• Rights, capabilities, trickle down</li> <li>• Good governance and democracy</li> <li>• Rights-based approach to development</li> <li>• Limitations and possibilities</li> </ul>
	Assessment	Submit reflective assignment by April 4th 5pm
Week 9: 11 April - 15 April	Lecture	<p>Development critiques and evolution - race, colonialism and othering...</p> <ul style="list-style-type: none"> <li>• Colonialism, colonisation and their impacts</li> <li>• Experiences of first nations peoples</li> <li>• Racism and 'othering': does "development" inadvertently reinforce discrimination?</li> <li>• Empowerment and resistance</li> <li>• Critiques - localisation and decolonisation</li> <li>• Transformative development</li> </ul>

	Tutorial	<p>Note: As the Friday Tutorials for week 9 (whether face to face or online) are not able to be held on Friday April 15th (Easter Friday, a public holiday) an online tutorial will be held for all three Friday tutorial groups instead on Wednesday April 13th at 4pm-5.30pm. Details of this class and the relevant link will be made available in advance, with details placed on Moodle. If you normally have your tutorial on a Friday please note this replacement session. This will also be an opportunity to discuss the final essay with Prof. Zwi who will take this online class. Please make sure t put this into your diary - it will not come up automatically in you schedule.</p>
	Tutorial	<p>Development critiques and evolution - gender as a case in point</p> <ul style="list-style-type: none"> <li>• Reproduction vs. transformation</li> <li>• Discourse and narratives</li> <li>• Are development and feminism compatible?</li> <li>• Empowerment and resistance</li> <li>• Transformative development</li> </ul> <p>Final assignment - discussion and guidance</p> <p>Important note: Those normally having tutorials on Fridays will not have a tutorial this week as it is Easter Friday and a public holiday. Instead an additional tutorial - which will be online only - will be held by Prof Zwi on Wednesday April 13th at 4-5.30pm. Details of this class and the relevant link will be made available in advance, with details also placed on Moodle. If you have your tutorial on Friday please note this replacement session as it is not automatically in your schedule. This will also be an opportunity to discuss the final essay.</p>
Week 10: 18 April - 22 April	Lecture	<p>Bringing theory back: Is "development" necessarily progressive/conservative?</p> <ul style="list-style-type: none"> <li>• What's happening in the development field at the moment - critiques and challenges</li> <li>• Transformation and empowerment - facilitating change</li> <li>• Climate challenges and the future you / we want (and need!)</li> <li>• Development, COVID-19 and post-COVID</li> <li>• What are we learning about "development"?</li> </ul>

	Tutorial	<p>Development critiques and evolution - race, colonialism and othering...</p> <ul style="list-style-type: none"> <li>• Colonialism, colonisation and their impact</li> <li>• Experiences of first nations peoples</li> <li>• Racism and 'othering': does "development" reinforce discrimination and stigmatisation?</li> <li>• Empowerment and resistance</li> <li>• Critiques - localisation and decolonisation</li> <li>• Transformative development</li> </ul> <p>Feedback, comments, advice for critical essay</p>
	Assessment	<p>Submit your final essay by April 25th 5pm. Note you are always welcome to submit your work well before the deadline; this is clearly much better than submitting after the deadline when penalties will be applied!</p>

## Resources

### Prescribed Resources

## Prescribed Resources

This Course has one core text and a second, recommended, text. Both are available in the UNSW Book Store, library and the first is also available online through the library.

We will read neither of these books in their entirety and will also provide other readings to you (journal articles, book chapters, other materials) to introduce you to the breadth of materials available. Please refer to the Moodle pages for the course and the associated Leganto Reading List. These set out the assigned readings for each week.

Each week we expect you to read the key assigned reading – whether this be one, two or occasionally three items. These have been carefully chosen and your learning will be enhanced by undertaking your own work. In addition, we will provide additional suggestions and recommendations for those keen to do a little more reading, thinking and researching. These will be of substantial additional benefit to developing your understanding.

You are expected to have done the key reading prior to the lecture and tutorials. Lectures are not meant to repeat what is in the readings but to provide context and raise issues for discussion and consideration. Tutorials include discussions of readings and applying knowledge gained from the lecture, readings and research. Please come prepared as this then will be of benefit not only to you but also to other members of the class and your tutorial group. We encourage you also to share your insights, concerns and questions in Moodle... this is a safe space for raising questions and clarifying issues. Help each other out and learn together!

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

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

### Recommended Resources

## Recommended Additional Resources

Here I have listed a wide range of additional resources and materials that you might find of interest. These may help you clarify issues or give you an opportunity to play with data or share your understanding. You are not expected to read all of this or download everything – they are here for your interest, your learning, and your consideration. I hope that those of you venture into these spaces will enjoy them. I will also provide a space on Moodle where you can share resources you have come across that you have found helpful. Offer a brief comment so your classmates know what you think is interesting or useful in relation to this material. Invite comments and engage with each other...

Online Blogs/Podcasts:

Most blogs are informal opinion editorials, written quickly and often without substantial supporting



evidence. They can be an excellent source of very timely analysis and can point you in the direction of the latest information on policy issues. It is important to never read a blog uncritically. I encourage you to try to follow at least one on a frequent basis to give you some real-life understanding of the latest debates in development. I have also included one podcast and one website with short talks for those of you who want something to listen to [great when on public transport or cooking] or watch instead of just reading:

Development Policy Centre: <https://devpolicy.crawford.anu.edu.au/>

The Guardian's Global Development blog: <http://www.theguardian.com/global-development> Devex Blog: <https://www.devex.com/news>

Duncan Green's Oxfam blog, 'From Poverty to Power', <http://www.oxfamblogs.org/fp2p/> Overseas Development Institute (ODI)'s blog: <http://www.odi.org/opinion>

<http://developmentdrums.org/> - a podcast about development

Center for Global Development Policy Blogs: <http://www.cgdev.org/section/opinions/blogs> World Bank Blog on Development Impacts: <http://blogs.worldbank.org/impactevaluations/> 'Africa Can End Poverty' – World Bank: <http://blogs.worldbank.org/africacan/>

IMFdirect; International Monetary Funds' Global economy forum: <http://blog-imfdirect.imf.org/>

Examples of relevant journals available through the UNSW library:

Development and Change

Development in Practice

Development Policy Review

Disasters

European Journal of Development Research

Gender and Development

Global Governance

International Organizations

Journal of Development Studies

Journal of Human Development

Journal of International Development

Journal of Peasant Studies

Journal of Peacebuilding and Development

Oxford Development Studies

Progress in Development Studies

Third World Quarterly

World Development

There are many others – if you find one you really like then sign up to receive regularly their Table of Content alerts – they will email you when new articles are published; these might be of interest to you.

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

GapMinder: <http://www.gapminder.org/> - Hans Rosling's amazing world of visualized development and global health data [great videos, but also great data; he died a few years ago – see what they wrote about him: <https://www.theguardian.com/global-development/2017/feb/07/hans-rosling-obituary>

The Economist – Big Mac Index: <http://www.economist.com/content/big-mac-index> Sustainable Development Goals: <http://unstats.un.org/sdgs/>

World Bank Data: <http://data.worldbank.org/>; your one-stop guide to all kinds of country-level information

World Bank's World Development Reports <http://go.worldbank.org/LOTTGBE9I0>: influential, agenda-setting annual publication, focused on a single issue each year.

UNDP's Human Development Reports (<http://hdr.undp.org/en/>): Annual publication on the state of social /economic development in the world. Excellent data visualization tools

World Income Inequality Database by the United Nation's University: <https://www.wider.unu.edu/project/wiid-world-income-inequality-database>

AidData – open data for international development: <http://www.aiddata.org>

Oxford Poverty & Human Development Initiative (OPHI)'s Multidimensional Poverty Index: <http://www.ophi.org.uk/multidimensional-poverty-index/>; a new development index developed by the Oxford Poverty and Human Development Initiative, now adopted by the United Nations Development Program for integration into the annual Human Development Reports

General Data Portals:

OECD: <http://www.oecd.org/gender/data/>

World Bank: <http://datatopics.worldbank.org/gender/>

MEDevEcon: <https://sites.google.com/site/medevecon/development-economics/devecondata>

- website links to a variety of datasets for empirical development economists, most of which are freely accessible; great website to explore and learn if you are into data

UNDP's Millennium Development Goals Monitor: <http://www.mdgmonitor.org>

SDG monitoring: <https://www.sdgdashboard.org/>

IMF World Economic Outlook (WEO), Global Financial Stability Reports and Global Monitoring Reports: <http://www.imf.org/external/pubind.htm>

Organization for Economic Cooperation and Development: <http://www.oecd.org>; good source of macroeconomic data on the OECD member states, as well as many analytical reports on salient economic policy issues. Also check out their Development Assistance Committee (DAC) reports and data on aid flows and trends.

Vision of Humanity Global Peace Index; a new way to look at development; <http://www.visionofhumanity.org/#/page/indexes/global-peace-index>

You can sign up for Table of Contents (TOC) alerts from the homepages of relevant journals, to receive an email whenever new articles are published in that journal. Journal websites will often carry information on the most viewed and most cited articles; these are likely to be interesting and often influential contributions. Google Scholar will also point you to articles that have cited a particular article and hence will be related to the topic.

Prof. Zwi has a twitter account that is used for drawing attention also to relevant development debates, podcasts, book reviews and publications. If you are on twitter, follow <https://twitter.com/HEARDatUNSW> - also hashtags #DevStuds #GlobalDev #ARTS1750 #COMD5000 #COMD5001 #COMD5002. There are also numerous valuable twitter lists on @HEARDatUNSW related to development, human rights, humanitarian policy and related issues - check them out. You don't need to broadcast what you had for breakfast to derive benefit from twitter... it's a useful source of up-to-date debates, critiques, resources, jobs and opportunities [and yes, a lot of not so useful stuff too :-)].

### **Resources on writing well:**

Strunk, William and E. B. White, *The Elements of Style* (any edition!)

Leftwich, Adrian. 2004. *Writing Essays: Some Guidance*.

<http://www.york.ac.uk/media/politics/documents/resourcesyork/teaching/resources/Essay%20Writing%202009.pdf>

Carroll, David L. 2000. *A Manual of Writer's Tricks*. Da Capo Press; 2nd edition

Provost, Gary. 1980. *Make Every Word Count: A Guide to Writing That Works--For Fiction and Nonfiction*. Writer's Digest Books; 1st edition.

UNSW's Learning Centre (<http://www.lc.unsw.edu.au/olib.html>) – use them, they have great resources! This is for everybody as you can have them help you make it to the next level.

## **Course Evaluation and Development**

We always take seriously the feedback we receive from our students.

In this last year one key response has been to shorten lectures from 2 hours to 1.5 hours and to extend tutorials from 1 hour to 1.5 hours. These changes will allow for greater student engagement and participation which is what we expect in our tutorials. You will find that you learn a great deal from the others in the class; people come with different experiences, concerns, cultures and backgrounds and this

is a great opportunity to meet people and learn from them.

## **Submission of Assessment Tasks**

### **Turnitin Submission**

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

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

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

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

### UNSW groups plagiarism into the following categories:

**Copying:** Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

### Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

## Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

## Image Credit

Collecting water in Kathmandu, Nepal (Photo: Anthony Zwi)

## CRICOS

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