



UNSW
THE UNIVERSITY OF NEW SOUTH WALES

**Arts and
Social Sciences**

SCHOOL OF HUMANITIES & LANGUAGES

ARTS1751

DEVELOPMENT STUDIES: POOR WORLD, RICH
WORLD

SEMESTER 2, 2013

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COURSE STAFF

Convener Details:

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Tutor Details:

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COURSE DETAILS

ARTS1751 is a foundation course in the BA in Development Studies and is also recognised as a first year History course. It is worth 6 units of credit. It consists of two lectures and one tutorial per week. Lectures commence in Week 1 (week beginning 29 July) and conclude in week 12 (week beginning 21 October). Tutorials commence in week 2 (week beginning 5 August) and conclude in week 13 (week beginning 28 October). Students who have timetable clashes with lectures must listen to recorded lectures on the ilecture service.

The course introduces students to the field of development studies through a program of structured and incremental learning that takes an historical approach to the deepening of the divide between the rich and the poor world within and between nation states, and analysis of diverse development strategies including import substitution industrialisation, export oriented industrialisation, neoliberalism, and socialism. Skills acquisition through building historical research and information management capacity is built into the program.

COURSE AIMS

The aims of this course are:

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

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

STUDENT LEARNING OUTCOMES

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

1. Demonstrate an understanding of the major development strategies and their outcomes.
2. Trace the processes and results of decolonisation.
3. Understand the reasons for, and the results of, the debt crisis including the increased power of the multilateral organisations in terms of setting the development agenda.
4. Account for the rise of the NGOs.
5. Critique alternative development strategies.
6. Understand the importance of sustainable development and the connections of the rich and poor worlds.
7. Think more critically and form judgments based on the development of concepts of causation, the analysis of diverse interpretations of societal and cultural change, the interpretation of prescribed texts, and the formulation of explanatory arguments.
8. Locate and use evidence in oral and written forms to support scholarly arguments.

Graduate Attributes

Specific UNSW graduate attributes developed in the course include:

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

LEARNING AND TEACHING RATIONALE

Learning is essentially derived from curiosity and interest. Teaching strategies aim to 1) stimulate interest by raising major issues related to historical developments; and 2) provide information that is necessary for students to address these issues. Ultimately it is the student who interprets the difficult questions and attempts to resolve them. In the first instance students should be critical: "Doubt everything". Secondly, students should analyse the problem. Thirdly, students should develop a hypothesis or answer to the problem. Fourthly, students should advance evidence to support the hypothesis, while not ignoring evidence to the contrary. By proceeding in this fashion students will develop the analytical, research, and communicative skills (reading, oral, aural and written) that are the bedrock of the tertiary education project and move beyond the mere expression of opinion.

TEACHING STRATEGIES

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

Tutorials will be based on readings that have been collected in the study kit. This can be bought from the University Bookshop. The aim of using readings is to provide a common basis to generate discussion. Students are required to read closely and critically.

Due to the large number of students in each tutorial group, tutorial work will be done in small groups every second week commencing in week 3, and a report delivered by one student from each small group to the whole tutorial group the following week. Students will be allocated to specific small groups of about five students in the first tutorial in week 2. The aim of this tutorial system is to develop the reading, aural, oral, and cooperative skills of all students.

On completion of the oral report, each tutorial group will submit a short written report (about 300 words in point form) to the tutor.

Note that the emphasis in tutorials is not on the teacher providing answers but rather on his/her raising problems for students to consider and reach their own conclusions. Note, too, that it is essential that each and every student critically study the set readings before the tutorial.

COURSE SCHEDULE

Weeks	Topic	Date	Location Lectures	Lecture content	Tutorial content	Required Reading for this week
Week 1	Aspects of the poor/rich	29 Jul.	Matthews Theatre B	Introduction What is develop-	No tutorials in week 1	

	world divide	30 Jul.	CLB8	Developing trends, 1750 to the present		
Week 2	Theories of development	5 Aug. 6 Aug.	As above	Theories of development DVD: Commanding Heights: The Battle of Ideas	Introducing ourselves. Small groups delineated. Tutorial work clarified. Discussion of Birdsall.	Birdsall, Nancy, "Life is Unfair: Inequality in the World", <i>Foreign Policy</i> , 111, 1998: 76-93.
Week 3		12 Aug. 13 Aug.	As above	Decolonisation and national liberation Essay writing	Small group work: Critique 'modernisation ideology'.	Hoogvelt, Ankie, <i>Globalisation and the Postcolonial World</i> , London, Macmillan, 1997: 29-43.
Week 4		19 Aug. 20 Aug.	As above	Import Substitution Industrialisation (ISI) Export Oriented Industrialisation (EOI)	Small group reports on previous week's discussion	Hoekema, David A., "African Politics and Moral Vision", <i>Soundings</i> , 96, 2, 2013: 121-144.
Week 5		26 Aug. 27	As above	Socialism Third World alliances:	Small group work: Was ISI the failure that neoliberal	Bruton, Henry J., "A Reconsideration of Import Substitution", <i>Journal of Economic</i>

		Aug.		successes and failures	s portray? What is the evidence?	<i>Literature</i> , XXXVI, 1998: 903-936.
Week 6		2 Sept. 3 Sept.	As above	The 1980s debt crisis Rise of neoliberalism and imposition of structural adjustment	Small group reps report on previous week's discussion	Guahar, Altaf, and Julius K. Nyerere, "Julius K. Nyerere", <i>Third World Quarterly</i> , 6, 4, 1984: 815-838.
Week 7		9 Sept. 10 Sept.	As above	Globalisation and trade Globalisation and trade cont.	Small group work: Critique structural adjustment policies.	Messkoub, Mahmood, "Deprivation and Structural Adjustment", in Marc Wuyts, Maureen Mackintosh and Tom Hewitt, eds, <i>Development Policy and Public Action</i> , Oxford, Oxford University Press, 1992: 175-196.
Week 8		16 Sept. 17 Sept.	As above	NGOs and Aid Alternative development strategies	Small group reps report on previous week's discussion	Wade, Robert Hunter, "What strategies are viable for developing countries today? The World Trade Organization and the shrinking of 'development space' ", <i>Review of International Political Economy</i> , 10, 4, 2003: 621-644.
Week 9		23 Sept.	As above	Sustainable development	Small group work: Critique the	Centre for Global Development, "Ranking the Rich", <i>Foreign</i>

		24 Sept.		Climate change and the developing countries	policies of the WTO in terms of development strategies	<i>Policy</i> , 136, 2003: 56-66.
Week 10		7 Oct. 8 Oct.	As above	Public holiday Democracy, conflict and development	Small group reps report on previous week's discussion	Garnett, Tara, "Food sustainability: problems, perspectives and solutions", <i>Proceedings of the Nutrition Society</i> , 72, 2013: 29-39.
Week 11		14 Oct. 15 Oct.	As above	Inequality and development The state in the 21 st century	Small group work: Discuss: How could a developing country ensure food security.	Bah, Abu Bakarr, "State Decay: A Conceptual Frame of Failing and Failed States in West Africa", <i>International Journal of Politics, Culture, and Society</i> , 25, 2012: 71-89.
Week 12		21 Oct. 22 Oct.	As above	The inter-connected world Conclusion	Small group reps report on previous week's discussion	Sapkota, Jeet Bahadur, "Mainstreaming globalization in Poverty Reduction Strategy Papers in the Asia-Pacific region", <i>Development in Practice</i> , 21, 7, 2011: 999-1012.
Week 13			As above	No Lectures in week 13	Big group discussion: Whither development in the 21 st century?	Sterpka, M. K., and Richard H. Robbins, "The Prospect of Perpetual Growth in the Post-American World", <i>International Review of Modern</i>

						<i>Sociology</i> , 35, 2, 2009: 205-230.
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COURSE EVALUATION AND DEVELOPMENT

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

Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

REFERENCES

Texts

The major text for the course consists of the reading kit, which can be bought from the University Bookshop. Should the Bookshop run out of these kits, please inform them and they will order more.

Suggested references, Journals, Websites

Suggested readings for each week will be posted on the Moodle site of the course. For those who want to get started on the development issue and on development strategies the following references are recommended:

Cardoso, Fernando Henrique, and Enzo Faletto, *Dependency and Development in Latin America*, Berkeley, University of California Press, 1976.

Elkan, Walter, *An Introduction to Development Economics*, London, Prentice-Hall, 1995.

Escobar, Arturo, *Encountering Development: The Making and Unmaking of the Third World*, Princeton, Princeton University Press, 1995.

Frank, André Gunder., *Capitalism and Underdevelopment in Latin America*, Harmondsworth, Penguin, 1969.

Furtado, Celso, *Economic Development of Latin America*, 2nd edition, Cambridge, Cambridge University Press, 1976.

Haynes, Jeffrey, *Development Studies*, Cambridge, Polity, 2008.

Hopper, Paul, *Understanding Development: Issues and Debates*, Cambridge, Polity Press, 2012.

Kay, C., *Latin American Theories of Development and Underdevelopment*, London, Routledge, 1989.

Kingsbury, Damien, et al, *Key Issues in Development*, New York, Palgrave Macmillan, 2004.

Kingsbury, Damien, *International Development: Issues and Challenges*, 2nd ed., New York, Palgrave Macmillan, 2012.

Landes, David S., *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor*, New York, Norton, 1998.

Leys, Colin, "The Crisis in Development Theory", *New Political Economy*, 1, 1, 1996: 41-59.

McMichael, Philip, *Development and Social Change: A Global Perspective*, Thousand Oaks, Pine Forge Press, 2004.

Marks, Robert B., *The Origins of the Modern World: A Global and Ecological Narrative*, Latham Maryland, Rowman and Littlefield, 2002.

McMichael, Philip, *Development and Social Change*, Thousand Oaks Pine Forge Press, 1996.

Martinussen, John, *Society, State and Market: A Guide to Competing Theories of Development*, London, Zed press, 1997.

Meier, G., *Leading Issues in Development*, Oxford, Oxford University Press, 1995.

Packenham, R.A., *The Dependency Movement: Scholarship and Politics in Development Studies*, Cambridge, Harvard University Press, 1992.

Prebisch, Raul, *Change and Development – Latin America's Great Task*, New York, Praeger, 1971.

Preston, P.W., *Development Theory: An Introduction*, Oxford, Blackwell, 1996.

Rees, Gareth, and Charles Smith, *Economic Development*, London, Macmillan, 1998.

Rist, Gilbert, *The History of Development*, 3rd ed., London, Zed, 2008.

Rostow, W.W., *The Stages of Economic Growth: A Non-Communist Manifesto*, Cambridge, Cambridge University Press, 1960.

Todaro, Michael P., *Economic Development in the Third World*, 3rd ed., New York and London, Longman, 1985.

Toye, John, *Dilemmas of Development*, Oxford, Blackwell, 1993.

Trainer, T., *Developed to Death*, London, Greenprint, 1989.

United Nations Development Programme, *Human Development Report* (annual), New York, Oxford University Press, 1990-2013. <http://hdr.undp.org/en/>

Willis, Katie, *Theories and Practices of Development*, London, Routledge, 2005.

Wolf, Eric R., *Europe and the People without History*, Berkeley, University of California Press, 1982.

World Institute for Development Economics Research, *Advancing Development: Core Themes in Global Economics*, New York, Palgrave Macmillan, 2007.

Worsley, Peter, *The Three Worlds. Culture and World Development*, Chicago, University of Chicago Press, 1984.

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

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

ASSESSMENT

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

Assessment Breakdown

Assessment task	Length	Weight	Learning outcomes assessed	Graduate attributes assessed	Due date
Essay 1	2000 words	40%	See below	See below	31 August
Essay 2	2500 words	40%	See below	See below	25 October
Class Participation	See below	20%	See below	See below	During the semester

Essay 1: Answer the following question:

Critique one of the following development strategies: import substitution industrialisation OR export oriented industrialisation OR socialism

[Note. In answering this question draw on the experiences of LDCs since WWII. You may also refer to the history of the development of the DCs.]

Essay 2: Answer one of the following questions:

1. Analyse and explain contemporary barriers to genuine free trade in the context of the rich/poor world divide.
2. You are a peasant or artisan in a poor country. International and national capitalists are beginning major investments in both agri-business and manufacturing, and the government is commencing a neoliberal economic policy, which includes the promotion of free trade, the privatisation of state enterprises, reduced funding for education and welfare, the removal of price and income supports, and deregulation of the finance sector. Discuss the options open to you and decide what you will do about your future. Explain your decision.
3. Critique the policy of conditional cash transfers.
4. Discuss the idea put forward at the World's People's Conference on Climate Change and the Rights of Mother Earth (Cochabamba 2010) that the rich world has colonised the atmosphere and treated Mother Earth with disdain.
5. Alternative development strategies to state directed development are piecemeal at best, and are often harmful. Discuss.
6. Write a critique of one of the stage theories of development (marxism OR modernisation) in the light of human development in all its aspects over the last fifty years.
7. Development is always uneven and unequal. Nothing should be done about this. Discuss.

Assessment criteria

Essays

- 1) The formulation of a clear hypothesis/statement of position
- 2) Support of argument by evidence gathered from research
- 3) Clear and concise discussion of key issues

- 4) Sophisticated grasp of concepts
- 5) Material well structured
- 6) Tightly argued and thoughtful
- 7) Originality
- 8) Avoidance of unsupported claims and bias
- 9) Precise use of language
- 10) Avoidance of grammatical and other stylistic errors
- 11) Conformity to academic norms: references and bibliography

For information on essay writing see the essay writing guide that will be posted on Moodle in week 3 following the lecture on essay writing in that week.

Tutorial participation

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

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On completion of the oral report, each tutorial group will submit a short written report (about 300 words in point form) to the tutor.

Note that the emphasis in tutorials is not on the teacher providing answers but rather on his/her raising problems for students to consider and reach their own conclusions. Note, too, that it is essential that each and every student critically study the set readings before the tutorial.

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

Assignment Submission

- The cut off time for all assignment submissions in the School is **4pm** of the stated due date.
- 2 assignment copies must be submitted for every assessment task - 1 paper copy and 1 electronic copy.
- All hard/paper copy assessments should be posted into the Assignment Drop Boxes outside the front counter of the School of Humanities and Languages on level 2, Morven Brown Building by 4pm on the due date.

- A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages from poorly bound or stapled assignments.
- In addition, a soft copy must be sent through **Moodle** on Turnitin by 4pm on the due date.

Assignment Collection

Assignments should be collected from your lecturer/tutor and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students require their assignment to be posted back to their home address.

Assignment Extensions

A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.

To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

Late Submission of Assignments

Assignments submitted after the due or extended date will incur a 10% penalty of the maximum marks available for that assignment. Assignments received more than 14 calendar days after the due or extended date will not be allocated a mark.

ATTENDANCE

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

ACADEMIC HONESTY AND PLAGIARISM

Students seeking information on plagiarism should visit the following web site:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

OCCUPATIONAL HEALTH AND SAFETY POLICY

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

Any OHS concerns should be raised with your immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available at:

http://www.ohs.unsw.edu.au/ohs_policies/index.html

STUDENT EQUITY AND DIVERSITY

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

<http://www.studentequity.unsw.edu.au>

GRIEVANCES

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should in the first instance attempt to resolve any issues with their tutor or the course convenors. If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: <https://my.unsw.edu.au/student/atoz/Complaints.html>

OTHER STUDENT INFORMATION

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

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

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