



**UNSW**  
AUSTRALIA

Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS1751 Poor World, Rich World Semester 2, 2014**

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<b>1. Course Staff and Contact Details</b>			
<b>Course Convenor</b>			
Name	Peter Ross	Room	336 Morven Brown
Phone	9385.2418	Email	p.ross@unsw.edu.au
Consultation Time	Mondays 9-11am		
<b>Lecturer</b>			
Name	As above	Room	
Phone		Email	
Consultation Time			
<b>Tutors</b>			
Name	As above	Room	
Phone		Email	
Name		Room	
Phone		Email	
Name		Room	
Phone		Email	

<b>2. Course Details</b>	
Units of Credit (UoC)	6
Course Description	<p>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 28 July) and conclude in week 12 (week beginning 20 October). Tutorials commence in week 2 (week beginning 4 August) and conclude in week 13 (week beginning 27 October). Students who have timetable clashes with lectures must listen to recorded lectures on the Echo360 service, which is accessed via the moodle site of the course.</p> <p>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 divide between the rich and the poor world both within and between nation states. It analyses the diverse development strategies adopted from World War II to the present including import substitution industrialisation, export oriented industrialisation, socialism, neoliberalism, and the targeting of human development and human capital. Skills acquisition through building historical research and information management capacity is built into the program.</p>
Course Aims	<ol style="list-style-type: none"> <li>1. Develop a solid understanding and critique of the various development strategies pursued by less developed nations since World War II.</li> <li>2. Explicate the reasons for, and results of, the debt crisis of the 1980s including the increased power of the multilateral organisations and the consequences of their structural adjustment policies including the</li> </ol>

		growth of NGOs, alternative development strategies, and diverse interpretations of sustainable development.
	<b>3.</b>	Encourage critical thinking and the formulation of conceptual explanations.
Student Learning Outcomes	<b>1.</b>	Demonstrate an understanding of the major development strategies and their outcomes.
	<b>2.</b>	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.
	<b>3.</b>	Critique alternative development strategies. Understand the importance of sustainable development and the connections of the rich and poor worlds.
	<b>4.</b>	Think more critically and form judgments based on the development of concepts of causation, the analysis of diverse interpretations of societal and cultural change, the interpretation of prescribed texts, and the formulation of explanatory arguments. Locate and use evidence in oral and written forms to support scholarly arguments.
Graduate Attributes	<b>1.</b>	Acquisition of the capacity for analytical and critical thinking.
	<b>2.</b>	An appreciation of, and respect for, diversity.
	<b>3.</b>	Information literacy.
	<b>4.</b>	An appreciation of, and responsiveness to, change. A capacity to contribute to, and work within, the international community.

### 3. 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.

### 4. Teaching Strategies

In general, **lectures** 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 Echo360 service.

**Tutorials** are based on six readings, which can be downloaded from the moodle site of the course. Each reading will take up two tutorials. In the first of these two tutorials the reading will be critically examined by the whole tutorial group under the direction of the tutor. In the second of these tutorials the reading will be examined by students in small groups in the light of the essay rubric for the course. The aims of the tutorials are to develop critical thinking of both content and form of the readings and develop essay writing skills. Students are expected to have critically read each reading before the requisite tutorials.

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Essay Plan	500 words	15%	1, 4	1, 2, 3, 4	21 August
Essay 1	1500 words	35%	1, 4	1, 2, 3, 4	18 September
Essay 2	2,500 words	50%	1, 2, 3, 4	1, 2, 3, 4	24 October

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

#### Formal Examination

#### Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see <https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

### **Submission of Assessment Tasks**

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A hard copy of the assessment must be submitted to the School of Humanities and Languages Assignment Box (level 2 Morven Brown north-east corner). This hard copy must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from <https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments will also be submitted electronically on turnitin to be found on the moodle site of the course.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

### **Late Submission of Assignments**

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## **6. Attendance/Class Clash**

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### **Attendance**

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### **Class Clash**

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A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

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

## 8. Course Schedule

**To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>**

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
28 July	Aspects of the poor/rich world divide	Introduction. What is development? Developing	No tutorials in week 1	

		trends, 1750 to the present		
4 August	Development theories and practices	How humans have organised production, distribution and consumption in theory and practice	Introducing ourselves. Discussion of Ziai	Ziai, Aram, "The discourse of "development" and why the concept should be abandoned", <i>Development in Practice</i> , 23, 1, 2013: 123-136.
11 August	The developing world post WWII	Decolonisation, optimism and the search for models of development including by means of industrialisation	Small groups analyse Ziai	As for previous tutorial
18 August	Less Developed countries (LDCs) that chose industrialisation	Import Substitution Industrialisation (ISI) and Export Oriented Industrialisation (EOI)	Discussion of Bruton	Bruton, Henry J., "A Reconsideration of Import Substitution", <i>Journal of Economic Literature</i> , XXXVI, 1998: 903-936.
25 August	Third World Alliances	The difficulties of unity in face of the power of the developed countries	Small groups analyse Bruton	As for previous tutorial
1 September	Socialism and the Cold War	The socialist mode of production: successes and failures	Discussion of Golub	Golub, Philip S., "From the New International Economic Order to the G20: how the 'global South' is restructuring world capitalism from within", <i>Third World Quarterly</i> , 34, 6, 2013: 1000-

				1015.
8 September	The 1980s debt crisis	The crisis itself. The rise of neoliberalism and imposition of structural adjustment (Washington Consensus)	Small groups analyse Golub	As for previous tutorial
15 September	Development and Neoliberalism	Globalisation, multinational organisations, NGOs and Aid	Discussion of Patnaik and Chandrasekhar	Patnaik, Prabhat, and C. P. Chandrasekhar, "Indian Economy under 'Structural Adjustment'", <i>Economic and Political Weekly</i> , 30, 47, 1995: 3001-3013.
22 September	Alternative development strategies	From fair trade to tourism to food security and beyond	Small groups analyse Patnaik and Chandrasekhar	As for previous tutorial
6 October	Democracy, conflict, and development	Civil and other conflicts in the less developed world: causes and results	Discussion of Hawkes and Plahe	Hawkes, Shona, and Jagjit Kaur Plahe, "Worlds apart: The WTO's Agreement on Agriculture and the right to food in developing countries", <i>International Political Science Review</i> , 34, 1, 2012: 21-38.
13 October	Targeting the poor	The World Bank, cash transfers, equity, human development	Small groups analyse Hawkes and Plahe	As for previous tutorial
20 October	Sustainable development	Economic growth, the environment,	Discussion of Levy and Schady	Levy, Santiago, and Norbert



		and responses from the South including <i>buen vivir</i>		Schady, "Latin America's Social Policy Challenge: Education, Social Insurance, Redistribution", <i>The Journal of Economic Perspectives</i> , 27, 2, 2013: 193-218.
27 October		No lectures	Small groups analyse Levy and Schady	As for previous tutorial

## 9. Course Resources

**Textbook Details: There is no textbook. See below for suggested general texts.**

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.

Haslam, Paul A., Jessica Schafer and Pierre Baudet, *Introduction to International Development*, Oxford, Oxford University Press, 2009.

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*, 2<sup>nd</sup> 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.

Piketty, Thomas, *Capital in the Twenty First Century*, Cambridge Mass., Harvard University Press, 2014.

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*, 3<sup>rd</sup> ed., London, Zed, 2008.

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

Smith, B.C., *Understanding Third World Politics: Theories of Political Change and Development*, 4<sup>th</sup> ed., New York, Palgrave Macmillan, 2013.

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.

**Journals: See suggested readings for each week.**

**Additional Readings: See suggested readings for each week.**

**Websites: See suggested readings for each week.**

## 10. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

## 11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:

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

## 12. 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>

## 13. Other Information

### myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and 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>

### OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

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

### Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

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

### Student Equity and Disabilities Unit

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, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.