



## UNSW Course Outline

# ECON3110 Development Economics - 2024

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## General Course Information

**Course Code :** ECON3110

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**Is a multi-term course? :** No

**Faculty :** UNSW Business School

**Academic Unit :** School of Economics

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Undergraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

Poverty and underdevelopment in many countries are among the main challenges for humanity.

This course provides an in-depth discussion of different economic explanations of underdevelopment, and modern strategies for fostering development. We will investigate the role

of institutions, institutional change, and markets as they relate to economic development, and discuss related domestic and international economic policy questions. Special emphasis is put on the interplay and synergy between economic theory (attempting to explain underdevelopment) and empirical data (providing both motivating facts and specific test grounds for theory). At the end of this course, you will be able to design innovative ways to assess whether a proposed development intervention is likely to successfully improve the welfare of its target population.

## Course Aims

This course fulfills the requirement of an economics elective in the BEc degree, and in the Business Economics major in the BCom degree. The material covered in this course is a natural continuation of that in ECON2111 Introduction to Economic Development, though the latter is not a prerequisite.

ECON2101 Microeconomics 2 and ECON1102 Macroeconomics 1 are prerequisites for this course. Students should be warned that good command of the material taught in the two prerequisite courses is essential for successfully mastering the material in ECON3110. As with many upper-level economics courses, the material in this course encompasses theoretical and mathematical models, problem solving and empirical arguments. A reasonable facility with econometric methods is necessary, preferably at the level of ECON2206. ☐ ☐

## Relationship to Other Courses

See "Course Aims" above.

# Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CLO1 : Analyse the interplay between markets, institutions and income distribution in causing and perpetuating underdevelopment.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO6 : Global and Cultural Competence</li></ul>
CLO2 : Assess the potential effectiveness of various policies in combating underdevelopment.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO5 : Responsible Business Practice</li></ul>
CLO3 : Meaningfully question received knowledge and claims regarding theory and policy related to economic development.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO7 : Leadership Development</li></ul>
CLO4 : Identify and assess institutional conditions necessary to sustain equitable development.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO6 : Global and Cultural Competence</li></ul>
CLO5 : Analyse the economic underpinning of cultural phenomena in developing countries.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO5 : Responsible Business Practice</li><li>• PLO6 : Global and Cultural Competence</li></ul>
CLO6 : Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"><li>• PLO3 : Business Communication</li><li>• PLO7 : Leadership Development</li></ul>
CLO7 : Communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"><li>• PLO3 : Business Communication</li><li>• PLO7 : Leadership Development</li></ul>
CLO8 : Work collaboratively to complete a task.	<ul style="list-style-type: none"><li>• PLO4 : Teamwork</li><li>• PLO7 : Leadership Development</li></ul>

Course Learning Outcomes	Assessment Item
CLO1 : Analyse the interplay between markets, institutions and income distribution in causing and perpetuating underdevelopment.	<ul style="list-style-type: none"> <li>• In-Class Tests</li> <li>• Final Exam</li> </ul>
CLO2 : Assess the potential effectiveness of various policies in combating underdevelopment.	<ul style="list-style-type: none"> <li>• Tutorial Participation and Presentation</li> <li>• In-Class Tests</li> <li>• Final Exam</li> </ul>
CLO3 : Meaningfully question received knowledge and claims regarding theory and policy related to economic development.	<ul style="list-style-type: none"> <li>• Analysis Paper</li> <li>• Tutorial Participation and Presentation</li> </ul>
CLO4 : Identify and assess institutional conditions necessary to sustain equitable development.	<ul style="list-style-type: none"> <li>• Analysis Paper</li> </ul>
CLO5 : Analyse the economic underpinning of cultural phenomena in developing countries.	<ul style="list-style-type: none"> <li>• Analysis Paper</li> </ul>
CLO6 : Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> <li>• Analysis Paper</li> </ul>
CLO7 : Communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"> <li>• In-Class Tests</li> <li>• Tutorial Participation and Presentation</li> </ul>
CLO8 : Work collaboratively to complete a task.	<ul style="list-style-type: none"> <li>• Tutorial Participation and Presentation</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | EdStem

## Learning and Teaching in this course

### Approach to Learning and Teaching in the Course

The lectures, tutorials and assessment have been designed to appropriately challenge students and support the achievement of the desired learning outcomes. A climate of inquiry and dialogue is encouraged between students and teachers and among students (in and out of class). The lecturers and tutors aim to provide meaningful and timely feedback to students to improve learning outcomes.

An understanding of any economic phenomenon has two components. Theory investigates causal factors that produce and sustain the phenomenon (in this case, underdevelopment) and examines the processes through which causality works. The facts that theory attempts to explain are provided by empirical observations and analysis. Empirical data is also used to test the validity of the theory in the context of specific cases. In this course, we will emphasise this synergy between theory and empirics. Students will be particularly encouraged to question the validity of theories, as well as the relevance of specific facts.

# **Additional Course Information**

**Alert:** Content is Open to Argument!

It is extremely important to note that, in large part, this course does not deal with accepted answers to conventional questions. Many of the questions we will address and discuss are current puzzles about which there are conjectures and insights, but no known “right answers” that can be memorised. Indeed, different pieces of reading material assigned on the same topic will sometimes contradict each other. Assignments and exams will reflect this nature of the material; marks will be awarded for evidence of reflection and reasoning, not for merely reproducing textbook content or lecture notes.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
In-Class Tests Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: in-class in weeks 3, 7 and 9.	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO6 : Global and Cultural Competence</li><li>• PLO7 : Leadership Development</li></ul>
Analysis Paper Assessment Format: Individual Short Extension: Yes (2 days)	25%	Start Date: Not Applicable Due Date: 15/11/2023 05:00 PM Post Date: 30/11/2024 12:00 AM	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO5 : Responsible Business Practice</li><li>• PLO6 : Global and Cultural Competence</li><li>• PLO7 : Leadership Development</li></ul>
Tutorial Participation and Presentation Assessment Format: Group	15%	Start Date: Not Applicable Due Date: Assigned week	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO3 : Business Communication</li><li>• PLO4 : Teamwork</li><li>• PLO7 : Leadership Development</li></ul>
Final Exam Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: scheduled by exams office	<ul style="list-style-type: none"><li>• PLO1 : Business Knowledge</li><li>• PLO2 : Problem Solving</li><li>• PLO6 : Global and Cultural Competence</li><li>• PLO7 : Leadership Development</li></ul>

## Assessment Details

### In-Class Tests

#### Assessment Overview

Three scheduled class tests during the term.

Assesses: PLO1, PLO2, PLO3, PLO6, PLO7.

### **Course Learning Outcomes**

- CLO1 : Analyse the interplay between markets, institutions and income distribution in causing and perpetuating underdevelopment.
- CLO2 : Assess the potential effectiveness of various policies in combating underdevelopment.
- CLO7 : Communicate ideas in a succinct and clear manner.

### **Detailed Assessment Description**

Three written, in-class tests will be given in week 3, week 7 and week 9. The tests will consist of numerical/algebraic problems and short answer questions. More details will be provided closer to the dates.

### **Assessment Length**

30-45 minutes, as specified.

### **Assessment information**

Make-up (supplementary) tests will not be given. If you miss a test, you will be given a mark based on your performance in the rest of the assessment items, adjusted for the difficulty of the test.

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

### **Generative AI Permission Level**

#### **No Assistance**

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

## **Analysis Paper**

### **Assessment Overview**

Write a paper on an assigned topic.

Assesses: PLO1, PLO2, PLO3, PLO5, PLO6, PLO7.

## Course Learning Outcomes

- CLO3 : Meaningfully question received knowledge and claims regarding theory and policy related to economic development.
- CLO4 : Identify and assess institutional conditions necessary to sustain equitable development.
- CLO5 : Analyse the economic underpinning of cultural phenomena in developing countries.
- CLO6 : Construct written work which is logically and professionally presented.

## Detailed Assessment Description

Each student will randomly be assigned a developing country about which s/he will write a research paper.

A short proposal must be submitted in week 5. The final paper is due in week 10. More details will be provided on Moodle.

## Assessment Length

1500-2000 words, plus tables, charts and references. See detailed instructions.

## Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Generative AI Permission Level

### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **Tutorial Participation and Presentation**

### Assessment Overview

Present an assigned paper in tutorial in a group. Participate in the presentations of other groups.

Assesses: PLO1, PLO2, PLO3, PLO4, PLO7.

### **Course Learning Outcomes**

- CLO2 : Assess the potential effectiveness of various policies in combating underdevelopment.
- CLO3 : Meaningfully question received knowledge and claims regarding theory and policy related to economic development.
- CLO7 : Communicate ideas in a succinct and clear manner.
- CLO8 : Work collaboratively to complete a task.

### **Detailed Assessment Description**

Presentation: Students will be assigned published journal articles to present in tutorial.

Presentations will be made in groups, which will be formed in tutorial in week 2. More details will be provided on Moodle.

Participation: Class participation will be assessed both by the tutor and lecturer. The "class" consists of lectures and tutorials, as well as online discussion and interaction. Note that, while presence in class is necessary for participation, presence in itself does not constitute participation.

### **Assessment Length**

Group presentation: 15-20 minutes

### **Assessment information**

Each group will present their assigned paper in tutorial during the assigned week, and submit the presentation slides which will be posted on Moodle for the rest of the class.

### **Assignment submission Turnitin type**

Not Applicable

### **Generative AI Permission Level**

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct &

Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## Final Exam

### Assessment Overview

Cumulative final examination.

Assesses: PLO1, PLO2, PLO6, PLO7.

### Course Learning Outcomes

- CLO1 : Analyse the interplay between markets, institutions and income distribution in causing and perpetuating underdevelopment.
- CLO2 : Assess the potential effectiveness of various policies in combating underdevelopment.

### Detailed Assessment Description

The final exam will be given as scheduled by the exams office. Details will be provided closer to the date. The course staff do not know in advance when the exam will be scheduled. Requests for an early exam will not be entertained.

(\*)This course will have an invigilated exam held on UNSW's Kensington campus. It is a mandatory requirement that you attend the exam on-campus.

### Assessment Length

2 hours

### Submission notes

This is a written, in-person exam.

### Assignment submission Turnitin type

This is not a Turnitin assignment

### Generative AI Permission Level

#### No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

# General Assessment Information

The in-class tests are written tests that will be administered during the lecture hour in specified weeks. Detailed explanations and instructions for the Analysis Paper (assessment 2) and the Group Presentation (assessment 3) will be provided in the first and second weeks of classes and posted on Moodle. The final exam will be held as scheduled by the exams office. Note that course staff do not have the latitude to schedule an alternate final exam (or "make-up" exam), all requests must be made through university channels.

## Grading Basis

Standard

## Requirements to pass course

In order to pass this course students must:

- Achieve a composite mark of at least 50 out of 100
- Engage actively in course learning activities and attempt all assessment requirements
- Meet any additional requirements specified in the assessment details
- Meet the specified attendance requirements of the course (see Schedule section)

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 9 September - 15 September	Lecture	A: Administrative details and Introduction to the course. B: Recap: Growth theory.  Read Ray Ch. 1, 2. Growth theory is covered in Ray Ch. 3, 4. The text covers much more than we need, so use the slides as a guide to what you need to know.
	Tutorial	No tutorials this week.
Week 2 : 16 September - 22 September	Lecture	A: The dual economy. B: Rural-urban migration and the informal economy. Ray Chapter 10.
	Tutorial	Assignment of countries for analysis paper (Assessment 2). Formation of presentation groups. Assignment of presentation papers to groups (Assessment 3).
Week 3 : 23 September - 29 September	Lecture	Institutions and the long shadow of history Ray draft chapter. Acemoglu et. al. (2001). Alesina et. al. (2013).
	Tutorial	Tutor's Presentation. Discussion of steps towards the analytical paper. Problems on the dual economy and migration.
	Assessment	Test 1 in class during Lecture B (Thursday). Covers material from weeks 1 & 2.
Week 4 : 30 September - 6 October	Lecture	Gender Anderson and Ray 2010. Duflo JEL 2012.
	Tutorial	Student presentations. Discussion of questions/problems on the long shadow of history.
Week 5 : 7 October - 13 October	Lecture	Externalities, coordination, increasing returns, O-ring theory. Ray Chapter 5. Kremer (1993).
	Tutorial	Monday is a public holiday. No tutorial this week.
	Assessment	Analysis Paper proposal due online, Friday 4 pm (Sydney time). No penalty for late submission up to Sunday midnight.
Week 6 : 14 October - 20 October	Other	FLEX WEEK. NO LECTURES OR TUTORIALS.
Week 7 : 21 October - 27 October	Lecture	Property rights, contracts and efficiency. Besley and Ghatak pp. 1-41. Ray Chapters 11, 12.1-12.3.
	Tutorial	Student presentations. Problems on week 5 material.
	Assessment	Test 2 in class during Lecture B (Thursday). Covers material from weeks 3, 4 and 5 (more details in class).
Week 8 : 28 October - 3 November	Lecture	Income distribution Ray draft Chapters 6-7. Bose and Ghosh (2023). Other readings TBC.
	Tutorial	Student presentations. Problems on property rights and contracts.
Week 9 : 4 November - 10 November	Lecture	Political economy of conflict. Ray draft Chapters 24-25.
	Tutorial	Student presentations. Problems/discussion on income distribution.
	Assessment	Test 3 in class during Lecture B (Thursday). Covers material from weeks 7 & 8.
Week 10 : 11 November - 17 November	Lecture	No lectures this week.
	Tutorial	Student presentations. Discussion of homework problems. Exam prep.

	Assessment	ANALYSIS PAPER DUE ONLINE, Friday 5 pm. No penalty for late submissions until Sunday midnight.
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## Attendance Requirements

This is a face-to-face, in-person class. The whiteboard is likely to be extensively used, and I expect discussion and arguments. LIVE RECORDINGS of classes (i.e., ECHO 360 recordings) WILL NOT BE POSTED.

I WILL POST PRE-RECORDED LECTURES from a previous online version of the course. Students should note that pre-recorded lectures are intended as study aids only, students are responsible for material assigned and covered in class. All "hard" information will be posted on Moodle (students' responsibility to check!). "Soft" information will often only be available in class.

## General Schedule Information

The timetable below is indicative. Items may be rearranged or replaced depending on how we proceed, and in response to student interest. Sufficient notice will be given when changes occur. It is your responsibility to stay up-to-date with course announcements. Check the "Ed" discussion forum regularly (more than once a week).

## Course Resources

### Prescribed Resources

The website for this course is on UNSW [Moodle](#).

### Textbooks

The textbook for this course is:

- Debraj Ray. *Development Economics*. Princeton University Press, 1998 ("Ray").
  - Students can access the book online through the UNSW library. There is a cap on the number of pages that can be accessed in this way. A new edition of this book is imminent and some chapters from the new edition will be made available to students.

### Other readings and presentation papers

An assortment of other readings is recommended below, organised roughly by topic. The course schedule details when these are to be read. Many of the readings are not required. An asterisk

indicates required (examinable) reading. These may be useful for presentations, analysis papers, and/or a better understanding of the subject.

*All required readings are available on Leganto, the library repository for this course. The link is on Moodle.*

## Perspectives

- \*Amartya Sen. Mortality as an indicator of economic success and failure. *The Economic Journal*, 108 (446):1–25, 1998.
- \*Abhijit V Banerjee and Esther Duflo. The economic lives of the poor. *Journal of Economic Perspectives*, 21(1):141–168, 2007.
- Debraj Ray. Development economics. In *The new Palgrave dictionary of economics*. Macmillan.
- Nathan Nunn. The importance of history for economic development. *Annu. Rev. Econ.*, 1(1):65–92, 2009.

## History, institutions and coordination failure

- \*Daron Acemoglu, Simon Johnson, and James A Robinson. The colonial origins of comparative development: An empirical investigation. *American Economic Review*, 91(5):1369–1401, 2001.
- \*Abhijit Banerjee and Lakshmi Iyer. History, institutions, and economic performance: The legacy of colonial land tenure systems in India. *American Economic Review*, 95(4):1190–1213, 2005.
- \*Kaushik Basu and Pham Hoang Van. The economics of child labor. *American Economic Review*, 88(3): 412–427, 1998.
- Gautam Bose. Institutions and institutional change: A review of conceptual and analytical issues. In Limam (ed) *Institutional Reform and Development in the MENA region*. API-ERF, 1999.
- Kenneth L Sokoloff and Stanley L Engerman. Institutions, factor endowments, and paths of development in the new world. *Journal of Economic Perspectives*, 14(3):217–232, 2000.
- Edward L Glaeser, Rafael La Porta, Florencio Lopez-de Silanes, and Andrei Shleifer. Do institutions cause growth? *Journal of Economic Growth*, 9(3):271–303, 2004.
- \*Michael Kremer. The O-ring theory of economic development. *The Quarterly Journal of Economics*, 108(3):551–575, 1993.
- Kevin M. Murphy, Andrei Shleifer, and Robert W. Vishny. Why is rent-seeking so costly to growth? *American Economic Review*, 83(2):409–414, May 1993.
- Nathan Nunn. The long-term effects of Africa's slave trades. *The Quarterly Journal of Economics*, 123(1):139–176, 2008.
- \*Nathan Nunn and Leonard Wantchekon. The slave trade and the origins of mistrust in Africa. *American Economic Review*, 101(7):3221–52, 2011.
- Warren Whatley and Rob Gillezeau. The impact of the transatlantic slave trade on ethnic stratification in Africa. *American Economic Review*, 101(3):571–76, 2011.

## Poverty and inequality

- Oded Galor and Joseph Zeira. Income distribution and macroeconomics. *The Review of Economic Studies*, 60(1):35–52, 1993.
- Abhijit V Banerjee and Andrew F Newman. Poverty, incentives, and development. *The American Economic Review*, 84(2):211–215, 1994.
- Gautam Bose. Nutritional efficiency wages: a policy framework. *Journal of Development Economics*, 54(2):469–478, 1997.
- \*Gautam Bose and Arghya Ghosh: Affirmative Action, Equal Opportunity, or Just Tax the Rich? Development, Efficiency, and the Pursuit of Equity. UNSW Economics Working Paper 2022-02.

## Gender

- \*Esther Duflo. Women empowerment and economic development. *Journal of Economic Literature*, 50 (4):1051–79, 2012.
- Claudia Goldin. The U-shaped female labor force function in economic development and economic history, NBER, 1994.
- \*Alberto Alesina, Paola Giuliano, and Nathan Nunn. On the origins of gender roles: Women and the plough. *The Quarterly Journal of Economics*, 128(2):469–530, 2013.
- \*Siwan Anderson and Debraj Ray. Missing women: age and disease. *The Review of Economic Studies*, 77(4):1262–1300, 2010.
- \*Pauline Grosjean and Rose Khattar. It's raining men! hallelujah? the long-run consequences of male-biased sex ratios. *The Review of Economic Studies*, 86(2):723–754, 2019.
- \*Robert Jensen. Do labor market opportunities affect young women's work and family decisions? experimental evidence from india. *The Quarterly Journal of Economics*, 127(2):753–792, 2012.

## Property rights

- \*T Besley and M Ghatak. Property rights and economic development, in Dani Rodrik and Mark Rosenzweig (eds.) *Handbook of Development Economics*, vol. V. Elsevier, 2010. (Read pp. 4525-4595.)
- \*Timothy Besley. Property rights and investment incentives: Theory and evidence from Ghana. *Journal of Political Economy*, 103(5):903–937, 1995.
- \*Markus Goldstein and Christopher Udry. The profits of power: Land rights and agricultural investment in Ghana. *Journal of Political Economy*, 116(6):981–1022, 2008.
- Abhijit V Banerjee, Paul J Gertler, and Maitreesh Ghatak. Empowerment and efficiency: Tenancy reform in West Bengal. *Journal of Political Economy*, 110(2):239–280, 2002.

## Recommended Resources

The discussion forum for this course is located on EdStem, which is linked from Moodle. Students should be asking questions and answering each others' questions on "Ed". Your engagement on Ed is one indicator of your participation in this course.

# Course Evaluation and Development

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

The School of Economics strives to be responsive to student feedback. If you would like more information on how the design of this course and changes made to it over time have taken students' needs and preferences into account, please contact the Director of Education at the School of Economics.

## Consent for De-Identified Data to be Used for Secondary Research into Improving Student Experience

To enhance your student experience, researchers at UNSW conduct academic research that involves the use of de-identified student data, such as assessment outcomes, course grades, course engagement and participation, etc. Students of this course are being invited to provide their consent for their de-identified data to be shared with UNSW researchers for research purposes after the course is completed.

Providing consent for your de-identified data to be used in academic research is voluntary and not doing so will not have an impact on your course grades.

Researchers who want to access your de-identified data for future research projects will need to submit individual UNSW Ethics Applications for approval before they can access your data.

A full description of the research activities aims, risks associated with these activities and how your privacy and confidentiality will be protected at all times can be found [here](#).

If you consent to have your de-identified data used for academic research into improving student experience, you do not need to do anything. Your consent will be implied, and your data may be used for research in a format that will not individually identify you after the course is completed.

If you do not consent for this to happen, please email the opt-out form to [seer@unsw.edu.au](mailto:seer@unsw.edu.au) to opt-out from having your de-identified data used in this manner. If you complete the opt-out form, the information about you that was collected during this course will not be used in academic

research.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Gautam Bose		BUS467		Thursday 2-4pm or by appointment, weeks 1-5, 7-10.	No	Yes

# Other Useful Information

## Academic Information

### COURSE POLICIES AND SUPPORT

The Business School expects that you are familiar with the contents of this course outline and the UNSW and Business School learning expectations, rules, policies and support services as listed below:

- Program Learning Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Protocol for Viewing Final Exam Scripts
- Student Learning Support Services

Further information is provided on the [Policies and Guidelines](#) page.

Students may not circulate or post online any course materials such as handouts, exams, syllabi or similar resources from their courses without the written permission of their instructor.

### STUDENT LEARNING OUTCOMES

The Course Learning Outcomes (CLOs) – under the Outcomes tab – are what you should be able to demonstrate by the end of this course, if you participate fully in learning activities and successfully complete the assessment items.

CLOs also contribute to your achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program. PLOs are, in turn, directly linked to [UNSW graduate capabilities](#). More information on Coursework PLOs is available on the [Policies and Guidelines](#) page. For PG Research PLOs, including MPDBS, please refer to [UNSW HDR learning](#)

outcomes.

## Academic Honesty and Plagiarism

As a student at UNSW you are expected to display [academic integrity](#) in your work and interactions. Where a student breaches the [UNSW Code of Conduct](#) with respect to academic integrity, the University may take disciplinary action. To assure academic integrity, you may be required to demonstrate reasoning, research and the process of constructing work submitted for assessment.

To assist you in understanding what academic integrity means, and how to ensure that you do comply with the UNSW Code of Conduct, it is strongly recommended that you complete the [Working with Academic Integrity](#) module before submitting your first assessment task. It is a free, online self-paced Moodle module that should take about one hour to complete.

## Submission of Assessment Tasks

### SHORT EXTENSIONS

Short Extension is a new process that allows you to apply for an extended deadline on your assessment without the need to provide supporting documentation, offering immediate approval during brief, life-disrupting events. Requests are automatically approved once submitted.

Short extensions are ONLY available for some assessments. Check your course outline or Moodle to see if this is offered for your assessments. Where a short extension exists, all students enrolled in that course in that term are eligible to apply. Further details are available the [UNSW Current Students](#) page.

### SPECIAL CONSIDERATION

You can apply for special consideration when illness or other circumstances beyond your control interfere with your performance in a specific assessment task or tasks, including online exams. Special consideration is primarily intended to provide you with an extra opportunity to demonstrate the level of performance of which you are capable.

Applications can only be made online and will NOT be accepted by teaching staff. Applications will be assessed centrally by the Case Review Team, who will update the online application with the outcome and add any relevant comments. The change to the status of the application

immediately sends an email to the student and to the assessor with the outcome of the application. The majority of applications will be processed within 3-5 working days.

For further information, and to apply, see Special Consideration on the UNSW [Current Students](#) page.

## LATE SUBMISSION PENALTIES

### LATE SUBMISSION PENALTIES

For assessments other than examinations, late submission will incur a penalty of 5% per day or part thereof (including weekends) from the due date and time. An assessment will not be accepted after 5 days (120 hours) of the original deadline unless special consideration has been approved. In the case of an approved Equitable Learning Plan (ELP) provision, special consideration or short extension, the late penalty applies from the date of approved time extension. After five days from the extended deadline, the assessment cannot be submitted.

An assessment is considered late if the requested format, such as hard copy or electronic copy, has not been submitted on time or where the 'wrong' assessment has been submitted.

For assessments which account for 10% or less of the overall course grade, and where answers are immediately discussed or debriefed, the LIC may stipulate a different penalty. Details of such late penalties will be available on the course Moodle page.

## FEEDBACK ON YOUR ASSESSMENT TASK PERFORMANCE

Feedback on student performance from formative and summative assessment tasks will be provided to students in a timely manner. Assessment tasks completed within the teaching period of a course, other than a final assessment, will be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

## Faculty-specific Information

### PROTOCOL FOR VIEWING FINAL EXAM SCRIPTS

UNSW students have the right to view their final exam scripts, subject to a small number of very specific exemptions. The UNSW Business School has set a [protocol](#) under which students may

view their final exam script. Individual schools within the Faculty may also set up additional local processes for viewing final exam scripts, so it is important that you check with your School.

If you are completing courses from the following schools, please note the additional school-specific information:

- Students in the **School of Accounting, Auditing & Taxation** who wish to view their final examination script should also refer to [this page](#).
- Students in the **School of Banking & Finance** should also refer to [this page](#).
- Students in the **School of Information Systems & Technology Management** should also refer to [this page](#).

## COURSE EVALUATION AND DEVELOPMENT

Feedback is regularly sought from students and continual improvements are made based on this feedback. At the end of this course, you will be asked to complete the [myExperience survey](#), which provides a key source of student evaluative feedback. Your input into this quality enhancement process is extremely valuable in assisting us to meet the needs of our students and provide an effective and enriching learning experience. The results of all surveys are carefully considered and do lead to action towards enhancing educational quality.

## QUALITY ASSURANCE

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

## TEACHING TIMES AND LOCATIONS

Please note that teaching times and locations are subject to change. Students are strongly advised to refer to the [Class Timetable website](#) for the most up-to-date teaching times and locations.