



## UNSW Course Outline

# ECON2111 Introduction to Economic Development - 2024

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## General Course Information

Course Code : ECON2111

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

One out of five people on Earth lives on less than \$1 USD per day, while half the world lives on less than \$2 USD per day. This course explores the causes and correlates of global poverty, and investigates the policies used to address it. The approach of the course is microeconomic,

meaning that we focus on individual and household behaviours, as well as market failures which lead to sub-optimal choices by these individuals. We will learn about measurement of poverty and inequality, the role of health and education in poverty, problems in credit, savings, and insurance markets, the causes and effects of migration, environmental degradation, and child labour. By the end of this course, students 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. This course will not cover macroeconomic topics, such as institutions, geography, growth, trade, or liberalization in any depth. This is not because these are not important topics, but rather because there are other courses in the School which are entirely dedicated to them. For students interested in those topics the following courses are recommended: ECON3110 (Development Economics), ECON3109 (Economic Growth, Technology, and Structural Change), ECON3116 (International Trade), and ECON3104 (International Macroeconomics).

## Course Aims

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

Explain the concept and measurement of economic development, poverty, and inequality

Understand the econometric tools used by economists to study the effect of policies on economic outcomes

Explain the role of education, and health in economic growth

Explain the demographic and industrial transition associated with economic development

Discuss how credit, insurance, and savings constraints affect poor households in developing countries

Understand the role of migration in economic development

Critically analyse the interplay between environment and economic development

Analyse the major issues effecting developing countries of the world today

Critically evaluate economic and public policies in the context of the development process

## Relationship to Other Courses

ECON2111 will build on content from ECON1101 and ECON1102. Students should be warned that good command of the material taught in the prerequisite courses is essential for successfully mastering the material in this course.

Economic models and econometric tools are frequently used to provide a coherent explanation for some issues, but you do not need to have taken an econometrics course to be successful in this course. The first weeks of the course will provide an overview of the essential statistical methods needed to interpret the literature discussed in this course.

# Course Learning Outcomes

Course Learning Outcomes	Program learning outcomes
CL01 : Identify the microeconomic causes of underdevelopment.	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL05 : Responsible Business Practice</li> <li>• PL06 : Global and Cultural Competence</li> </ul>
CL02 : Identify and assess economic incentives for adoption of sustainable practices in developing countries.	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL05 : Responsible Business Practice</li> <li>• PL06 : Global and Cultural Competence</li> </ul>
CL03 : Identify the economic incentives underlying selected cultural phenomena in developing countries.	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL05 : Responsible Business Practice</li> <li>• PL06 : Global and Cultural Competence</li> </ul>
CL04 : Assess the relevance and weight of data in evaluating causes of underdevelopment.	<ul style="list-style-type: none"> <li>• PL02 : Problem Solving</li> <li>• PL05 : Responsible Business Practice</li> <li>• PL06 : Global and Cultural Competence</li> <li>• PL07 : Leadership Development</li> </ul>
CL05 : Assess the potential effectiveness of various policies in combating underdevelopment.	<ul style="list-style-type: none"> <li>• PL02 : Problem Solving</li> <li>• PL05 : Responsible Business Practice</li> <li>• PL06 : Global and Cultural Competence</li> <li>• PL07 : Leadership Development</li> </ul>
CL06 : Meaningfully question received knowledge and claims regarding theory and policy related to economic development.	<ul style="list-style-type: none"> <li>• PL02 : Problem Solving</li> <li>• PL05 : Responsible Business Practice</li> <li>• PL06 : Global and Cultural Competence</li> <li>• PL07 : Leadership Development</li> </ul>
CL07 : Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> <li>• PL03 : Business Communication</li> <li>• PL07 : Leadership Development</li> </ul>
CL08 : Communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"> <li>• PL03 : Business Communication</li> <li>• PL07 : Leadership Development</li> </ul>
CL09 : Work collaboratively to complete a task.	<ul style="list-style-type: none"> <li>• PL04 : Teamwork</li> <li>• PL07 : Leadership Development</li> </ul>

Course Learning Outcomes	Assessment Item
CLO1 : Identify the microeconomic causes of underdevelopment.	<ul style="list-style-type: none"> <li>• In-class work: group activities; Tutorial presentation</li> <li>• In-lecture Polls</li> <li>• Online Quizzes</li> <li>• Final exam</li> </ul>
CLO2 : Identify and assess economic incentives for adoption of sustainable practices in developing countries.	<ul style="list-style-type: none"> <li>• In-class work: group activities; Tutorial presentation</li> <li>• In-lecture Polls</li> <li>• Online Quizzes</li> <li>• Final exam</li> </ul>
CLO3 : Identify the economic incentives underlying selected cultural phenomena in developing countries.	<ul style="list-style-type: none"> <li>• In-class work: group activities; Tutorial presentation</li> <li>• In-lecture Polls</li> <li>• Online Quizzes</li> <li>• Final exam</li> </ul>
CLO4 : Assess the relevance and weight of data in evaluating causes of underdevelopment.	<ul style="list-style-type: none"> <li>• In-class work: group activities; Tutorial presentation</li> <li>• In-lecture Polls</li> <li>• Online Quizzes</li> <li>• Final exam</li> </ul>
CLO5 : Assess the potential effectiveness of various policies in combating underdevelopment.	<ul style="list-style-type: none"> <li>• In-class work: group activities; Tutorial presentation</li> <li>• In-lecture Polls</li> <li>• Online Quizzes</li> <li>• Final exam</li> </ul>
CLO6 : Meaningfully question received knowledge and claims regarding theory and policy related to economic development.	<ul style="list-style-type: none"> <li>• In-class work: group activities; Tutorial presentation</li> <li>• In-lecture Polls</li> <li>• Online Quizzes</li> <li>• Final exam</li> </ul>
CLO7 : Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> <li>• In-class work: group activities; Tutorial presentation</li> <li>• In-lecture Polls</li> <li>• Online Quizzes</li> </ul>
CLO8 : Communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"> <li>• In-class work: group activities; Tutorial presentation</li> <li>• In-lecture Polls</li> <li>• Online Quizzes</li> </ul>
CLO9 : Work collaboratively to complete a task.	<ul style="list-style-type: none"> <li>• In-class work: group activities; Tutorial presentation</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Zoom

# Learning and Teaching in this course

## Approach to Learning and Teaching in the Course

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

## Learning Activities and Teaching Strategies

This course has two principal interactive learning components: lectures and tutorials. The lectures will cover the theory of economic development and underdevelopment, and form the core material of the course. In tutorials, students will discuss and present assigned material related to the theory. This material will often complement and reinforce the lectures by incorporating data and case studies, but occasionally it will also represent alternative views and criticism. Tutorials will serve to deepen students' understanding of the core material.

The purpose of lecture is:

1. to provide a logical structure for the topics that make up the course;
2. to emphasise the important concepts, models and methods of each topic, and
3. to provide relevant examples to which the concepts and methods are applied.

Lectures will be delivered online using Zoom, and the link will be available via the Course Moodle webpage. Lecture slides can be downloaded from Moodle prior to each lecture.

Tutorial meetings will be face-to-face and will provide an opportunity for each student to develop their understanding of theoretical concepts, as well as communication skills and critical outlook on economic development problems and solutions, through oral presentations. Tutorials are NOT designed to provide students with rote solutions to assigned problems.

### **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 may 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 reproducing textbooks or lecture notes.

## Assessments

### Assessment Structure

Assessment Item	Weight	Relevant Dates	Program learning outcomes
In-class work: group activities; Tutorial presentation Assessment Format: Group	15%	Start Date: Not Applicable Due Date: Not Applicable	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL02 : Problem Solving</li> <li>• PL03 : Business Communication</li> <li>• PL04 : Teamwork</li> </ul>
In-lecture Polls Assessment Format: Individual	5%	Start Date: Not Applicable Due Date: Not Applicable	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL02 : Problem Solving</li> <li>• PL05 : Responsible Business Practice</li> </ul>
Online Quizzes Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Due Friday 3:59pm on W3,5,8,10.	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL02 : Problem Solving</li> <li>• PL03 : Business Communication</li> <li>• PL06 : Global and Cultural Competence</li> </ul>
Final exam Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: Not Applicable	<ul style="list-style-type: none"> <li>• PL01 : Business Knowledge</li> <li>• PL02 : Problem Solving</li> <li>• PL03 : Business Communication</li> <li>• PL05 : Responsible Business Practice</li> </ul>

### Assessment Details

#### In-class work: group activities; Tutorial presentation

##### Assessment Overview

Each week (starting in Week 3) a group of two to four students will present the material from supplementary readings that were assigned for the previous week.

The aims of the presentations are to:

- 1) summarise and highlight important content from the readings, and
- 2) encourage discussion of the material in tutorials. Students will be assessed on the quality of the presentations and the facilitation of the ensuing discussion.

Students will receive a marking rubric during the first tutorial, which outlines the specific criteria upon which they will be evaluated. The presentation roster will be scheduled in the first week of tutorials.

Assesses: PLO1,2,3,4,5,6,7.

### **Course Learning Outcomes**

- CL01 : Identify the microeconomic causes of underdevelopment.
- CL02 : Identify and assess economic incentives for adoption of sustainable practices in developing countries.
- CL03 : Identify the economic incentives underlying selected cultural phenomena in developing countries.
- CL04 : Assess the relevance and weight of data in evaluating causes of underdevelopment.
- CL05 : Assess the potential effectiveness of various policies in combating underdevelopment.
- CL06 : Meaningfully question received knowledge and claims regarding theory and policy related to economic development.
- CL07 : Construct written work which is logically and professionally presented.
- CL08 : Communicate ideas in a succinct and clear manner.
- CL09 : Work collaboratively to complete a task.

### **Detailed Assessment Description**

Each week (starting in Week 3) a group of two to four students will present the material from supplementary readings that were assigned for the previous week. The aims of the presentations are to: 1) summarise and highlight important content from the readings, and 2) encourage discussion of the material in tutorials. Students will be assessed on the quality of the presentations and the facilitation of the ensuing discussion. Students will receive a marking rubric during the first tutorial, which outlines the specific criteria upon which they will be evaluated. The presentation roster will be scheduled in the first week of tutorials. Students' presentation slides may be uploaded on Moodle.

The tutorial presentation will be used to form 15% of your overall course mark. Oral presentations (up to 20 minutes per individual student; 75 minutes maximum per group, including a period of questions) will occur each week from Week 3 to Week 10, excluding Week



6. Students will create slides that they will present as a team. Students are expected to attend all presentations. A list of criteria for this assessment, as well as general advice for a good presentation, will be provided to students beforehand. Students (who are not presenting that week) must also participate in a peer assessment and grade the presentation on a scale of 0 to 100. This peer assessment along with tutor's grade will form the total mark for the assessment. More details will be released in Week 2.

### 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](#).

### **In-lecture Polls**

#### Assessment Overview

Each week (starting in Week 2) there will be Polls conducted during one of the lectures. The aims of the polls are to:

- 1) summarise and highlight important content from the lecture, and
- 2) encourage discussion of the material in lectures.

The polls will consist of a couple of multiple choice questions (minimum: one, maximum: three) discussing the material covered in the lecture.

Assesses: PLO3,4,7.

#### Course Learning Outcomes

- CL01 : Identify the microeconomic causes of underdevelopment.
- CL02 : Identify and assess economic incentives for adoption of sustainable practices in developing countries.
- CL03 : Identify the economic incentives underlying selected cultural phenomena in developing countries.
- CL04 : Assess the relevance and weight of data in evaluating causes of underdevelopment.
- CL05 : Assess the potential effectiveness of various policies in combating underdevelopment.
- CL06 : Meaningfully question received knowledge and claims regarding theory and policy related to economic development.

- CLO7 : Construct written work which is logically and professionally presented.
- CLO8 : Communicate ideas in a succinct and clear manner.

### **Detailed Assessment Description**

Each week (starting in Week 2) there will be Polls conducted during one of the lectures. The aims of the polls are to: 1) summarise and highlight important content from the lecture, and 2) encourage discussion of the material in lectures. The polls will consist of a couple of multiple choice questions (minimum: one, maximum: three) discussing the material covered in the lecture. For each poll, the student will obtain half credit for simply answering all the questions, and full credit for each question by answering it correctly. There will be one poll per week, with polls randomly conducted in one of the two lectures each week. Altogether, there will be 7 polls, out of which your best 5 scores will each count 1% towards your final course mark.

To ensure that your participation in polls gets captured, you **MUST** join the live class through Zoom app (desktop app or mobile app) and be signed in to the Zoom app. Attendees joining through the web browser will not be able to get credit for the polls.

### **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](#).

### **Online Quizzes**

#### **Assessment Overview**

Quizzes are designed to test student's knowledge on the material covered in the prior weeks.

Assesses: PL01,2,3,5,6,7.

#### **Course Learning Outcomes**

- CLO1 : Identify the microeconomic causes of underdevelopment.
- CLO2 : Identify and assess economic incentives for adoption of sustainable practices in developing countries.
- CLO3 : Identify the economic incentives underlying selected cultural phenomena in developing countries.
- CLO4 : Assess the relevance and weight of data in evaluating causes of underdevelopment.

- CL05 : Assess the potential effectiveness of various policies in combating underdevelopment.
- CL06 : Meaningfully question received knowledge and claims regarding theory and policy related to economic development.
- CL07 : Construct written work which is logically and professionally presented.
- CL08 : Communicate ideas in a succinct and clear manner.

#### **Detailed Assessment Description**

Every two weeks (Weeks 3, 5, 8 and 10) a 1 hour multiple-choice quiz will be uploaded to Moodle. Quizzes will open on Thursday at 4:01pm and will be due by Friday 3:59pm. These quizzes are designed to test student's knowledge on the material covered in the prior two weeks. The quizzes will be weighted as follows:

Quiz 1 - Week 3 (7.5%)

Quiz 2 - Week 5 (7.5%)

Quiz 3 - Week 8 (7.5%)

Quiz 4 - Week 10 (7.5%)

#### **Assessment Length**

45 minutes

#### **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](#).

#### **Final exam**

#### **Assessment Overview**

The final exam will be offered during the regular University exam period. Students should be aware that given the unusual circumstances, past exams for this subject will be misleading. All material covered in the lectures and tutorial program is examinable.

Assesses: PL01,2,3,5,6,7.

#### **Course Learning Outcomes**

- CL01 : Identify the microeconomic causes of underdevelopment.

- CLO2 : Identify and assess economic incentives for adoption of sustainable practices in developing countries.
- CLO3 : Identify the economic incentives underlying selected cultural phenomena in developing countries.
- CLO4 : Assess the relevance and weight of data in evaluating causes of underdevelopment.
- CLO5 : Assess the potential effectiveness of various policies in combating underdevelopment.
- CLO6 : Meaningfully question received knowledge and claims regarding theory and policy related to economic development.

### **Detailed Assessment Description**

The final exam will be offered during the regular University exam period. Students should note that, given the unusual circumstances, past exams for this subject will be misleading. All material covered in the lectures and tutorial program is examinable. The exam will be held online and will comprise a variety of multiple-choice questions, true/false, and fill in the blank questions.

### **Assessment Length**

1 hour

### **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**

### **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	What is Development? I READINGS: • (R) B&D Ch.1
	Lecture	What is Development? II READINGS: • (R) Sen, A. (1988). "The Concept of Development." Chapter 1, (pp. 10-26). Handbook of Development Economics, eds. H. Chenery and T.N. Srinivasan. Elsevier Science Publishers. • Banerjee, A and E. Duflo. (2007) "The Economic Lives of the Poor." The Journal of Economic Perspectives, 21(1).
Week 2 : 16 September - 22 September	Lecture	Measuring Poverty READINGS: • (R) dJ&S Ch.5 • (R) Haughton and Khander. (2009). "Measuring Poverty." Handbook on Poverty and Inequality, Chapter 4, The World Bank Institute.
	Lecture	Measuring Inequality READINGS: • (R) Haughton and Khander. (2009). "Measuring Inequality." Handbook on Poverty and Inequality, Chapter 6, The World Bank Institute.
Week 3 : 23 September - 29 September	Lecture	Empirical Tools: Regression Analysis READINGS: • (R) Sykes, A. (1992). "An Introduction to Regression Analysis." The Inaugural Coase Lecture.
	Lecture	Empirical Tools: Randomized Control Trials (RCTs) READINGS: (R) Banerjee, A. V., & Duflo, E. (2009). "The Experimental Approach to Development Economics." Annual Review of Economics. Duflo, E., R. Glennerster, and M. Kremer. (2007). "A Randomization Toolkit." CEPR working paper 6059.
	Tutorial	Poverty Supplementary Reading Allen (2017). "Absolute Poverty: When Necessity Displaces Desire." American Economic Review, 107(12).
	Assessment	Online quiz Online quiz 1 due by Friday 3:59pm
Week 4 : 30 September - 6 October	Lecture	***Note: No class on Monday 2 October which is a public holiday***
	Lecture	Health READINGS: (R) B&D Ch.2&3 (R) Dupas, P. (2014). "Short-Run Subsidies and Long-run Adoption of New Health Products: Evidence from a Field Experiment." Econometrica, 81(1).
	Tutorial	Empirical Tools Supplementary Reading Gertler, P., P. Premand, S. Martinez, C. M. J. Vermeersch, and L. Rawlings. (2010). Impact Evaluation in Practice. World Bank. Chapter 1.
Week 5 : 7 October - 13 October	Lecture	Education READINGS: (R) B&D Ch.4 (R) Kremer, M. (2003). "Randomized Evaluations of Educational Programs in Developing Countries: Some Lessons." American Economic Review, 93(2). Duflo, E. (2001). "Schooling and Labor Market Consequences of School Construction in Indonesia: Evidence from an Unusual Policy Experiment." American Economic Review, 91(4).
	Lecture	Population and Development READINGS: (R) B&D Ch.5 (R) dJ&S Ch.11
	Tutorial	Health Supplementary Reading Miguel, E., and M. Kremer. (2004). "Worms: Identifying Impacts on Education and Health in the Presence of Treatment Externalities." Econometrica, 72(1).
	Assessment	Online quiz

		Online quiz 2 due by Friday 3:59pm
Week 6 : 14 October - 20 October	Other	No lectures or tutorials this week.
Week 7 : 21 October - 27 October	Lecture	Insurance READINGS: (R) B&D Ch.6 (R) Ray, D. (1998). "Insurance" (Chapter 15). Development Economics. Princeton University Press.
	Lecture	Credit READINGS: (R) B&D Ch.7
	Tutorial	Insurance Supplementary Reading Karlán, D., R. Osei, I. Osei-Akoto, and C. Udry. (2015). "Agricultural Decisions after Relaxing Credit and Risk Constraints." The Quarterly Journal of Economics, 192(2).
Week 8 : 28 October - 3 November	Assessment	Online quiz Online quiz 3 due by Friday 3:59pm
	Lecture	Savings READINGS: (R) B&D Ch.8 (R) McClure, S., D. Laibson, G. Loewenstein, and J.D. Cohen. (2004). "Separate Neural Systems Value Immediate and Delayed Monetary Rewards." Science 306(5695).
	Lecture	Migration READINGS: (R) dJ&S Ch.12 (R) "Migration and Development" The Economist, 2004
	Tutorial	Credit Supplementary Reading Banerjee, A., E. Duflo, R. Glennerster, and C. Kinnan. (2015). "The Miracle of Microfinance? Evidence from a Randomized Evaluation." American Economic Journal: Applied Economics, 7(1).
Week 9 : 4 November - 10 November	Lecture	Environment and Development I READINGS: (R) dJ&S Ch.15 (R) Solow, R. (1991). "Sustainability: An Economist's Perspective" 18th J. Seward Johnson Lecture to the Marine Policy Center, Woods Hole Oceanographic Institution at Woods Hole, MA. Ostrom, Eleanor (1990). Governing the Commons: The Evolution of Institutions for Collective Action. Cambridge University Press. Chapters 1 & 2.
	Lecture	Environment and Development II READINGS: (R) Jack, B. K., Kousky, C. , and Sims, K.R.E. (2008) "Designing payments for ecosystem services: Lessons from previous experience with incentive-based mechanisms." Proceedings of the National Academy of Sciences. (R) Costello et al. (2008) "Can Catch Shares Prevent Fisheries Collapse?" Science (321).
	Tutorial	Migration Supplementary Reading Munshi, K. and M. Rosenzweig. (2016). "Networks and Misallocation: Insurance, Migration, and the Rural-Urban Wage Gap." American Economic Review, 106(1).
Week 10 : 11 November - 17 November	Assessment	Online quiz Online quiz 4 due by Friday 3:59pm
	Lecture	Public Goods READINGS: (R) Miguel & Gugerty (2004). "Ethnic Diversity, Social Sanctions, and Public Goods in Kenya," Journal of Public Economics, 89.
	Tutorial	Environment & Development Supplementary Reading Andreoni, J. and A. Levinson. (2001). "The Simple Analytics of the Environmental Kuznets Curve." Journal of Public Economics. 80.

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

# Course Resources

## Prescribed Resources

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

Textbooks:

1. Banerjee, Abhijit and Esther Duflo, (2011). Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty, New York: Public Affairs. (B&D in the course schedule)
2. de Janvry, A. and E. Sadoulet. (2015). Development Economics: Theory and Practice. London: Routledge. (dJ&S in the course schedule)

You may either purchase copies of these texts or access them free of charge through the UNSW library. The online copies will allow you to download and print PDF versions of each chapter.

Other readings: An assortment of readings is prescribed, as detailed below, organised roughly by topic. Not all will be required. (R) Denotes readings required for lecture, in addition to the main textbook readings. Supplemental readings will be discussed in tutorial.

## 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.

Student feedback is critical to the development of this course. Every year, feedback from students is used to improve upon course design. Please participate in the myExperience survey to assist with the future development and improvement of this course.

## 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	Hasin Yousaf		QUAD3120/ Online		Thursday 11:00-12:00 or by appointment.	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

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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.