



UNSW Course Outline

ARTS1750 Introduction to Global Development - 2024

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General Course Information

Course Code : ARTS1750

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Arts, Design and Architecture

Academic Unit : School of Social Sciences

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

Development is everywhere. Every day, all over the world from small villages to entire regions, social, political, and economic changes take place in the name of local and global development. Yet, what is development and why does it matter? In this course we think of development as

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

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

Relationship to Other Courses

This is the core introductory course for those interested in global development and development studies. It is also, however, a course that engages with a wide range of issues of current importance - poverty and inequalities, international aid and humanitarian response, climate change and some of the downsides to "development", conflict and human rights.

It is a great course for those interested in the world and how it operates, as well as those advancing studies in a range of areas from Arts to public health, engineering to business, law to social work. It is pitched at those who are interested and willing to read, engage and share - and does not require any prior knowledge.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Identify the main ideas driving development interventions in the past and present, with attention to intersectional and structural contexts.
CLO2 : Critically reflect on the meaning of “development” and articulate your own perspectives, drawing from diverse and intersectional perspectives.
CLO3 : Identify different actors and interests in development and how their actions shape social, economic and development outcomes.
CLO4 : Analyse case studies, academic readings, and media to identify development issues on the ground in different parts of the world.
CLO5 : Act ethically, respectfully, responsibly and with accountability in relating global development to examples of development in practice, respectful of and attentive to Indigenous knowledges and practices in local or global context.

Course Learning Outcomes	Assessment Item
CLO1 : Identify the main ideas driving development interventions in the past and present, with attention to intersectional and structural contexts.	<ul style="list-style-type: none">• Moodle Posts• Critical Essay
CLO2 : Critically reflect on the meaning of “development” and articulate your own perspectives, drawing from diverse and intersectional perspectives.	
CLO3 : Identify different actors and interests in development and how their actions shape social, economic and development outcomes.	<ul style="list-style-type: none">• Reflective Essay• Moodle Posts• Critical Essay
CLO4 : Analyse case studies, academic readings, and media to identify development issues on the ground in different parts of the world.	<ul style="list-style-type: none">• Reflective Essay• Critical Essay
CLO5 : Act ethically, respectfully, responsibly and with accountability in relating global development to examples of development in practice, respectful of and attentive to Indigenous knowledges and practices in local or global context.	<ul style="list-style-type: none">• Moodle Posts

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate | Echo 360 | sli.do and other online tools

Additional Course Information

The course comprises a weekly lecture/seminar (1.5 hrs) which you can attend face2face in

class or catch up on at a later; and a weekly tutorial (1.5hrs) in which you will have an opportunity to share ideas and experiences, your queries and views, and make sense of how the issues being raised related to global developments we are experiencing daily or witnessing through the media in the lives of others...

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Moodle Posts Assessment Format: Individual	20%	
Reflective Essay Assessment Format: Individual	30%	Due Date: 28/03/2024 06:00 PM
Critical Essay Assessment Format: Individual	50%	Due Date: 19/04/2024 06:00 PM

Assessment Details

Moodle Posts

Assessment Overview

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

Course Learning Outcomes

- CLO1 : Identify the main ideas driving development interventions in the past and present, with attention to intersectional and structural contexts.
- CLO3 : Identify different actors and interests in development and how their actions shape social, economic and development outcomes.
- CLO5 : Act ethically, respectfully, responsibly and with accountability in relating global development to examples of development in practice, respectful of and attentive to Indigenous knowledges and practices in local or global context.

Detailed Assessment Description

Details of the task and schedule of posts will be made available in Week 1.

Post-length is up to 400 words maximum (usually 250 - 300 words excluding references). Share

your understanding and challenges others to respond to the queries and issues you raise in your post.

Assessment Length

250 words to 400 words (maximum)

Submission notes

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

Assessment information

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

Posts usually of 250 - 300 words length (excluding references; 400 is absolute maximum) should be made in the scheduled weeks. These posts help structure and inform tutorial discussions. If posts are not made by the end of Week 5 students will be graded 0 for each of these assignments. If posted in the required dates and fulfil requirements they will be awarded from 55%-100% depending on quality.

Assignment submission Turnitin type

This is not a Turnitin assignment

Reflective Essay

Assessment Overview

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

Course Learning Outcomes

- CLO3 : Identify different actors and interests in development and how their actions shape social, economic and development outcomes.
- CLO4 : Analyse case studies, academic readings, and media to identify development issues on the ground in different parts of the world.

Assessment Length

700 - 800 words (maximum); excluding references

Assessment information

Students will write a reflective essay on the relevance of global development issues and debates to understanding the world we live in. This will be submitted by the end of Week 7 just before the Easter long weekend - so get it done early and submitted so you can really enjoy the weekend!

Assessment description: Why are YOU taking this class on global development? What have you learned about or thought about that has been especially interesting or challenging? Why? What if anything are you learning that helps YOU better understand or appreciate any of the relevant global development challenges we are currently experiencing?

Note this is a reflective task and you should **engage with it on a personal level**. You are encouraged to write in first person for this task and to use it as an opportunity to process what you have been learning in the course. You may draw attention to specific elements of our course including lecture seminars, readings and discussions in tutorials to help provide context and insights.

Might be a good idea to start keeping notes from the very beginning of the course, on a weekly basis, of some of the things you are finding especially interesting or challenging. Looking over these later will help you plan, structure and write this assignment.

Assignment submission Turnitin type

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

Critical Essay

Assessment Overview

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

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

Course Learning Outcomes

- CLO1 : Identify the main ideas driving development interventions in the past and present, with attention to intersectional and structural contexts.

- CLO3 : Identify different actors and interests in development and how their actions shape social, economic and development outcomes.
- CLO4 : Analyse case studies, academic readings, and media to identify development issues on the ground in different parts of the world.

Assessment Length

1250 words up to 1500 words (maximum) excluding references

Submission notes

Submission due at the end of week 10; but you are welcome to submit earlier and get our course assignments out of your way early on...

Assessment information

This is an opportunity to demonstrate your mastery of the concepts and theories that have underpinned the course and to apply them to a topic of current interest and relevance. A small number of essay topics will be made available before our flexible / reading week so you can start planning, reading and drafting it. Word length expected is between 1250 words and 1500 words maximum, excluding references. Guidance on this assignment will also be discussed in one of your tutorials.

You are welcome to contact Professor Zwi or your tutor to discuss what you are planning to cover and to seek advice on structure, content and references. This is an opportunity to draw in what you have been learning to help explore a current issue of particular relevance to global development and which builds on the wide range of issues covered by ARTS1750.

Assignment submission Turnitin type

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

General Assessment Information

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

Grading Basis

Standard

Requirements to pass course

Achieve a composite mark of above 50%.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	<p>Introduction to ARTS1750 Course overview: objectives, structure and approach Who is in the class and why are you here? Global development - what's it all about?</p> <ul style="list-style-type: none"> • Issues and challenges. • What do we mean by "development"? • Some definitions, terms, and approaches
	Online Activity	<p>View the film The End of Poverty - linked here and in our course Readings (Leganto) site. Answer the questions in relation to this film and come to the first Tutorial with your responses to the ideas: what surprised you? interested you? What would you like to learn more about? Are there alternative views? And give some general thought to how we might examine a film or video, critique it, understand where it comes from, what it is trying to convey, and how we might best engage with it for learning purposes...</p>
	Tutorial	<p>Tutorials are based on the lectures and online activities along with required/ additional readings. Tutorials provide an opportunity to share your viewpoints, clarify issues, and learn from others. The first tutorial will allow an opportunity to meet others in your tutorial group and to divide up responsibilities for the Moodle posts in relation to the course readings.</p> <p>We will also discuss the first online activity - The End of Poverty (see below) - a video which you should have viewed in advance of the first tutorial. We have posted some questions and issues to think about when viewing the film; and expect you to share your ideas in your tutorial. A volunteer in each tutorial group could undertake to summarise the key issues that came up in your class; would be great if this could then be posted on behalf of your Tutorial group in Moodle.</p>
Week 2 : 19 February - 25 February	Lecture	<p>Achievements and successes in international development...</p> <ul style="list-style-type: none"> • What has been achieved through international development? • Objectives and outcomes of development • The MDGs and the SDGs... • Trends in global development • Measuring development outcomes • Poverty, inequalities and inequities • Concepts, terminology, indicator
	Tutorial	<p>Achievements (and limitations) of "development"</p> <ul style="list-style-type: none"> • Assessing trends in global development • Measuring and monitoring development outcomes • MDGs and SDGs • Poverty, inequalities and inequities • Concepts, terminology, indicators • Ranking development achievements • Using data - gapminder, human development index, others
	Assessment	<p>Make sure you know exactly what is required for your two Moodle posts; this might even be due this week so get the reading done and the post on the reading uploaded before your tutorial. If not sue this week then commence the reading for when it is due; no problem uploading it early.</p> <p>In relation to your second assessment, the Reflective Essay, make sure you know what is required. Week 2 is a good time to start keeping notes, on a weekly basis, of some of the things you are finding especially interesting or challenging in the course. Looking over these later will help you plan, structure and write this Reflective assignment which is due in Week 7.</p>
Week 3 : 26 February - 3 March	Lecture	<p>Theories of development... and... Is "development" always "good"?</p> <ul style="list-style-type: none"> • How have views about development evolved? • Theories of development • How does theory influence the objectives and approaches of governments and organisations? • Different perspectives on development... who holds them and why do they differ? • Trends in development and development assistance ("aid") since WWII • Colonization and Decolonization • Indigenous responses and resistance

	Tutorial	Theories of development and is development always good? <ul style="list-style-type: none"> • Different approaches to development and implications • Colonization and decolonization. • Indigenous responses and resistance. • Terminology and discourse. • Ongoing challenges in Australia and our region
Week 4 : 4 March - 10 March	Lecture	Actors and organisations: Who "does" development? Who is involved? <ul style="list-style-type: none"> • Objectives of development • Stakeholders and organisations • Communities, institutions, the state • Revisiting MDGs and SDGs • Volunteering and voluntourism: contributions and challenges • Limitations and critiques - localisation and decolonisation.
	Tutorial	Actors and organisations: Who "does" development? Who else is affected and involved? <ul style="list-style-type: none"> • Stakeholders and organisations • Global to local; local to global • Communities and governance • Volunteering and voluntourism - experience and contributions? • Limitations and critiques
Week 5 : 11 March - 17 March	Lecture	Development and values: human rights objectives and limitations <ul style="list-style-type: none"> • Human rights and development • UN Conventions and treaties • Rights, capabilities, trickle down • Critique and limitations
	Assessment	Make sure your second Moodle post on your readings is uploaded and available for others to read and for assessment. You should have been completing these Moodle posts in weeks 2, 3, 4, and 5... See the guidance re these posts, their purpose and assessment criteria.
	Tutorial	Development and values: human rights objectives and limitations <ul style="list-style-type: none"> • Approaches to development • Rights, capabilities, trickle down • Good governance and democracy • Rights-based approach to development • Limitations and possibilities
Week 6 : 18 March - 24 March	Reading	Flexibility week - no lecture. Time to read and write and reflect on what you have been learning.
	Assessment	Reflective Essay - this is a good time to work on and finalise your reflective essay (due next week). Remember that Week 7 is a short week and your assignment needs to be submitted by Thursday March 28th. Assessment description: Students will write a short reflective essay (750 words) to enable early feedback on writing and research skills. Why are YOU taking a class on global development? What have you learned about or thought about that has been especially interesting or challenging? Why? How does this relate to your own more general interests and future plans? What if anything are you learning that helps YOU better understand some of what is happening in our world at the present time? Note this is a reflective task and you should engage with it on a personal level. You are encouraged to write in first person for this task and to use it as an opportunity to process what you have been learning in the course. Look over the notes you should have been keeping re issues you have found interesting, challenging and stimulating since commencing the course.
Week 7 : 25 March - 31 March	Lecture	Development, environment and disasters... Can "development" do harm? <ul style="list-style-type: none"> • "Environment" and the anthropocene • Who is affected by development? • Dangers of growth only approaches • What do we mean by sustainability? • Climate change and sustainable development • Responding to disasters
	Tutorial	Development, environment and disasters... Can "development" do harm? <ul style="list-style-type: none"> • Revisiting concepts of development? • What is the "environment" • Who is affected by development? • Dangers of growth only approaches • What do we mean by sustainability? • Climate change and sustainable development

		<ul style="list-style-type: none"> • Responding to disasters <p>Preparing for your reflective assignment - guidance and discussion</p>
	Assessment	Submit reflective assignment by
Week 8 : 1 April - 7 April	Lecture	<p>Lecture This lecture falls on Easter Monday which is a public holiday... so there will not be a face to face lecture this week. However, the lecture and related activities will be uploaded so you can view these in your own time, in advance of your tutorial later in the week.</p> <p>Development critiques and evolution - gender as a case in point</p> <ul style="list-style-type: none"> • Reproduction vs. transformation • Discourse and narratives • Are development and feminism compatible? • Empowerment and resistance • Transformative development
	Tutorial	<p>Development critiques and evolution - gender as a case in point</p> <ul style="list-style-type: none"> • Reproduction vs. transformation • Discourse and narratives • Are development and feminism compatible? • Empowerment and resistance • Transformative development <p>Final assignment - discussion and guidance Important note: Those normally having tutorials on Monday will not have a tutorial this week.</p>
Week 9 : 8 April - 14 April	Lecture	<p>Development critiques and evolution - race, colonialism and othering...</p> <ul style="list-style-type: none"> • Colonialism, colonisation and their impacts • Experiences of first nations peoples • Racism and 'othering': does "development" inadvertently reinforce discrimination? • Empowerment and resistance • Critiques - localisation and decolonisation • Transformative development
	Tutorial	<p>Development critiques and evolution - race, colonialism and othering...</p> <ul style="list-style-type: none"> • Colonialism, colonisation and their impact • Experiences of first nations peoples • Racism and 'othering': does "development" reinforce discrimination and stigmatisation? • Empowerment and resistance • Critiques - localisation and decolonisation • Transformative development <p>Feedback, comments, advice for critical essay</p>
Week 10 : 15 April - 21 April	Lecture	<p>Revisiting the idea of "development" - is it progressive or conservative?</p> <ul style="list-style-type: none"> • What's happening in the development field at the moment - critiques and challenges • Transformation and empowerment - facilitating change • Climate challenges and the future you / we want (and need!) • Development, COVID-19 and post-COVID • What have we learned about "development"?
	Assessment	<p>Submit your final essay by . Note you are always welcome to submit your work well before the deadline; this is clearly much better than submitting after the deadline when penalties will be applied!</p> <p>If you are having difficulties due to ill-health or unforeseen challenges; please apply for Special Consideration IN ADVANCE OF THE DEADLINE. We will be supportive but engage us early not after the deadline please.</p> <p>Those of you with Learning Equity plans - please remind your tutor of any agreed deadlines for your work.</p>
	Tutorial	<p>Final tutorial for class.</p> <p>Opportunity to build on final lecture looking at</p> <ul style="list-style-type: none"> • future of development theory and practice and ongoing critiques; • conventional vs transformative development; • staying informed and abreast of global development issues; • forthcoming Global Development courses; • feedback re reflective assignments; critical essay ideas.

Attendance Requirements

It is expected that all course participants will attend their designated tutorials and a register will be taken at each tutorial. If you are participating online, please ensure you are in a quiet place, have good internet access, and can participate actively. You are expected to have your video on so as to facilitate engagement and shared learning. Ensure you have access to a functional microphone so you can actively participate.

It may be that you are unable to make one or other tutorial - please notify your tutor in advance if this is the case.

Please be respectful and engage actively; we look forward to working together to enhance your learning.

General Schedule Information

There is a weekly lecture (recorded if you are unable to attend) and a weekly tutorial. Attendance register will be taken at the tutorial on a weekly basis. The first assignment requires you to make two Moodle posts within the first five weeks; these are to encourage you to read and participate but they are also there to "provoke" and engage others. It is crucial, therefore, that you submit these posts by the designated date; failure to do so impedes the learning of others in the class and will be penalised.

Week 6 is a flexibility/reading week with no lecture or tutorial; this is a good opportunity to prepare your reflective assignment and also start working on your final essay.

Course Resources

Prescribed Resources

Prescribed Resources

This Course has two core texts. Both are available in the UNSW Book Store, Library and online through Leganto.

We will draw on both of these texts as we progress and will also provide other materials (journal articles, book chapters, films, occasional podcast, other materials) to introduce you to the debates and issues in the field. Please refer to the Moodle pages for the course and the associated Leganto Reading List. These set out the assigned readings for each week.

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

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

Core Texts:

- 1) Currie-Alder B, R Kanbur, D M Malone and R Medhora (Eds. 2014) [International Development: Ideas, Experience, and Prospects](#) [First Edition]; Oxford University Press/Oxford Scholarship Online via UNSW library - see Leganto.
- 2) The [Routledge Handbook of International Development](#) (Eds Sims et al, 2022): 'This Handbook provides a comprehensive analysis of some of the world's most pressing global development challenges - including how they may be better understood and addressed through innovative practices and approaches to learning and teaching. Featuring 60 contributions from leading academics and practitioners, the handbook demonstrates that global development challenges are to be found in the global "North" as much as the "South" '. See Leganto.

Recommended Resources

Recommended Additional Resources

Here we have listed a wide range of additional resources and materials that you might find of interest. These may help you clarify issues or give you an opportunity to play with data or share your understanding. You are not expected to read all of this or download everything – they are here for your interest, your learning, and your consideration. We hope that those of you who venture into these spaces will enjoy them. We will also provide a space on Moodle where you can share resources you have come across that you have found helpful. Offer a brief comment so

your classmates know what you think is interesting or useful in relation to this material. Invite comments and engage with each other...

Online Blogs/Podcasts:

Most blogs are informal opinion editorials, written quickly and often without substantial supporting evidence. They can be an excellent source of very timely analysis and can point you in the direction of the latest information on policy issues. It is important to never read a blog uncritically. I encourage you to try to follow at least one on a frequent basis to give you some real-life understanding of the latest debates in development. I have also included one podcast and one website with short talks for those of you who want something to listen to [great when on public transport or cooking] or watch instead of just reading:

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

The Guardian's Global Development blog: <http://www.theguardian.com/global-development>

Devex Blog: <https://www.devex.com/news>

Duncan Green's Oxfam blog, 'From Poverty to Power', <http://www.oxfamblogs.org/fp2p/>

Overseas Development Institute (ODI)'s blog: <http://www.odi.org/opinion>

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

Center for Global Development Policy Blogs: <http://www.cgdev.org/section/opinions/blogs>

World Bank Blog on Development Impacts: <http://blogs.worldbank.org/impactevaluations/>

'Africa Can End Poverty' – World Bank: <http://blogs.worldbank.org/africacan/>

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

Examples of relevant journals available through the UNSW library:

Development and Change

Development in Practice

Development Policy Review

Disasters

European Journal of Development Research

Gender and Development

Global Governance

International Organizations

Journal of Development Studies

Journal of Human Development

Journal of International Development

Journal of Peasant Studies

Journal of Peacebuilding and Development

Oxford Development Studies

Progress in Development Studies

Third World Quarterly

World Development

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

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

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

The Economist – Big Mac Index: <http://www.economist.com/content/big-mac-index>

Sustainable Development Goals: <http://unstats.un.org/sdgs/>

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

World Bank's World Development Reports <http://go.worldbank.org/LOTTGBE9IO>: influential, agenda-setting annual publication, focused on a single issue each year.

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

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

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

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

General Data Portals:

The Economist - Our World in Data - <https://ourworldindata.org/> - lots of very valuable data that you can interact with and analyse

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

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

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

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

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

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

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

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

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

Prof. Zwi has a twitter X account that is used for drawing attention also to relevant development debates, podcasts, book reviews and publications. If you are on twitter, follow <https://twitter.com/HEARDatUNSW> - also hashtags #DevStuds #GlobalDev #ARTS1750 #COMD5000 #COMD5002. There are also numerous valuable lists on @HEARDatUNSW related to development, human rights, humanitarian policy and related issues - check them out.

Resources on writing well:

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

Leftwich, Adrian. 2004. Writing Essays: Some Guidance. <http://www.york.ac.uk/media/politics/documents/resourcesyork/teaching/resources/Essay%20Writing%202009.pdf>

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

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

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

Course Evaluation and Development

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

In this last year one key response has been to shorten lectures from 2 hours to 1.5 hours and to

extend tutorials from 1 hour to 1.5 hours. These changes will allow for greater student engagement and participation which is what we expect in our tutorials. You will find that you learn a great deal from the others in the class; people come with different experiences, concerns, cultures and backgrounds and this is a great opportunity to meet people and learn from them.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Anthony Zwi		Rm 120, 1st Floor, Morven Brown Building	61423696 490	Email for appointment - date and time. Appointments via Teams.	Yes	Yes
Tutor	Nigel Spence				TBC in tutorial	No	No
	Bhupesh Joshi				TBC in tutorial	No	No
	Niki Graziella Baroy				TBC in tutorial	No	No
	Sonja Krivacic				TBC in tutorial	No	No
	Katya Eagles				TBC in tutorial	No	No

Other Useful Information

Academic Information

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

Please see: <https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines> for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagiarism

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

UNSW groups plagiarism into the following categories:

- Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.
- Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.
- Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.
- Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.
- Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

The UNSW Academic Skills support offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items. UNSW Library has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW, but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other

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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au

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

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, alternative submission details will be stated

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

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request [Special Consideration](#) as early as possible before the deadline. Support with [Time Management](#) is available here.

School Contact Information

School of Social Sciences

Location: Room 159, Morven Brown Building (C20), Kensington campus

Opening Hours: Monday – Friday, 9am – 5pm (except public holidays)

Telephone: +61 2 9385 1807

Email: soss@unsw.edu.au

Web: <https://www.unsw.edu.au/arts-design-architecture/our-schools/social-sciences>