



# ARTS1750

Introduction to Global Development

Term One // 2021

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Anthony Zwi	a.zwi@unsw.edu.au	Wednesday 3-4 pm; 15 minutes slots available. Email for appointment - date and time. Appointments via Teams.	Rm 120, 1st Floor, Morven Brown Building	+ 61423696 490

#### Tutors

Name	Email	Availability	Location	Phone
Tutor TBC	a.zwi@unsw.edu.au	TBC		

### School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: [soass@unsw.edu.au](mailto:soass@unsw.edu.au)

phone: 02 9385 1807

## Course Details

### Credit Points 6

### Summary of the Course

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.

### Course Learning Outcomes

1. Identify the main ideas driving development interventions in the past and present
2. Critically reflect on the meaning of “development” and articulate your own perspectives
3. Identify different actors and interests in development and how their actions shape social, economic and development outcomes
4. Analyse case studies, academic readings, and media to identify development issues on the ground in different parts of the world

### Teaching Strategies

This course introduces students to global development and to the discipline of Development Studies, the study of social, political and economic change in societies around the world. The course will introduce you to key questions around poverty, inequality, race and gender and the ways these shape issues like the environment, pandemics, migration, and violence.

You will learn different ways of thinking about the world – understanding and using multiple analytical frameworks – and thereby to investigate particular communities or themes in greater depth.

The study of global development helps position you as an aware global citizen and contributes to subsequent work as a development practitioner. The course will bring in ‘real-life’ examples and encourage you to learn more about the ways understanding development processes leads to action.

This course is taught through lectures, tutorials, and structured online learning activities.

## Assessment

Additional details of the assessments, marking rubrics, and guidance will be provided in the course Moodle pages by the end of week 2.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Moodle posts	20%	22/03/2021 05:00 PM	1, 3
Reflective essay	30%	06/04/2021 05:00 PM	2, 3, 4
Critical essay	50%	03/05/2021 05:00 PM	1, 3, 4

### Assessment Details

#### Assessment 1: Moodle posts

**Length:** 400 words

**Details:**

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.

**Additional details:**

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 should be made in the scheduled weeks. If posts are not made by 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 65%-100% depending on quality.

**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.

**Turnitin setting:** This is not a Turnitin assignment

## **Assessment 2: Reflective essay**

**Start date:** Not Applicable

**Length:** 800 words

### **Details:**

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.

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

## **Assessment 3: Critical essay**

**Start date:** Not Applicable

**Length:** 1500 words

### **Details:**

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.

This is the final assessment item for the course.

### **Additional details:**

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 by Week 6 (Flexible week) so you can start giving consideration to your essay and can begin planning, reading and drafting it.

You are welcome to contact Professor Zwi to discuss what you are planning to cover and to seek advice on structure, content and references where relevant.

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

## Attendance Requirements

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

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 15 February - 19 February	Lecture	<p>Introduction to course</p> <p>Introduction to global development.</p> <ul style="list-style-type: none"><li>• Global development - issues and challenges.</li><li>• What do we mean by "development"?</li><li>• Development studies - what's it about?</li><li>• Definitions, terms, approaches.</li></ul>
	Reading	<p>Readings are set out by course week in Leganto. There are generally one or two chapters from our main course text or papers to look over or websites to check out - to be done in preparation for each lecture. There will also be a range of additional readings that you are encouraged to read: these form the basis for the tutorials that are held one week after each lecture and pick up on issues raised in the previous week's lecture and online activities.</p> <p>Note there is no tutorial in first week. Tutorials begin in week 2.</p>
	Lecture	<p>Note: Lectures are in Matthews Lecture Theatre A from 9-11am on Tuesdays, every week. They will be interactive and offer opportunities to discuss the material and clarify issues, concepts, and contexts. It is hoped that you will attend the lectures and maintain COVID-safe requirements. The Lecture will also be recorded and we will aim to stream it in real time via Zoom for those following online. With Online attendance please be actively engaged - and set yourself up in advance to be in a quiet place with good internet and with the ability to share video so we can engage actively with those online.</p> <p>Tutorial: There are five or six tutorial groups</p>

		running - either on Wednesdays or Fridays. Some are face-to-face on campus and some online only. Make sure to sign up for your tutorial group as they are already filling up
	Online Activity	<p>Online Activity</p> <p>Introduce yourself in moodle - say something about your background, where you come from, what Program you are taking, your interests, and what you are most keen to learn about in relation to global development. Surprise us with something about yourself we would not otherwise know. Use this as an opportunity to make friends and engage with others with related interests... be open and supportive to others.</p> <p>Please upload a photo also to your Moodle profile - this helps us to get to know each other. A small photo then will pop up when you contribute to Moodle.</p> <p>This is not an assessed item but I would like us all to get to know each other to the extent possible in a virtual environment and to all play our part in establishing a supportive learning environment for our course. So please take this seriously and do it as soon as possible once our course Moodle site is available.</p>
Week 2: 22 February - 26 February	Lecture	<p>Lecture 2: What has global development achieved?</p> <ul style="list-style-type: none"> <li>• Trends in global development</li> <li>• Assessing and measuring development outcomes</li> <li>• Poverty, inequalities and inequities</li> <li>• Concepts, terminology, indicators</li> </ul>
	Tutorial	<p>In relation to Lecture 1:</p> <ul style="list-style-type: none"> <li>• What do we mean by "development"?</li> <li>• Development studies - what's it about?</li> <li>• Definitions, terms, approaches.</li> <li>• Are there different perspectives on development? Who holds these different views and on what might they be based?</li> <li>• Capabilities, agency, power</li> </ul>
	Online Activity	<p>Locate media and readings that grapple with the Indigenous response to "development" - in Australia or in another country with which you are familiar or have an interest. View this material / do this reading in your own time; but come prepared at</p>

		next lecture (Week 3) with your own insights and observations regarding how development is defined, how Indigenous communities have engaged with or resisted different forms of development, and what this reveals about our narratives, language and concepts.
Week 3: 1 March - 5 March	Lecture	<p>Is "development" always "good"?</p> <ul style="list-style-type: none"> <li>• Colonization and Decolonization</li> <li>• What is the "Third World"?</li> <li>• Indigenous responses and resistance</li> <li>• Australia's experiences of development; ongoing challenges and critiques</li> </ul>
	Tutorial	<p>Discussion re Lecture 2:</p> <ul style="list-style-type: none"> <li>• Assessing trends in global development</li> <li>• Measuring and monitoring development outcomes</li> <li>• Poverty, inequalities and inequities</li> <li>• Concepts, terminology, indicators</li> <li>•</li> <li>• How might we measure poverty?</li> <li>• Ranking development achievements</li> <li>• Using data - gapminder, human development index, others</li> </ul>
Week 4: 8 March - 12 March	Lecture	<p>After the Wars (WWII &amp; Cold War): What is being developed? By whom? For what purpose?</p> <ul style="list-style-type: none"> <li>• Development theories and approaches</li> <li>• Trends in development and development assistance ("aid") since WWII</li> <li>• Millennium Development Goals (MDGs)</li> <li>• Sustainable Development Goals (SDGs)</li> <li>• Agency, capabilities, and human rights</li> </ul>
	Tutorial	<p>Discussion related to lecture 3.</p> <ul style="list-style-type: none"> <li>• Colonization and decolonization.</li> <li>• Indigenous responses and resistance.</li> <li>• Terminology and discourse.</li> <li>• Ongoing challenges in Australia and our region</li> </ul>
Week 5: 15 March - 19 March	Lecture	<p>Actors and organisations: Who "does" development? Who is involved?</p> <ul style="list-style-type: none"> <li>• Stakeholders and organisations</li> <li>• Global to local - local to global</li> </ul>

		<ul style="list-style-type: none"> <li>• Communities, governance and capabilities</li> <li>• Volunteering and voluntourism: contributions and challenges</li> </ul>
	Tutorial	<p>Discussion of Lecture 4:</p> <p>After the Wars (WWII &amp; Cold War): What is being developed? By whom? For what purpose?</p> <ul style="list-style-type: none"> <li>• Development theories and approaches</li> <li>• Trends in development and development assistance ("aid") since WWII</li> <li>• Millennium Development Goals (MDGs)</li> <li>• Sustainable Development Goals (SDGs)</li> <li>• Agency, capabilities, and human rights</li> </ul>
	Assessment	<p>Make sure your second Moodle post on your readings is uploaded and available for others to read. You should have been completing these Moodle posts in weeks 2, 3, 4, and 5... by this week your second post should be uploaded for sharing and for assessment.</p> <p>See the guidance re these posts and their purpose and how they will be assessed.</p>
Week 6: 22 March - 26 March	Homework	<p>Week 6 is a 'flexible' week - to be used to catch up on your readings, start writing and preparing your reflective assignment, and start thinking about your final essay. There will be no lectures or tutorials in week 6.</p>
Week 7: 29 March - 2 April	Lecture	<p>Development and values: human rights objectives and limitations</p> <ul style="list-style-type: none"> <li>• Human rights and development</li> <li>• Rights, capabilities, trickle down</li> <li>• Critique and limitations</li> </ul>
	Tutorial	<p>Discussion of Lecture 5:</p> <p>Actors and organisations: Who "does" development? Who else is affected and involved?</p> <ul style="list-style-type: none"> <li>• Stakeholders and organisations</li> <li>• Global to local; local to global</li> <li>• Communities and governance</li> <li>• Volunteering and voluntourism - experience and contributions?</li> </ul>

	Assessment	<p>Reflective Essay</p> <p>Assessment description: 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 which will focus on why study development? What can we learn from this? How might this be applicable to your ongoing thinking, studies and future?</p>
Week 8: 5 April - 9 April	Lecture	<p>Lecture 7: Is development sexist and racist? Might it be?</p> <ul style="list-style-type: none"> <li>• Reproduction vs. transformation</li> <li>• Are development and feminism compatible?</li> <li>• Racism and 'othering': does "development" reinforce discrimination and stigmatisation?</li> <li>• Transformative development</li> <li>• Empowerment and resistance</li> </ul>
	Tutorial	<p>Discussion of Lecture 6: What is the relationship between human rights and human development?</p> <ul style="list-style-type: none"> <li>• Approaches to development</li> <li>• Rights, capabilities, trickle down</li> <li>• Good governance and democracy</li> <li>• Rights-based approach to development</li> </ul>
	Online Activity	<p>Seek out 2 examples of media that deal with debates concerning environment and development. One might highlight the negative effects of "development" on the environment - perhaps related to exploitation of mineral resources or some other aspect of development; the other example should highlight how approaches to sustainable development might help protect and support the environment. Do this in your own time and come prepared to the lecture next week and tutorial to discuss these issues. Is development necessarily bad? Can it play a positive part? How and in what ways can it do so?</p>

Week 9: 12 April - 16 April	Lecture	<p>Lecture 8: Development, environment and disasters... Can "development" be destructive?</p> <ul style="list-style-type: none"> <li>• Revisiting concepts of development?</li> <li>• What is the "environment"</li> <li>• What do we mean by sustainability?</li> <li>• Current debates re climate change and sustainable development</li> <li>• COVID19 as a case in point</li> <li>• Australia's experience and performance</li> </ul>
	Tutorial	<p>Discussion of Lecture 7: Does development reinforce sexism and racism? How and in what ways? What can be done to avoid this?</p> <ul style="list-style-type: none"> <li>• Reproduction vs. transformation</li> <li>• Resistance and empowerment</li> <li>• what other forms of discrimination might be reinforced through some "development" processes?</li> <li>• what can be done to avoid this?</li> </ul>
Week 10: 19 April - 23 April	Lecture	<p>Lecture 9: Bringing theory back: Is development necessarily progressive/conservative?</p> <ul style="list-style-type: none"> <li>• Does development have a future?</li> <li>• Transformation and empowerment - facilitating change and capabilities</li> <li>• Development and the popular imagination</li> <li>• Current challenges and critiques</li> </ul>
	Tutorial	<p>Focus on lecture 8: Development, environment and disasters... Can "development" be destructive?</p> <ul style="list-style-type: none"> <li>• Revisiting concepts of development?</li> <li>• What is the "environment"</li> <li>• What do we mean by sustainability?</li> <li>• Current debates re climate change and sustainable development</li> <li>• COVID19 as a case in point</li> <li>• Australia's experience and performance</li> </ul>

## Resources

### Prescribed Resources

## Prescribed Resources

This Course has one core text and a second, recommended, text. Both are available in the UNSW Book Store, library and the first is also available online through the library.

We will read neither of these books in their entirety and will also provide other readings to you (journal articles, book chapters, other materials) to introduce you to the breadth of materials available. 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 then will be of benefit not only to you but also to other members of the class and your tutorial group. We encourage you also to share your insights, concerns and questions in Moodle... this is a safe space for raising questions and clarifying issues. Help each other out and learn together!

Core Text: 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: **[update]**

Recommended Text: Kingsbury D, Mackay J, Hunt J, McGillivray M and Clark M. (2016). *International Development: Issues and Challenges (3rd Ed)*, Palgrave Macmillan, Houndmills.

### Recommended Resources

## Recommended Additional Resources

Here I 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. I hope that those of you venture into these spaces will enjoy them. I 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 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>

[Project Syndicate – http://www.project-syndicate.org](http://www.project-syndicate.org) – contains numerous op-eds from prominent economists (and the occasional political scientist).

<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/>

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 Organization

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/LOTTGBE9I0>: 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:

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

UNDP's Millennium Development Goals Monitor: <http://www.mdgmonitor.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 will also benefit from becoming familiar with GoogleScholar (<http://scholar.google.com>) as a key search engine for academic publications and reports. You can set up the preferences to link to the UNSW Library even when you are not on campus.

Go to Google Scholar> settings> library links, and enter 'University of New South Wales' in the box for "Library": 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 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 #COMD5001 #COMD5002. There are also numerous valuable twitter lists on @HEARDatUNSW related to development, human rights, humanitarian policy and related issues - check them out. You don't need to broadcast what you had for breakfast to derive benefit from twitter... it's a useful source of up-to-date debates, critiques, resources,

jobs and opportunities [and yes, a lot of not so useful stuff too :-)].

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**

[Briefly outline how student feedback (both formal and informal) on the course will be gathered, how it will be analysed and how it will be acted upon to improve the student learning experience. For example, you might discuss what was identified in past feedback and how this course was changed to address the issue.]

## **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](mailto: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, it will be stated on your course's Moodle site with alternative submission details.

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

## 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 also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information 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 before the due date, or for the purpose of them plagiarising at any time, 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.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and 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 also 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

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Image Credit

Artwork by Anthony Zwi, 2020. COVID19 - Second wave.

## CRICOS

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## Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.