



**UNSW**  
SYDNEY

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University



# ARTS1846

Politics, Peace and Prosperity

Term Two // 2020

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Srinjoy Bose	s.bose@unsw.edu.au	Mondays, 14:00 - 16:00	MB 131	93852370

### School Contact Information

School of Social Sciences

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## **Course Details**

### **Credit Points 6**

### **Summary of the Course**

Why are some countries more peaceful and prosperous than others? And how, and to what extent, are peace and prosperity related? In this course you will critically examine these questions, with a particular focus on the role of the state in promoting prosperity and peace. To this end, you will trace the emergence of different approaches to national governance across the globe, with a view to illuminating the various ways in which state actors might influence (or seek to influence) the economic and pacific trajectories of their nations. You will also investigate the range of ideational, institutional and structural factors that might enable and constrain states in their pursuit of peace and prosperity.

### **Course Learning Outcomes**

1. Explain how, why, and to what extent 'the state', 'peace' and 'prosperity' are contested concepts.
2. Identify and evaluate the utility of different approaches to understanding national governance and how it might influence peace and prosperity.
3. Analyse and evaluate key debates about how peace and prosperity might be related, and the role of different local, national, regional and global actors in securing peace and prosperity.

### **Teaching Strategies**

The course is taught through a weekly 1.5 hour lecture, 1 hour tutorial and 1 hour online activity. Assessments are designed to allow you flexibility and choice, while the examination asks you to demonstrate engagement across course content and in explicit relation to their achievement of the course learning outcomes. The course encourages critical thinking through informed tutorial preparation and discussion based on guided reading and independent research. Feedback is provided on all assessments in a meaningful and timely manner. Your achievement of the learning outcomes of this course is clearly demonstrated through your engagement with course material, the quality of the presentation of your ideas and discussion and your level of achievement in course assessment. Lectures are educator-led but participatory in style. Tutorial discussions will be both student and tutor-led and online activities will require independent preparation.

## Assessment

All assessments must be submitted electronically only, through the relevant assessment TurnItIn portal in Moodle. There is no hard copy submission required. Please ensure that your name and student ID number are on every page of your submission. You are not required to attach a cover sheet to electronically submitted assessments.

When you submit an assessment at UNSW, you are acknowledging that you have understood and abided by the University requirements in the preparation of that assessment item, in respect of student academic misconduct outlined in the Student Code Policy and Student Misconduct Procedures, both of which are available at: <https://student.unsw.edu.au/conduct>. **You are also declaring that the assessment item is your own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.** In addition, you submit the assessment in the knowledge that: (1) the course convenor may provide a copy of the assignment to another staff for the purposes of assessment or evaluation; and (2) a copy of this assessment item will be retained in the TurnItIn database and may be used in evaluations of originality.

UNSW provides support for students in using TurnItIn at <https://student.unsw.edu.au/turnitin-support>. This webpage includes information on how to generate and interpret originality reports in TurnItIn. Support is also available from the central TurnItIn Help Center at [http://turnitin.com/en\\_us/support/helpcenter](http://turnitin.com/en_us/support/helpcenter). **To check you have submitted your assignment successfully you should click 'View digital receipt' at the bottom left-hand corner of the 'My Submissions' screen. You should print or save the digital receipt for your records. Do not navigate away from the submission screen or close your laptop during upload.** It is your responsibility to keep a copy of your work in case of loss of an assignment. You are also responsible for checking that your submission is complete and accurate.

For information about **Special Consideration and Extensions and Late Submission of Work**, please refer to the School's Policies and Guidelines available at <https://socialsciences.arts.unsw.edu.au/students/resources/policiesguidelines/>.

**Referencing System:** For ARTS1846, please use the **Harvard in-text referencing** style. Detailed information pertaining to the Harvard referencing style (and plagiarism) is available via the **School of Social Sciences Referencing Guide** (available on Moodle). The purpose of referencing in academic writing is to provide clear information about the sources of the material you use in your work. Several accepted styles are in common use. In the Humanities, for example, including History, Law, and Philosophy, the preference is for footnotes (sometimes referred to as Chicago Manual). However, in the Social Sciences, the preference is Harvard in-text referencing. For POLS5131, students should adhere to the Harvard style. You may, however, use the Chicago referencing style. If you choose the latter, discuss it with your convenor first. Whatever style you end up using, you **MUST** consistently adhere to **ONE** referencing style throughout the length of an assessment. For detailed information on referencing and preparing your assignment for referencing, please refer to the School of Social Sciences Referencing Guide (available on Moodle).

**Please note: detailed feedback will only be provided if students request it. If you wish to receive detailed feedback on your assignment, please make a note at the top of the first page. Students who do not request feedback will receive a mark and a completed rubric with brief comments.**

## Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Essay plan	20%	24/06/2020 11:30 PM	2,3
Major essay	40%	22/07/2020 11:30 PM	2,3
Exam	40%	Not Applicable	1,3

## Assessment Details

### Assessment 1: Essay plan

**Start date:** Not Applicable

**Length:** 1000

#### Details:

You will submit one essay plan of 1000 words. You will receive written feedback, a completed rubric and a numerical grade through Moodle within 10 working days of submission. Essay Topics/Questions will be provided in class (and uploaded onto Moodle).

#### Additional details:

The essay plan is designed to provide you with the opportunity to develop your skills in planning and constructing essays. The essay plan should be 1000 words and is due on Wednesday 24/06/2020 at 23:30. You must submit your essay plan via the Turnitin link on Moodle.

Information on Essay questions, the Marking rubric that we use to grade essay plans, and the Turnitin link for submission can all be found on Moodle under "Learning Activities / Assessments".

#### The essay plan should outline the following:

1. A clear statement of the essay question you have chosen;
2. Your thesis (i.e. what you plan to argue);
3. A short paragraph outlining the main empirical and theoretical focus of the essay;
4. An outline of the proposed essay's structure (i.e. what each paragraph/ section will discuss); and
5. An Annotated Bibliography of the most useful sources you have consulted (atleast two sources).

#### Explaining the annotated bibliography

The aim of the annotated bibliography is to encourage you to begin thinking about the theoretical foundations of your research paper and to begin engaging with the academic literature upon which you will draw in the construction of your core arguments when you write your research paper. For this assignment, you should research and identify two (2) academic sources that will inform your arguments in your research essay and create a bibliography of those sources. These sources should NOT be drawn from the 'Required reading' listed in the course outline.

You should then annotate the bibliography with a few lines about why you have chosen each source, what you hope to draw from it, how it fits with the rest of the literature with which you engage and so on.

Specifically, your annotated bibliography should, **for each text**:

- Provide the full bibliographic citation for each source discussed, using the School's referencing guide.
- Outline the main argument
- Identify any conclusions made by the author/s
- Discuss the relevance or usefulness of the text for your research
- Point out in what way the text relates to themes or concepts in your course
- State the strengths and limitations of the text
- Present your view or reaction to the text

An example of the outline of your Essay plan is provided below:

### **Essay plan outline example**

1. Essay question (50 words)
2. My thesis / what I plan to argue (250 words)
3. Empirical and theoretical focus of the essay (250 words)
4. Essay structure (50 words)
5. Annotated bibliography
  - 5.1. Article/book chapter/book 1 (200 words)
  - 5.2. Article/book chapter/book 2 (200 words)

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

### **Assessment 2: Major essay**

**Start date:** Not Applicable

**Length:** 2000

#### **Details:**

You will submit one major essay of 2000 words. You will receive written feedback, a completed rubric and a numerical grade through Moodle within 10 working days of submission.

#### **Additional details:**

The major essay is an opportunity for you to engage with the academic literature and to construct a persuasive argument in writing, and is due on Wednesday 22/07/2020 at 23:30. You must submit your essay plan via the Turnitin link on Moodle.

Major essays should demonstrate that you know the disciplinary literature and that you can apply the insights from that literature to a particular problem and relevant work. Information on Essay questions, the Marking rubric that we use to grade essay plans, and the Turnitin link for submission can all be found on Moodle under "Learning Activities / Assessments".

You should also draw on a range of theoretical and empirical material in order to construct your argument. To write a good paper: (a) explain in the introduction the context of the question, your basic

argument and how the paper will proceed (the structure), (b) signpost the structure throughout the paper, indicating the logical progression from paragraph to paragraph and section to section (so linking sentences at the ends of paragraphs and sections are important).

Provide persuasive analysis of evidence in support of your argument. Ground your argument in the theoretical debates of the discipline. Your paper must be properly referenced and accompanied by a bibliography. The UNSW Learning Centre provides a range of resources to assist with referencing, available at <http://www.lc.unsw.edu.au/onlib/ref.html>. It is a good idea to plan and draft your paper well in advance. You are welcome to see me during consultation hours to discuss your ideas, plan, and draft. I will not, however, respond to requests for research assistance, i.e. 'I want to write about 'X', what should I read?' You will be assessed on your ability to demonstrate research skills; on synthesis and persuasive argument (in bringing together ideas and data from several sources), on quality of presentation (including accurate referencing) and on the clarity of your writing. You will receive a grade, with some minimal feedback on your research paper. The specific criteria for assessment - see the corresponding marking rubric - in the following section.

(For more guidance see: 'Essay and Assignment Writing' available at <https://student.unsw.edu.au/essay-and-assignment-writing> and 'Essay Writing' available at <http://www.anu.edu.au/files/guidance/Essay%20Writing%20Booklet%20%28FINAL%29%20Web%20Version.pdf>). You will receive a grade, with some minimal feedback on your major paper. The specific criteria for assessment is available via the corresponding marking rubric (available via Moodle).

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

### **Assessment 3: Exam**

**Start date:** Not Applicable

#### **Details:**

The (take home) examination requires you to engage with content across the course while asking you to demonstrate their achievement of the weekly learning outcomes. It will require the completion of longer style answers, containing a selection of essay-style questions from which you must choose. Examination scripts will be submitted via Turnitin. Students receive a numerical grade. This is the final assessment for this course.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not 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: 1 June - 5 June	Lecture	<b>Introduction to Course &amp; Contents</b>  <b>Key Questions</b> <ul style="list-style-type: none"><li>▪ What do we mean and understand by 'peace', 'prosperity'?</li><li>▪ How can (and do) we study peace and prosperity?</li><li>▪ What is the role of 'politics' in peace and prosperity?</li></ul>
Week 2: 8 June - 12 June	Lecture	<b>Conflicts and Risks</b>  <b>Key Questions</b> <ul style="list-style-type: none"><li>▪ What are some risks to peace and prosperity?</li><li>▪ What is 'conflict'? What causes conflict?</li><li>▪ What is 'security'?</li><li>▪ What are some of the ways to address risks to peace and prosperity?</li></ul>
Week 3: 15 June - 19 June	Lecture	<b>State Formation</b>  <b>Key Questions</b> <ul style="list-style-type: none"><li>▪ What is 'state formation'?</li><li>▪ How did the modern state evolve?</li><li>▪ What is the relationship between violence and peace &amp; prosperity?</li><li>▪ What is the role of the state in this relationship?</li></ul>
Week 4: 22 June - 26 June	Lecture	<b>Order through States</b>  <b>Key Questions</b> <ul style="list-style-type: none"><li>▪ What is the function of the state?</li><li>▪ What is 'order'?</li><li>▪ What is the relationship between order and peace &amp; prosperity?</li></ul>
Week 5: 29 June - 3 July	Lecture	<b>Development and Institutions</b>



		<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>▪ What is development?</li> <li>▪ What are institutions?</li> <li>▪ How can we understand the relationship between development and institutions? And between development &amp; institutions and peace &amp; prosperity?</li> </ul>
Week 7: 13 July - 17 July	Lecture	<p><b>Growth, Prosperity, and the Developmental State</b></p> <p><b>Guest Lecture: Associate Professor Elizabeth Thurbon</b></p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>▪ What is 'growth'? How can the state best bring about national growth and prosperity?</li> <li>▪ Is economic growth the best way to understand prosperity (and security)? Whose prosperity (and security)?</li> <li>▪ Do developing countries' trajectory of growth and prosperity differ from that of more developed nations?</li> <li>▪ What is 'planning'?</li> <li>▪ What is a 'strong' state? What is the 'regulatory' state? What is the 'developmental' state?</li> </ul>
Week 8: 20 July - 24 July	Lecture	<p><b>Regimes, Democracy, Peace &amp; Prosperity</b></p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>▪ What are regimes? What is Democracy? What is 'growth'?</li> <li>▪ What is the relationship between democracy/autocracy and growth &amp; peace?</li> <li>▪ How does poor/bad governance lead to conflict?</li> <li>▪ Is Democracy good for peace &amp; prosperity?</li> </ul>
Week 9: 27 July - 31 July	Lecture	<p><b>The Chinese and Indian Model(s)—Interests and Strategies</b></p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>▪ Do developing countries' trajectory of peace and prosperity differ from that of more developed nations?</li> <li>▪ What are Chinese/Indian interests and views of peace, security, &amp; prosperity?</li> <li>▪ Is China a 'strong' state? Is India a 'weak' state?</li> </ul>

		<ul style="list-style-type: none"> <li>▪ How can we evaluate Chinese/Indian strategies and policies?</li> </ul>
Week 10: 3 August - 7 August	Lecture	<p><b>World Development and Intervention</b></p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>▪ How has colonial rule / imperialism impacted peace and prosperity?</li> <li>▪ Does colonial rule manifest today? How?</li> <li>▪ What is external 'intervention'?</li> <li>▪ What is 'aid'?</li> </ul>
	Lecture	<p><b>Military Intervention, International Statebuilding, and Peacebuilding</b></p> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>▪ What is 'military intervention'?</li> <li>▪ When can it help in bringing about peace and prosperity? When does it not?</li> <li>▪ What are some of the critiques of 'military intervention'?</li> </ul>

## **Resources**

### **Prescribed Resources**

Tutorial questions and detailed week-by-week reading is made available on Moodle. All of the 'required' readings are freely available through Moodle via Leganto; the rest can be accessed in hard copy through the library or online. You will 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.

### **Recommended Resources**

#### **Course Evaluation and Development**

Student evaluative feedback is gathered periodically using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

## **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

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## 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.