POLS5161

Developing Countries and the International System

Term 3, 2022

Course Overview

Staff Contact Details

Convenors

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

School Contact Information

School of Social Sciences

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.

Image courtesy of the Office of the Pro Vice-Chancellor Indigenous UNSW's Indigenous strategy

Course Details

Units of Credit 6

Summary of the Course

What are the legacies of colonialism in the international system? What - if any - measures can developing countries take to redress power imbalances in the contemporary political order? In this course, you will explore these and other questions related to developing countries and the ways in which they are affected by, and negotiate, issues of sovereignty, human rights, development, democracy, global trade and aid, amongst others. In doing so, you will investigate the utility of competing perspectives on understanding developing countries within the discipline of International Relations.

Course Learning Outcomes

1. Identify the constraints and opportunities faced by developing country policy-makers;
2. Evaluate the strategies of developing countries in regional and global governance;
3. Analyse the impact of global forces on development choices;
4. Evaluate the salience of competing views on the impact of the international system

Teaching Strategies

The underlying approach to this course is based on a philosophy of **student-centred, student-led learning**. Seminar activities throughout are designed to encourage the development of a strong and positive learning community in which all students can maximize their own potential. Overall, the course uses blended learning techniques (a mix of face-to-face discussion and activities in groups of different sizes supported by a range of online resources and activities) and a range of assessment practices in order to ensure that every student, irrespective of their own learning style, can access the course material readily and in a productive manner.

Assessment

In this course you are expected to attend at least 80% of seminars. This means that you must attend 8/10 of seminars. If you attend less than 80% of seminars, you may be refused final assessment. This means that if you do not attend at least 80% of possible classes your final assignment (i.e. Major Essay) may receive a mark of zero.

Assessment task	Weight	Due Date	Course Learning Outcomes Assessed
1. Critical review essay	30%	03/10/2021 11:30 PM	2, 3, 4
2. Essay plan	20%	28/10/2021 11:30 PM	1, 2
3. Research Essay	50%	25/11/2021 11:30 PM	1, 2, 4

Assessment 1: Critical review essay

Assessment length: 1500
Due date: 03/10/2021 11:30 PM

1500-word short essay designed to develop students' critical reading and critical evaluation skills. You will receive written feedback and a numerical grade within 10 working days of submission. The rubric will be available to you at the start of the course so that you can work towards specified standards.

Additional details

This assessment is a short critical review of two (2) readings from the list of required readings for any of the stated seminar topics. When writing the paper DO NOT simply summarise the arguments presented in the articles. This is a critical review of works. You may use the some of the following questions to guide your review:

a.   Objectives: What does the article set out to do?

b.   Theory: Is there an explicit theoretical framework? If not, are there important theoretical assumptions?

c.   Concepts: What are the central concepts? Are they clearly defined?

d.   Argument: What is the central argument? Are there specific hypotheses?

e.   Method: What methods are employed to test these?

f.   Evidence: Is evidence provided? How adequate is it?

g.   Values: Are value positions clear or are they implicit?

h.   Literature: How does the work fit into the wider literature?

i.   Contribution: How well does the work advance our knowledge of the subject?

j.   Style: How clear is the author's language/style/expression?

k.   Conclusion: A brief overall assessment

Assessment 2: Essay plan

Assessment length: 1200
Due date: 28/10/2021 11:30 PM

You will submit one essay plan of 1200 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 1200 words. **You must see me during consultation hours to discuss the topic/question before you commence your research**. I am also happy to discuss your ideas and plan. 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. For the specific criteria for assessment, see the marking rubric made available on Moodle.

Assessment 3: Research Essay

Assessment length: 3000
Due date: 25/11/2021 11:30 PM

3,000-word research essay on a topic of choice related to the course material. You will receive written feedback and a numerical grade within 10 working days of submission. The rubric will be available to students at the start of the course so that you can work towards specified standards. This is the final assessment for this course.

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

Additional details

The Major Essay is an opportunity for you to engage with the academic literature and to construct a persuasive argument in writing. Research papers 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 in Developing Countries and International Relations.

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 written feedback on your research paper. For the specific criteria for assessment, see the marking rubric made available on Moodle.

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

Course Schedule

[View class timetable](#)

Timetable

Date	Type	Content
Week 1: 12 September - 16 September	Seminar	The Production of the Third World
Week 2: 19 September - 23 September	Seminar	Developing Countries in IR theory
Week 3: 26 September - 30 September	Seminar	Representing Developing Countries: Colonialism, Orientalism and Modernisation
Week 4: 3 October - 7 October	Seminar	Development as Discourse
Week 5: 10 October - 14 October	Seminar	Extractive Economies & Institutions
Week 6: 17 October - 21 October	Seminar	The Politics of Aid & Trade
Week 7: 24 October - 28 October	Seminar	Disaster Capitalism & Essay Writing Workshop
Week 8: 31 October - 4 November	Seminar	Governing Poverty
Week 9: 7 November - 11 November	Seminar	Negotiating Sovereignty: Humanitarian Crises, Intervention, and R2P
Week 10: 14 November - 18 November	Seminar	The Developing World and the Global Refugee Regime

Resources

Prescribed Resources

Required readings are available through Leganto.

Recommended Resources

Weiss, Thomas G. (2009) "Moving Beyond North–South Theatre" *Third World Quarterly* 30(2): 271-284.

Wyeth, Vanessa (2012) "Knights in Fragile Armor: The Rise of the 'G7+'" *Global Governance* 18(1): 7-12.

The BRICs and Global Governance: Haibin, Niu (2012) *BRICS in Global Governance: a Progressive Force?* (New York: Friedrich Ebert Stiftung); available at http://library.fes.de/pdf-files/iez/global/09048.pdf

Mielniczuk, Fabiano (2013) BRICS in the Contemporary World: changing identities, converging interests" *Third World Quarterly* 34(6): 1075-1090.

Narlikar, Amrita (2013) "Introduction: negotiating the rise of new powers" *International Affairs* 89(3): 56—576.

vom Hau, Matthias, James Scott and David Hulme (2012) "Beyond the BRICS: Alternative Strategies of Influence in the Global Politics of Development" *European Journal of Development Research* 24(2): 187–204. *International Relations Theory and the Developing World:*

Acharya, Amitav and Barry Buzan (2007) "Why is there no non-Western International Relations Theory? An Introduction" *International Relations of the Asia-Pacific* 7(3): 287- 312.

Chen, Ching-Chang (2011) "The absence of non-western IR theory in Asia reconsidered" *International Relations of the Asia-Pacific* 11(1): 1–23.

Chan, Steve (2010) "An Odd Thing Happened on the Way to Balancing: East Asian States' Reactions to China's Rise" *International Studies Review* 12(3): 387-412.

The Case for Alternative Approaches:

Acharya, Amitav (2011) "Dialogue and Discovery: In Search of International Relations Theories Beyond the West" *Millennium* 39(3): 619-637.

Harman, Sophie and William Brown (2013) "In From the margins? The changing place of Africa in International Relations" *International Affairs* 89(1): 69-87.

Taylor, Lucy (2012) "Decolonizing International Relations: Perspectives from Latin America" *International Studies Review* 14(3): 386-400.

Arrighi, Giovanni, Beverly J. Silver and Benjamin D. Brewer (2003) "Industrial Convergence, Globalization, and the Persistence of the North-South Divide" *Studies in Comparative International Development* 38(1): 3-31.

Cardoso, Fernando Henrique (2009) "New Paths: Globalization in Historical Perspective" *Studies in Comparative International Development* 44 (4): 296-317.

Wade, Robert Hunter (2004) **"**Is globalization reducing poverty and inequality?" *World Development* 32 (4): 567-589.

South☐South Cooperation:

Abdenur, Adriana Erthal and João Moura Estevão Marques Da Fonseca (2013) "The North's Growing Role in South–South Cooperation: keeping the foothold" *Third World Quarterly* 34(8): 1475-1491.

United Nations (2003) *State of South-South Cooperation* (New York: Report by the Secretary-General of the United Nations to the 58th session of the General Assembly; A/58/319); available at http://www.g77.org/doha/Doha-BP05%20- State_of_South-South_Cooperation.pdf

Vieira, Marco Antonio and Chris Alden (2011) "India, Brazil, and South Africa (IBSA): South-South Cooperation and the Paradox of Regional Leadership" *Global Governance* 17(4): 507-528.

Goonesekere, Savitri W.E. (1995) "Human Rights: A Eurocentric Ethic or a Legal foundation for Freedoam, Justice and Peace?" Sri Lanka Journal of International Law 7: 81-94.

Narain, Vrinda (2013) "Muslim Women's Equality in India: Applying a Human Rights Framework" *Human Rights Quarterly* 35(1): 91-115.

Third World Quarterly (2006) Special Issue – The Politics of Rights: Dilemmas for Feminist Praxis 27(7).

Bøås, Morton and Katherine M. Jennings (2005) "Insecurity and Development: The Rhetoric of the 'Failed State'" *The European Journal of Development Research* 17(3): 385-395.

Call, Charles T. (2010) **"**Beyond the 'failed state': Toward conceptual alternatives" *European Journal of International Relations* 17(2): 303-326.

Frödin, Olle Jonas (2012) "Dissecting the State: Towards a Relational Conceptualization of States and State Failure" *Journal of International Development* 24(3): 271-286.

Randall, V. and Theobald, R. (1998) 'Modernisation Revisionism' in *Political Change and Underdevelopment: A Critical Introduction to Third World Politics*, Durham: Duke University Press.

Randall, V. and Theobald, R. (1998) 'Dependency Theory and the Study of Politics' in *Political Change and Underdevelopment: A Critical Introduction to Third World Politics*, Durham: Duke University Press

Anand, S. and Amartya Sen, A. (2000). 'Human Development and Economic Sustainability'. *World Development*. 28(12).

Merchant, C. (2005). 'Chapter 6 and Conclusion' in *Radical Ecology: The Search for a Liveable World*. London: Routledge.

Newell, P. (2012). 'Chapter 1' in *Globalization and the environment: capitalism, ecology and power. Cambridge: Polity Press.*

Liddle, J and S M Rai, 'Feminism and Orientalism', Women's History Review, Vol. 7, No. 4, 1998

Major Journals

Asian Development Review

Asian Survey

Development Policy Review

European Journal of Development Research

International Relations of the Asia-Pacific

Journal of International Development

Journal of World Trade

Journal of Development Studies

Review of International Political Economy

Review of International Studies

Studies in Comparative International Development

Third World Quarterly

World Development

Development and Change

Development Policy Review

Economic and Political Weekly

Journal of Commonwealth And Comparative Politics

Journal of International Affairs

Modern Asian Studies

Research Centres

Center for Global Development (CGD) – Washington, D.C.

Center for International Development (CID) – Harvard University

Centre for the Study of Globalisation and Regionalisation (CSGR) – University of Warwick

Centre for Economic Policy Research (CEPR) – London

European Centre for Development Policy Management (ECDPM) – Maastricht

European Policy Centre (EPC) – Brussels

Institute of Development Studies (IDS) – University of Sussex

Institute for International Economics (IIE) – Washington, D.C.

International Institute for Sustainable Development (IISD) – Winnipeg

National Bureau of Economic Research (NBER) – Cambridge, MA

Nautilus Institute for Security and Sustainability – San Francisco

Overseas Development Institute (ODI) – London Society for International Development (SID) – Rome

United Nations University – World Institute for Development Economics Research(UNU-WIDER) – Helsinki

Zentrum für Entwicklungsforschung [Centre for Development Research] (ZEF) –University of Bonn

Resource Centres and Networks

Dev-Zone

Eldis

Europe's Forum on International Cooperation (EUFORIC)

Global Development Network (GDN) – New Delhi

International Development Studies Network (IDSNET)

One World

PovertyNet

Small Islands Developing States Network (SIDSNET)

Third World Network International and Regional Organisations

African Union (AU)

Asian Development Bank (ADB)

Commonwealth Secretariat

European Union (EU)

European Union Directorate General for Development (DG Dev)

International Monetary Fund (IMF)

New Partnership for Africa's Development (NEPAD)

Organisation for Economic Cooperation and Development (OECD)

Southern African Development Community (SADC)

United Nations (UN)

United Nations Development Programme (UNDP)

World Bank (WB)

World Trade Organisation (WTO)

Government

Australian Agency for International Development (AusAID)

Canadian International Development Agency (CIDA)

Japan International Cooperation Agency (JICA)

Netherlands Development Organisation (SNV)

New Zealand Agency for International Development (NZAID)

Swedish International Development Cooperation Agency (SIDA)

United Kingdom Department for International Development (DFID)

United States Agency for International Development (USAID)

Non-Governmental Organisations

Action Against Hunger (AAH)

Amnesty International

CorpWatch

Development Alternatives with Women for a New Era (DAWN)

Freedom House

Médicines Sans Frontières (MSF)

Oxfam

Course Evaluation and Development

Informal evaluation will be gathered during lectures throughout the semester and discussed in lectures. A formal evaluation will be done of the lectures at the final lecture. The feedback will be used to strengthen the design of 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

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.

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

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.

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