

**City University of Hong Kong
Course Syllabus**

**offered Department of of Asian and International Studies
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: **Poverty and the Politics of Aid**

Course Code: **AIS 4127**

Course Duration: **One semester**

Credit Units: **3**

Level: **B4**

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

Medium of Instruction: **English**

Medium of Assessment: **English**

Prerequisites:
(Course Code and Title) **Nil**

Precursors:
(Course Code and Title) **Nil**

Equivalent Courses:
(Course Code and Title) **Nil**

Exclusive Courses:
(Course Code and Title) **Nil**

Part II Course Details

1. Abstract

‘Poverty’ refers to involuntary deprivation of basic human needs. Politics refers to power relations, including but not those limited to the functioning of states. ‘Aid’ is a buzzword used to describe various kinds of assistance to the poor or needy. This course examines the nature and significance of poverty and of the complex relation between poverty, politics, and aid. It examines different conceptualizations and theorizations of poverty and investigates the empirics of poverty, politics, and aid in East Asia and other global settings. It offers students the opportunity to master core concepts and to use evidence and reasoning to assess the adequacy of different theorizations of poverty in its relation to politics and aid.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Explain core concepts regarding poverty, politics, & aid		V		
2.	Distinguish competing measures & theories of poverty			V	
3.	Evaluate the significance of social hierarchies and inequality			V	
4.	Identify nuanced features of poverty in East Asia & beyond				V
5.	Devise a theoretically-informed empirical analysis of poverty and the politics of aid			V	
6.	Demonstrate an ability to discover sources of poverty				V
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
1-5	Lectures: the instructor will present concepts, theories and case studies on poverty related issues	√	√	√	√	√		
1-5	Debates: students will work in groups to lead debates on several controversial issues arising from the key topics of the course	√	√	√	√	√		
1-5	Participation: students will contribute to discussions arising from lectures, presentations and general talks	√	√	√	√	√		
1-5	Quiz: students will demonstrate an awareness of key concepts and issues in an advanced setting	√	√	√	√	√		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: ____%								
Final Quiz	√	√	√	√	√	√	40%	The quiz will test students' facility with concepts and cases from lectures and readings,
Debates	√	√	√	√	√	√	40%	Students will work in groups to address key topics in the debate format.
Participation	√	√	√	√	√		20%	Students will attend classes and contribute to discussions
Examination: ____% (duration: _____, if applicable)								
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1.Final Quiz	Show understanding about the concepts, theories and case studies on poverty related issues	Excellent understanding about the concepts, theories and case studies on poverty related issues	Good understanding about the concepts, theories and case studies on poverty related issues	Satisfactory understanding about the concepts, theories and case studies on poverty related issues	Weak understanding about the concepts, theories and case studies on poverty related issues	Poor understanding about the concepts, theories and case studies on poverty related issues
2.Debates	Work in groups to address key topics in the debate format	Excellent arguments and analyzation which show deep understanding for the topics. Excellent skill of debate and show great respect to others.	Good arguments and analyzation which show nice understanding for the topics. Good skill of debate and show respect to others.	Satisfactory arguments and analyzation which show understanding for the topics. Satisfactory skill of debate.	Weak arguments and analyzation which show surface understanding for the topics.	Poor arguments and analyzation which show little understanding for the topics.
3.Participation	Show effort in contributing to discussions arising from lectures, presentations and general talks	Contribute to discussions arising from lectures, presentations and general talks all the time with excellent quality.	Contribute to discussions arising from lectures, presentations and general talks most of the time with good quality.	Contribute to discussions arising from lectures, presentations and general talks occasionally with adequate quality.	Contribute to discussions arising from lectures, presentations and general talks rarely with marginal quality.	Fail to show effort in contributing to discussions arising from lectures, presentations and general talks

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Poverty, global inequality, welfare, development, development aid, social exclusion, international non-governmental organizations, multilateral agency, bilateral aid, capability approach, monetary approach, social enterprise.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	
2.	
3.	
...	

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Adams, M., 1995. Land Reform: new seeds on old ground. <i>Natural Resource Perspectives</i> , Volume 6, October.
2.	Araghi, F., 2000. The Great Global Enclosure of Our Times: Peasants and the Agrarian Question at the End of the 20th Century. In: H. Magdoff, J. B. Foster & F. Buttle, eds. <i>Hungry for Profit</i> . New York: Monthly review Press.
3.	Clark, M., 1995. Non-Governmental Organizations and their Influence on International Society. <i>Journal of International Affairs</i> , 48(2), pp. 507-526.
4.	Ferguson, J., 1994. <i>The Anti-Politics Machine</i> . Minneapolis: University of Minnesota Press.
5.	Garrett, L., 2007. The Challenge of Global Health. <i>Foreign Affairs</i> , January/February.
6.	Gerson, M., 2009. Life and Death: Foreign Aid Still has a Place in Africa, Despite Claims to the Contrary by a Newly Feted Zambian Economist. <i>Washington Post. Published in South China Morning Post</i> . 3 April.
7.	Graham, C. & O’Hanlon, M., 1997. Making Foreign Aid Work. <i>Foreign Affairs</i> , 76(4), pp. 96-104
8.	Gray, J., 2005. The World is Round. <i>The New York Review of Books</i> . 52(13). August 11.
9.	Littlefield, E., Murduch, J. & Hashemi, S., 2003. Is Microfinance an Effective Strategy to Reach the Millennium. Development Goals? <i>Focus Note #24, CGAP Series</i> . Washington, DC: World Bank.
10.	Kaplinsky, R., 2005. <i>Globalization, Poverty, and Inequality</i> . Cambridge: Polity Press.

11.	Kilby, P., 2006. Accountability for Empowerment: Dilemmas Facing Non-Governmental Organizations. <i>World Development</i> , 34(6), pp. 951–963.
12.	Kristof, N., 2009. At Stake More than Banks. <i>The New York Times</i> . April 2.
13.	London, J., 2009. What is welfare?: A Primer on Welfare, Welfare Regimes, and the Changing Nature of Welfare States. Unpublished brief. City University of Hong Kong.
14.	Norberg-Hodge, H. “Learning from Ladakh” Interview (Audio Recording).
15.	Nussbaum, M., 2001. <i>Women and human development: the capabilities approach</i> . Cambridge: Cambridge University Press.
16.	Radelet, S., 2006. A Primer on Foreign Aid. <i>Center for Global Development</i> . Working Paper Number 92, July 2006.
17.	Reeves, D. & D’ Costa, J., 2008. Poverty in a Global Economy. In: M. T. Snarr & D. N. Snarr, eds, <i>Introducing Global Issues</i> . Boulder: Lynne Rienner, pp. 137-160.
18.	Sachs, J., 2007. <i>The End of Poverty</i> . New York: Penguin.
19.	Snarr, M. T. & Snarr, D. N., 2008. <i>Introducing Global Issues</i> . Boulder: Lynne Rienner.
20.	Surowieki, J., 2005. A Farewell to Alms?. <i>The New Yorker</i> . 25 July.
21.	Wagle, U., 2002. Rethinking poverty: definition and measurement. <i>International Social Sciences Journal</i> , 171, pp. 155-165.
22.	UNICEF 2009. <i>Maternal and Newborn Health: State of the World’s Children 2009</i> .