

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2024/25**

Part I Course Overview

Course Title: Theories and Approaches in Development Studies

Course Code: PIA5001

Course Duration: One Semester

Credit Units: 3

Level: P5

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) AIS5001 Theories and Approaches in Development Studies

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course delves into the fundamental concepts, historical evolution, and key proponents of major development theories, aiming to foster critical thinking and analytical skills in the field of international development. Throughout the course, students will delve into a range of development paradigms, each offering unique perspectives on what development entails. The exploration of these theories will involve in-depth discussions of their underlying assumptions, methodologies, and implications for global societies on topics such as gender, sustainability, and urbanization. Students will gain insights into how different development theories interpret the dynamics of progress, social change, and economic transformation. This course is suited for postgraduate students interested in development studies, offering a framework to understand the theoretical underpinnings that shape international development discussions.

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.	Identify and critically evaluate the main theoretical perspectives in development studies		✓	✓	✓
2.	Identify key development theories, actors and dilemmas related to development processes and development practice		✓	✓	✓
3.	Apply theoretical perspectives to practical cases		✓	✓	✓
4.	Describe the latest issues and trends within development studies		✓	✓	✓

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 real-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. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Readings Each week, students are required to read carefully selected articles and/or book chapters that are highly relevant to the topic being discussed	✓	✓	✓	✓			
2	Lectures The instructor will present concepts, theories, and factual data on international development	✓	✓	✓	✓			
3	Participation Each lecture includes in-class discussions, and students are required to actively participate and contribute	✓	✓	✓	✓			

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				
Continuous Assessment: 100%								
Class participation	✓	✓	✓	✓			25	
Mid-term quiz	✓	✓	✓	✓			35	
Final Essay	✓	✓	✓	✓			40	
Examination: 0% (duration: N/A, if applicable)								
							100%	

5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation	Active and informed participation in class/class etiquette	Excellent demonstration of active and informed participation in class/excellent class etiquette	Good demonstration of active and informed participation in class/excellent class etiquette	Adequate demonstration of active and informed participation in class/excellent class etiquette	Limited demonstration of active and informed participation in class/excellent class etiquette	Poor demonstration of active and informed participation in class/excellent class etiquette
2. Mid-term Quiz	Quality of argument Structure of argument Evidence of subject knowledge	Excellent analysis, excellent use of contemporary events and theories, clear structure, extensive and high-quality sources incorporated into responses, no spelling or grammatical mistakes	Good analysis, good use of contemporary events and theories, clear structure, good range and quality of source materials incorporated into answers, no spelling or grammatical mistakes	Adequate analysis, adequate use of contemporary events and theories, reasonable structure, reasonable range and quality of source materials incorporated into answers, some spelling or grammatical mistakes	Limited analysis, limited use of contemporary events and theories, unclear structure, limited range and low quality of source materials incorporated into answers, some spelling or grammatical mistakes	Poor analysis, minimal or no use of contemporary events and theories, poor structure, limited range and low quality of source materials incorporated into answers, spelling or grammatical mistakes
3. Final Essay	Quality of writing (grammar, structure and coherence) (25%)	Excellent quality of writing	Good quality of writing	Adequate quality of writing	Marginal quality of writing	Poor quality of writing
	Application and demonstrated comprehension of theories and approaches covered in the course (15%)	Excellent application and demonstrated comprehension	Good application and demonstrated comprehension	Adequate application and demonstrated comprehension	Limited application and demonstrated comprehension	Poor application and demonstrated comprehension

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	Demonstration of research and prudent use of research materials in relation to argument (25%)	Excellent demonstration of research and prudent use of research materials	Good demonstration of research and prudent use of research materials	Adequate demonstration of research and prudent use of research materials	Limited demonstration of research and prudent use of research materials	Poor demonstration of research and prudent use of research materials
	Quality and originality of argument (35%)	Excellent and original arguments	Good and reasonably original arguments	Adequate articulation of argument, and adequate attempt at making original arguments	Limited demonstration of argument and originality in arguments	Poor deployment of or non-existent arguments

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Class participation	Active and informed participation in class/class etiquette	Excellent demonstration of active and informed participation in class/excellent class etiquette	Good demonstration of active and informed participation in class/excellent class etiquette	Marginal demonstration of active and informed participation in class/excellent class etiquette	Poor demonstration of active and informed participation in class/excellent class etiquette
2. Mid-term Essay	Quality of writing (grammar, structure and coherence) (25%)	Excellent quality of writing	Good quality of writing	Marginal quality of writing	Poor quality of writing
	Application and demonstrated comprehension of theories and readings covered in the course (20%)	Excellent application and demonstrated comprehension; Proficiently apply authors' arguments from readings and display a robust capacity for critical analysis.	Good application and demonstrated comprehension; Reasonably apply authors' arguments from readings and display a commendable capacity for critical analysis.	Marginal application and demonstrated comprehension; Capably apply authors' arguments from readings and display a commendable capacity for critical analysis.	Poor application and demonstrated comprehension; Failure to cite any readings from the course list in the writing
	Demonstration of research and prudent use of research materials in relation to argument (20%)	Excellent demonstration of research and prudent use of research materials	Good demonstration of research and prudent use of research materials	Marginal demonstration of research and prudent use of research materials	Poor demonstration of research and prudent use of research materials

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
	Quality and originality of argument (35%)	Excellent and original argument	Good and reasonably original argument	Marginal demonstration of argument and or originality in argument	Poor deployment of or non-existent argument
3. Final Essay	Quality of writing (grammar, structure and coherence) (25%)	Excellent quality of writing	Good quality of writing	Marginal quality of writing	Poor quality of writing
	Application and demonstrated comprehension of theories and readings covered in the course (20%)	Excellent application and demonstrated comprehension	Good application and demonstrated comprehension	Marginal application and demonstrated comprehension	Poor application and demonstrated comprehension; Failure to cite any readings from the course list in the writing
	Demonstration of research and prudent use of research materials in relation to argument (20%)	Excellent demonstration of research and prudent use of research materials	Good demonstration of research and prudent use of research materials	Marginal demonstration of research and prudent use of research materials	Poor demonstration of research and prudent use of research materials
	Quality and originality of argument (35%)	Excellent and original argument	Good and reasonably original argument	Marginal demonstration of argument and or originality in argument	Poor deployment of or non-existent argument

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.)

- Development, development policy, development theory
- Modernisation theory, dependency theory, neoliberalism, human development, sustainable development, post development
- Agents of development
- Urbanisation
- Gender
- Sustainability and climate change

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.)

Babb, S. (2013) 'The Washington Consensus as Transnational Policy Paradigm: Its Origins, Trajectory and Likely Successor', *Review of International Political Economy*, 20(2), pp. 268–297.

Bauer, M. W. and Aarts, B. (2000) 'Constructing a Research Corpus', in Bauer, M. W. and Gaskell, G. (eds) *Qualitative Researching with Text, Image and Sound: A Practical handbook*. London: SAGE Publications Ltd, pp. 19–37.

Boserup, E. (2011) 'Women's Role in Economic Development', in Visvanathan, N. et al. (eds) *The Women, Gender and Development Reader*. London: Zed Books, pp. 38–40.

Bulkeley, H. and Newell, P. (2023) *Governance for Whom? Equity, Justice, and the Politics of Sustainable Development, Governing Climate Change*. New York: Routledge.

Carothers, T. and De Gramont, D. (2013) *Development Aid Confronts Politics: The Almost Revolution*. Baltimore: Carnegie Endowment.

Escobar, A. (1995) *Encountering Development: The Making and Unmaking of the Third World*. Princeton, N.J.: Princeton University Press.

Farias, D. B. L. (2019) 'Outlook for the "developing country" category: a paradox of demise and continuity', *Third World Quarterly*. Routledge, 40(4), pp. 668–687.

Frank, A. G. (2010) 'The Development of Underdevelopment', in Chew, S. and Lauderdale, P. (eds) *Theory and Methodology of World Development: The Writings of Andre Gunder Frank*. New York: Palgrave Macmillan, pp. 7–18.

Hendriks, S. (2019) 'The Role of Financial Inclusion in Driving Women's Economic Empowerment', *Development in Practice*. Taylor & Francis, 29(8), pp. 1029–1038.

Kothari, U. (2019a) 'A radical history of development studies: individuals, institutions and ideologies', in Kothari, U. (ed.) *A radical history of development studies: Individuals, institutions and ideologies*. London: Zed Books, pp. 1–13.

Kothari, U. (2019b) 'From Colonial Administration to Development Studies: A Postcolonial Critique of the History of Development Studies', in Kothari, U. (ed.) *A Radical History of Development Studies: Individuals, Institutions and Ideologies*, pp. 47–66.

- Kvangraven, I. H. (2021) 'Beyond the Stereotype: Restating the Relevance of the Dependency Research Programme', *Development and Change*, 52(1), pp. 76–112.
- Langan, M. (2018) 'Neo-Colonialism and Donor Interventions: Western Aid Mechanisms', in *Neo-Colonialism and the Poverty of 'Development' in Africa*. Cham: Palgrave Macmillan, pp. 61–88.
- Lefebvre, H. (1996) *Writings on cities*. Oxford: Blackwell.
- Levitt, K. P. (2021) 'Unravelling the canvas of history', in Veltmeyer, H. and Bowles, P. (eds) *The Essential Guide to Critical Development Studies*. London: Routledge, pp. 13–20.
- Li, T. M. (2007) *The will to improve: governmentality, development, and the practice of politics*. London: Duke University Press.
- McMichael, P. and Weber, H. (2022) *Development and Social Change: A Global Perspective*. Thousand Oaks, California: SAGE Publications Ltd.
- Nixon, R. (2011) *Slow Violence and the Environmentalism of the Poor*. Cambridge, MA: Harvard University Press.
- Rai, S. M. (2011) 'Gender and Development: Theoretical Perspectives', in Visvanathan, N. et al. (eds) *The Women, Gender and Development Reader*. London: Zed Books, pp. 28–37.
- Robert O'Brien and Williams, M. (2016) *Global Political Economy: Evolution and Dynamics, Beyond Paradigms*. New York: Palgrave Macmillan.
- Rostow, W. W. (1990a) 'Introduction', in *The Stages of Economic Growth: A non-communist manifesto*. New York: Cambridge University Press, pp. 1–3.
- Rostow, W. W. (1990b) 'The Five Stages of Growth- A Summary', in *The Stages of Economic Growth: A non-communist manifesto*. New York: Cambridge University Press, pp. 4–16.
- Sachs, J. (2015) 'Why Some Countries Developed While Others Stayed Poor', in *The Age of Sustainable Development*. New York: Columbia University Press, pp. 101–138.
- Said, E. (2003) *Orientalism*. London: Penguin.
- Sen, A. (2000) 'Poverty as capability deprivation', in *Development as Freedom*. Oxford: Oxford Paperbacks, pp. 87–110.
- Wade, R. H. (2018) 'The Developmental State: Dead or Alive?', *Development and Change*, 49(2), pp. 518–546.

2.2 Additional Readings

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