

**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:	<u>Project Planning and Management for Development</u>
Course Code:	<u>PIA5003</u>
Course Duration:	<u>One Semester</u>
Credit Units:	<u>3</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>AIS5003 Project Planning and Management for Development</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

The course takes a critical perspective to examine the design and implementation of various development projects. We pay particular attention to the politics in the process of the design and implementation of specific development projects, and explore how ordinary people's lives have been impacted and how they adapt, reshape and/or resist to these projects. In the first part, we will a close reading of some classic works and familiarize ourselves with concepts and analytical tools to think about and evaluate development projects. In the second part, we will focus on different kinds of development projects such as technology, philanthropy and microcredit to take a close examination of the issues during the design and implementation of various development projects.

The course aims to equip students with a clear understanding of current dominant paradigms and approaches to project planning and management for development. Students are invited to assess the relevance of these paradigms and approaches. In particular, students are expected to focus on public interest issues, understand how various stakeholders - including government authorities, civil society organisations, market forces and the media - interact, and access and evaluate relevant information sources on development planning and management.

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.	Develop a vocabulary in social sciences that can be used to design and evaluate development projects;	30	✓	✓	
2.	Be exposed to various methods and perspectives to implement and monitor development projects;	30	✓	✓	
3.	Access and evaluate relevant information sources on development planning and management	25	✓	✓	
4.	Apply the above-mentioned critical perspectives and analytical tools to project planning and management tasks	15	✓	✓	✓
		100%			

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. Lectures & tutorials	Introduce and explain concepts, theories, histories, and debates through use of diverse pedagogical strategies; and provide students with opportunities to synthesize readings, raise questions and debate in a critical yet respectful manner.	✓	✓	✓				
2. Readings	Expose students to various approaches to specific issues in development studies	✓	✓	✓				
3. Presentation & Discussion	An exercise for students to summary readings, synthesize arguments and reflect upon readings and lecture discussions	✓	✓	✓	✓			
4. Review Essay	An exercise for students to summary readings/films and evaluate arguments	✓	✓	✓				
5. Final Quiz	Grasp key concepts and theories, apply critical perspectives and analytical tools to specific case analysis	✓	✓	✓	✓			

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 and tutorial participation	✓	✓	✓	✓			20	
Presentation and discussion	✓	✓	✓				15	
Review Essay	✓	✓	✓				20	
Final Quiz	✓	✓	✓	✓			45	
Examination: 0%								
							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 and tutorial participation	Demonstrate preparedness for class, articulate ideas and engage in discussion.	Good participation record, adequate familiarity with readings, excellent capacity to articulate ideas and debate.	Records of absence, good familiarity with readings, good capacity to articulate ideas and debate.	Records of absence, some familiarity with readings, adequate capacity to articulate ideas and debate	Records of substantial absence, limited familiarity with readings, limited capacity to articulate ideas and debate	Records of substantial absence, little or no familiarity with readings, little or no capacity to articulate ideas and debate
2. Presentation & Discussion	Summarize, analyse, and evaluate arguments	Excellent capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Good capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Adequate capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Limited capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Fail to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works
3. Review Essay	Synthesize and evaluate readings/films	Excellent capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Good capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Adequate capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Limited capacity to synthesize and reflect upon ideas discussed in readings and in class discussion.	Fail to synthesize and reflect upon ideas discussed in readings and in class discussion.
4. Final Quiz	Grasp key concepts and theories, apply critical perspectives and analytical tools to specific case analysis	Excellent capacity to use concepts, theories and approaches to analyse specific cases and design a project for development	Good capacity to use concepts, theories and approaches to analyse specific cases and design a project for development	Adequate capacity to use concepts, theories and approaches to analyse specific cases and design a project for development	Limited capacity to use concepts, theories and approaches to analyse specific cases and design a project for development	Fail to use concepts, theories and approaches to analyse specific cases and design a project for development

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 and tutorial participation	Demonstrate preparedness for class, articulate ideas and engage in discussion.	Good participation record, adequate familiarity with readings, excellent capacity to articulate ideas and debate.	Records of absence, good familiarity with readings, good capacity to articulate ideas and debate.	Records of substantial absence, limited familiarity with readings, limited capacity to articulate ideas and debate	Records of substantial absence, little or no familiarity with readings, little or no capacity to articulate ideas and debate
2. Presentation & Discussion	Summarize, analyse, and evaluate arguments	Excellent capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Good capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Limited capacity to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works	Fail to summarize, analyse and evaluate arguments, to ask questions and lead discussions in assigned works
3. Review Essay	Synthesize and evaluate readings/films	Excellent capacity to synthesize and reflect upon ideas discussed in films or readings and in class discussion.	Good capacity to synthesize and reflect upon ideas discussed in films or readings and in class discussion.	Limited capacity to synthesize and reflect upon ideas discussed in films or readings and in class discussion.	Fail to synthesize and reflect upon ideas discussed in films or readings and in class discussion.
4. Final Quiz	Grasp key concepts and theories, apply critical perspectives and analytical tools to specific case analysis	Excellent capacity to use concepts, theories and approaches to analyse specific cases and design a project for development	Good capacity to use concepts, theories and approaches to analyse specific cases and design a project for development	Limited capacity to use concepts, theories and approaches to analyse specific cases and design a project for development	Fail to use concepts, theories and approaches to analyse specific cases and design a project for development

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; realities and representation; anti-politics machine; governmentality; NGOs; Microcredit; Technocracy; sustainable development

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.	Scott, James C. 1998. <i>Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed</i> . New Haven, CT; London: Yale University Press (selected chapters)
2.	Ferguson, James. 1994. <i>The Anti-politics Machine: "Development," Depoliticization, and Bureaucratic Power in Lesotho</i> . Minneapolis: University of Minnesota Press. (Selected chapters)
3.	Li, Tania. 2007. <i>The Will to Improve: Governmentality, Development, and the Practice of Politics</i> . Durham: Duke University Press. (Selected chapters)
4.	Escobar, Arturo. 2012. <i>Encountering Development: The Making and Unmaking of the Third World</i> . Princeton, N.J.: Princeton University Press. (Selected chapters)
5.	Mitchell, Timothy. 2002. "Can the Mosquito Speak" in his <i>Rule of Experts: Egypt, Techno-politics, Modernity</i> . Berkeley: University of California Press
6.	Karim, Lamia. 2011. <i>Microfinance and its Discontents: Women in Debt in Bangladesh</i> . Minneapolis: University of Minnesota Press
7.	Kar, Sohini. 2018. <i>Financializing poverty: Labor and risk in Indian microfinance</i> . Stanford, California: Stanford University Press
8.	Arendt, Hannah. 2006 [1964]. <i>Eichmann in Jerusalem: a report on the banality of evil</i> . New York, NY: Penguin Books ("Introduction" by Amos Elon and "Epilogue")
9.	Ferguson, James, and Larry Lohmann. 2016. "The Anti-Politics Machine: "Development" and Bureaucratic Power in Lesotho." In <i>The Environment in Anthropology: A Reader in Ecology, Culture, and Sustainable Living</i> , edited by Nora Haenn, Allison Harnish and Richard Wilk, 185-195. New York: New York University Press.
10	Louise Ashton, Jed Friedman, Diana Goldemberg, Mustafa Zakir Hussain, Thomas Kenyon, Akib Khan and Mo Zhou (2023) A Puzzle with Missing Pieces: Explaining the Effectiveness of World Bank Development Projects. <i>The World Bank Research Observer</i> 38 (1).
11	-Anthony Biglan, Andrew C. Bonner, Magnus Johansson, Jessica L. Ghai, Mark J. Van Ryzin, Tiffany L. Dubuc, Holly A. Seniuk, Julia H. Fiebig and Lisa W. Coyne (2020) The State of Experimental Research on Community Interventions to Reduce Greenhouse Gas Emissions—A Systematic Review. <i>Sustainability</i> 12.
12	John Catford (2005) The Bangkok Conference: Steering countries to build national capacity for health promotion. <i>Health Promotion International</i> 20 (1).
13	Nur Chasanah, Indra Gunawan and Bassam Baroudi (2023) International development project success: A literature review. <i>Journal of International Development</i>
14	Thomaz Chianca (2008) The OECD/DAC Criteria for International Development Evaluations:

	An Assessment and Ideas for Improvement. <i>Journal of MultiDisciplinary Evaluation</i> 5 (9).
15	Tsion Desalegn, Samson Gebremedhin, Fikadu Alemayehu and Barbara Stoecker (2020) The effect of school feeding programme on class absenteeism and academic performance of schoolchildren in Southern Ethiopia: a prospective cohort study. <i>Public Health Nutrition</i> 24 (10).
16	Penny Hawe, N McKenzie and R Scurry (1998) Randomised controlled trial of the use of a modified postal reminder card on the uptake of measles vaccination. <i>Archives of Diseases in Childhood</i> 79 (2).
17	Paolo Landoni and Benedetta Corti (2011) The management of international development projects: Moving toward a standard approach or differentiation? <i>Project Management Journal</i> 42 (3).
18	Lavagnon A. Ika and Jennifer Donnelly (2017) Success conditions for international development capacity building projects. <i>International Journal of Project Management</i> 35 (1).
19	Mark Lipsey and David Cordray (2000) Evaluation Methods for Social Intervention. <i>Annual Review of Psychology</i> 51.
20	Yuko Nakano and Eustadius Magezi (2020) The impact of microcredit on agricultural technology adoption and productivity: Evidence from randomized control trial in Tanzania. <i>World Development</i> 133
21	Kwok Cho Tang, Don Nutbeam, Lingzhi Kong, Ruotao Wang and Jun Yan (2005) Building capacity for health promotion - a case study from China. <i>Health Promotion International</i> 20 (3).
22	Kwok Cho Tang, Chris Rissel, Adrian Bauman, Alison Dawes, Joe Fay, Stuart Porter and Barbara Stevens (1997) Evaluation of Kickbutts – a school and community-based smoking prevention program among a sample of years 7 and 8 students. <i>Health Promotion Journal of Australia</i> 7 (2).
23	Feeny, Vu Vuong (2017) Explaining Aid Project and Program Success: Findings from Asian Development Bank Interventions. <i>World Development</i> 90.

2.2 Additional Readings

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

1.	Scott, James C. 1998. "Thin Simplification and Practical Knowledge: Mētis," in his <i>Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed</i> , pp. 309-341. New Haven, CT; London: Yale University Press.
2.	Navaro-Yashin, Yael. 2012. <i>The Make-believe Space: Affective Geography in a Postwar Polity</i> . Durham, NC: Duke University Press ("The Affective Life of Documents").
3.	Hull, Matthew S. 2012. <i>Government of Paper: The Materiality of Bureaucracy in Urban Pakistan</i> . Berkeley: University of California Press ("Files and the Political Economy of Paper")
4.	Calhoun, Craig. 2008. "The Imperative to Reduce Suffering: Charity, Progress, and Emergencies in the Field of Humanitarian Action." In <i>Humanitarianism in Question: Politics, Power, Ethics</i> , edited by Michael N. Barnett and Thomas G. Weiss, 73-97. Ithaca: Cornell University Press.
5.	Bornstein, Erica. 2012. <i>Disquieting Gifts: Humanitarianism in New Delhi</i> . Stanford, CA: Stanford University Press (chapter 1).
6.	Benthall, Jonathan, and Jérôme Bellion-Jourdan. 2008. <i>The Charitable Crescent: Politics of Aid in the Muslim world</i> . London; New York: I.B. Tauris. (chapter 4 & 6).
7.	Howell, Jude. 2019. "NGOs and Civil Society: The Politics of Crafting a Civic Welfare Infrastructure in the Hu–Wen Period." <i>The China Quarterly</i> 237:58-81.
8.	Comaroff, John L., and Jean Comaroff, eds. 1999. <i>Civil Society and the Political Imagination in Africa: Critical Perspectives</i> . Chicago: University of Chicago Press (Introduction).

9.	O'Hagan, Jacinta, and Miwa Hirono. 2014. "Fragmentation of the International Humanitarian Order? Understanding "Cultures of Humanitarianism" in East Asia." <i>Ethics & International Affairs</i> 28(04): 409-24.
10.	Moodie, Megan. 2008. "Enter Microcredit: A New Culture of Women's Empowerment in Rajasthan?" <i>American Ethnologist</i> 35 (3):454-465.
11	Horan, Jane C. 2002. "Indigenous wealth and development: micro-credit schemes in Tonga." <i>Asia Pacific Viewpoint</i> 43 (2):205-221.
12	Weiss, John, and Heather Montgomery. 2005. "Great Expectations: Microfinance and Poverty Reduction in Asia and Latin America." <i>Oxford Development Studies</i> 33 (3/4):391-416
13	Bateman, Milford. 2017. "Local Economic Development and Microcredit." In <i>The Essential Guide to Critical Development Studies</i> , edited by Henry Veltmeyer and Paul Bowles, 235-248. Abingdon, Oxon; New York, NY: Routledge.
14	Jasanoff, Sheila. 2004. "Ordering Knowledge, Ordering Society." In <i>States of Knowledge: The Co-production of Science and Social Order</i> , edited by Sheila Jasanoff, 13-45. London; New York: Routledge.
15	Lemonnier, Pierre, ed. 1993. <i>Technological Choices: Transformation in Material Cultures since the Neolithic</i> . London; New York: Routledge
16	Ezrahi, Yaron. 2004. "Science and the Political Imagination in Contemporary Democracies." In <i>States of Knowledge: The Co-production of Science and Social Order</i> , edited by Sheila Jasanoff, 254-273. London; New York: Routledge.
17	Morozov, Evgeny. 2013. <i>To Save Everything, Click here: The Folly of Technological Solutionism</i> . London: Penguin Books Ltd.
18	MacKenzie, Donald A., and Judy Wajcman, eds. 1985. <i>The Social Shaping of Technology: How the Refrigerator Got its Hum</i> . Milton Keynes; Philadelphia: Open University Press. (articles by Harry Braveman and David Noble)

Online resources

Canvas is used for the provision of readings (as pdf or html or Word files), for Discussions Forums, and to provide links to external web-based material.