

PIA5001: THEORIES AND APPROACHES IN DEVELOPMENT STUDIES

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Theories and Approaches in Development Studies

Subject Code

PIA - Public and International Affairs

Course Number

5001

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

AIS5001 Theories and Approaches in Development Studies

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and critically evaluate the main theoretical perspectives in development studies		x	x	x
2	Identify key development theories actors and dilemmas related to development processes and development practice		x	x	x
3	Apply theoretical perspectives to practical cases		x	x	x
4	Describe the latest issues and trends within development studies		x	x	x

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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	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	1, 2, 3, 4	
2	2	Lectures: The instructor will present concepts, theories, and factual data on international development	1, 2, 3, 4	

3	3	Participation: Each lecture includes in-class discussions, and students are required to actively participate and contribute	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class participation	1, 2, 3, 4	25	
2	Mid-term quiz	1, 2, 3, 4	35	
3	Final Essay	1, 2, 3, 4	40	

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Class participation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Active and informed participation in class/class etiquette

Excellent

(A+, A, A-) Excellent demonstration of active and informed participation in class/excellent class etiquette

Good

(B+, B, B-) Good demonstration of active and informed participation in class/excellent class etiquette

Fair

(C+, C, C-) Adequate demonstration of active and informed participation in class/excellent class etiquette

Marginal

(D) Limited demonstration of active and informed participation in class/excellent class etiquette

Failure

(F) Poor demonstration of active and informed participation in class/excellent class etiquette

Assessment Task

Mid-term Quiz (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Quality of argument Structure of argument Evidence of subject knowledge

Excellent

(A+, A, A-) 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

(B+, B, B-) 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

Fair

(C+, C, C-) 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

Marginal

(D) 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

Failure

(F) 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

Assessment Task

Final Essay (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Quality of writing (grammar, structure and coherence) (25%)

Excellent

(A+, A, A-) Excellent quality of writing

Good

(B+, B, B-) Good quality of writing

Fair

(C+, C, C-) Adequate quality of writing

Marginal

(D) Marginal quality of writing

Failure

(F) Poor quality of writing

Assessment Task

Final Essay (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Application and demonstrated comprehension of theories and approaches covered in the course (15%)

Excellent

(A+, A, A-) Excellent application and demonstrated comprehension

Good

(B+, B, B-) Good application and demonstrated comprehension

Fair

(C+, C, C-) Adequate application and demonstrated comprehension

Marginal

(D) Limited application and demonstrated comprehension

Failure

(F) Poor application and demonstrated comprehension

Assessment Task

Final Essay (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Demonstration of research and prudent use of research materials in relation to argument (25%)

Excellent

(A+, A, A-) Excellent demonstration of research and prudent use of research materials

Good

(B+, B, B-) Good demonstration of research and prudent use of research materials

Fair

(C+, C, C-) Adequate demonstration of research and prudent use of research materials

Marginal

(D) Limited demonstration of research and prudent use of research materials

Failure

(F) Poor demonstration of research and prudent use of research materials

Assessment Task

Final Essay (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Quality and originality of argument (35%)

Excellent

(A+, A, A-) Excellent and original arguments

Good

(B+, B, B-) Good and reasonably original arguments

Fair

(C+, C, C-) Adequate articulation of argument and adequate attempt at making original arguments

Marginal

(D) Limited demonstration of argument and originality in arguments

Failure

(F) Poor deployment of or non-existent arguments

Assessment Task

Class participation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Active and informed participation in class/class etiquette

Excellent

(A+, A, A-) Excellent demonstration of active and informed participation in class/excellent class etiquette

Good

(B+, B) Good demonstration of active and informed participation in class/excellent class etiquette

Marginal

(B-, C+, C) Marginal demonstration of active and informed participation in class/excellent class etiquette

Failure

(F) Poor demonstration of active and informed participation in class/excellent class etiquette

Assessment Task

Mid-term Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Quality of writing (grammar, structure and coherence) (25%)

Excellent

(A+, A, A-) Excellent quality of writing

Good

(B+, B) Good quality of writing

Marginal

(B-, C+, C) Marginal quality of writing

Failure

(F) Poor quality of writing

Assessment Task

Mid-term Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Application and demonstrated comprehension of theories and readings covered in the course (20%)

Excellent

(A+, A, A-) Excellent application and demonstrated comprehension; Proficiently apply authors' arguments from readings and display a robust capacity for critical analysis.

Good

(B+, B) Good application and demonstrated comprehension; Reasonably apply authors' arguments from readings and display a commendable capacity for critical analysis.

Marginal

(B-, C+, C) Marginal application and demonstrated comprehension; Capably apply authors' arguments from readings and display a commendable capacity for critical analysis.

Failure

(F) Poor application and demonstrated comprehension; Failure to cite any readings from the course list in the writing

Assessment Task

Mid-term Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Demonstration of research and prudent use of research materials in relation to argument (20%)

Excellent

(A+, A, A-) Excellent demonstration of research and prudent use of research materials

Good

(B+, B) Good demonstration of research and prudent use of research materials

Marginal

(B-, C+, C) Marginal demonstration of research and prudent use of research materials

Failure

(F) Poor demonstration of research and prudent use of research materials

Assessment Task

Mid-term Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Quality and originality of argument (35%)

Excellent

(A+, A, A-) Excellent and original argument

Good

(B+, B) Good and reasonably original argument

Marginal

(B-, C+, C) Marginal demonstration of argument and or originality in argument

Failure

(F) Poor deployment of or non-existent argument

Assessment Task

Final Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Quality of writing (grammar, structure and coherence) (25%)

Excellent

(A+, A, A-) Excellent quality of writing

Good

(B+, B) Good quality of writing

Marginal

(B-, C+, C) Marginal quality of writing

Failure

(F) Poor quality of writing

Assessment Task

Final Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Application and demonstrated comprehension of theories and readings covered in the course (20%)

Excellent

(A+, A, A-) Excellent application and demonstrated comprehension

Good

(B+, B) Good application and demonstrated comprehension

Marginal

(B-, C+, C) Marginal application and demonstrated comprehension

Failure

(F) Poor application and demonstrated comprehension; Failure to cite any readings from the course list in the writing

Assessment Task

Final Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Demonstration of research and prudent use of research materials in relation to argument (20%)

Excellent

(A+, A, A-) Excellent demonstration of research and prudent use of research materials

Good

(B+, B) Good demonstration of research and prudent use of research materials

Marginal

(B-, C+, C) Marginal demonstration of research and prudent use of research materials

Failure

(F) Poor demonstration of research and prudent use of research materials

Assessment Task

Final Essay (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Quality and originality of argument (35%)

Excellent

(A+, A, A-) Excellent and original argument

Good

(B+, B) Good and reasonably original argument

Marginal

(B-, C+, C) Marginal demonstration of argument and or originality in argument

Failure

(F) Poor deployment of or non-existent argument

Part III Other Information

Keyword Syllabus

- 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

Reading List**Compulsory Readings**

Title	
1	Babb, S. (2013) 'The Washington Consensus as Transnational Policy Paradigm: Its Origins, Trajectory and Likely Successor', <i>Review of International Political Economy</i> , 20(2), pp. 268-297.
2	Bauer, M. W. and Aarts, B. (2000) 'Constructing a Research Corpus', in Bauer, M. W. and Gaskell, G. (eds) <i>Qualitative Researching with Text, Image and Sound: A Practical handbook</i> . London: SAGE Publications Ltd, pp. 19-37.
3	Boserup, E. (2011) 'Women's Role in Economic Development', in Visvanathan, N. et al. (eds) <i>The Women, Gender and Development Reader</i> . London: Zed Books, pp. 38-40.
4	Bulkeley, H. and Newell, P. (2023) <i>Governance for Whom? Equity, Justice, and the Politics of Sustainable Development, Governing Climate Change</i> . New York: Routledge.
5	Carothers, T. and De Gramont, D. (2013) <i>Development Aid Confronts Politics: The Almost Revolution</i> . Baltimore: Carnegie Endowment.
6	Escobar, A. (1995) <i>Encountering Development: The Making and Unmaking of the Third World</i> . Princeton, N.J.: Princeton University Press.
7	Farias, D. B. L. (2019) 'Outlook for the "developing country" category: a paradox of demise and continuity', <i>Third World Quarterly</i> . Routledge, 40(4), pp. 668-687.
8	Frank, A. G. (2010) 'The Development of Underdevelopment', in Chew, S. and Lauderdale, P. (eds) <i>Theory and Methodology of World Development: The Writings of Andre Gunder Frank</i> . New York: Palgrave Macmillan, pp. 7-18.
9	Hendriks, S. (2019) 'The Role of Financial Inclusion in Driving Women's Economic Empowerment', <i>Development in Practice</i> . Taylor & Francis, 29(8), pp. 1029-1038.
10	Kothari, U. (2019a) 'A radical history of development studies: individuals, institutions and ideologies', in Kothari, U. (ed.) <i>A radical history of development studies: Individuals, institutions and ideologies</i> . London: Zed Books, pp. 1-13.
11	Kothari, U. (2019b) 'From Colonial Administration to Development Studies: A Postcolonial Critique of the History of Development Studies', in Kothari, U. (ed.) <i>A Radical History of Development Studies: Individuals, Institutions and Ideologies</i> , pp. 47-66.
12	Kvangraven, I. H. (2021) 'Beyond the Stereotype: Restating the Relevance of the Dependency Research Programme', <i>Development and Change</i> , 52(1), pp. 76-112.
13	Langan, M. (2018) 'Neo-Colonialism and Donor Interventions: Western Aid Mechanisms', in <i>Neo-Colonialism and the Poverty of 'Development' in Africa</i> . Cham: Palgrave Macmillan, pp. 61-88.
14	Lefebvre, H. (1996) <i>Writings on cities</i> . Oxford: Blackwell.

15	Levitt, K. P. (2021) 'Unravelling the canvas of history', in Veltmeyer, H. and Bowles, P. (eds) <i>The Essential Guide to Critical Development Studies</i> . London: Routledge, pp. 13-20.
16	Li, T. M. (2007) <i>The will to improve: governmentality, development, and the practice of politics</i> . London: Duke University Press.
17	McMichael, P. and Weber, H. (2022) <i>Development and Social Change: A Global Perspective</i> . Thousand Oaks, California: SAGE Publications Ltd.
18	Nixon, R. (2011) <i>Slow Violence and the Environmentalism of the Poor</i> . Cambridge, MA: Harvard University Press.
19	Rai, S. M. (2011) 'Gender and Development: Theoretical Perspectives', in Visvanathan, N. et al. (eds) <i>The Women, Gender and Development Reader</i> . London: Zed Books, pp. 28-37.
20	Robert O'Brien and Williams, M. (2016) <i>Global Political Economy: Evolution and Dynamics, Beyond Paradigms</i> . New York: Palgrave Macmillan.
21	Rostow, W. W. (1990a) 'Introduction', in <i>The Stages of Economic Growth: A non-communist manifesto</i> . New York: Cambridge University Press, pp. 1-3.
22	Rostow, W. W. (1990b) 'The Five Stages of Growth- A Summary', in <i>The Stages of Economic Growth: A non-communist manifesto</i> . New York: Cambridge University Press, pp. 4-16.
23	Sachs, J. (2015) 'Why Some Countries Developed While Others Stayed Poor', in <i>The Age of Sustainable Development</i> . New York: Columbia University Press, pp. 101-138.
24	Said, E. (2003) <i>Orientalism</i> . London: Penguin.
25	Sen, A. (2000) 'Poverty as capability deprivation', in <i>Development as Freedom</i> . Oxford: Oxford Paperbacks, pp. 87-110.
26	Wade, R. H. (2018) 'The Developmental State: Dead or Alive?', <i>Development and Change</i> , 49(2), pp. 518-546.

Additional Readings

Title	
1	N.A.