

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title: Religion and Development

Course Code: AIS5044

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) NIL

Exclusive Courses:
(Course Code and Title) NIL

Part II Course Details

1. Abstract

This course is at the intersection of ‘sociology of religions’ and ‘development studies’. It aims to develop students’ critical understanding of how different religious traditions, by way of instilling certain cultural values, can affect economic institutions such as work ethic, individual empowerment, etc., and other norms important for socio-economic development. The course will equip students with key concepts that will allow them to analyze religious values impacting development, and familiarize them with the various approaches different faiths employ to tackle issues such as poverty and wealth, health, empowerment, charity, work, social order and wellbeing. The course will cover historical and current cases that will exemplify these various viewpoints. Its materials will also illustrate how religious views can either impede or encourage economic development and more broadly human development. Case studies will serve as a foundation for analyses and discussions of some of the ethical issues and tensions arising at the interface between religion and development. Finally, it will look at the ways of how economic growth and rising living standards in some emerging economies may be changing (if at all) the religious landscape there.

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.	To understand what role(s) religion can play in the context of development.	25%	√	√	√
2.	To learn from historical and more recent cases that are relevant for the understanding of the relation between religion and development.	25%	√	√	√
3.	To understand how ‘development’ is construed within different faiths.	25%	√	√	√
4.	To analyze some of the contentious ethical issues arising between faith communities and ‘development agents’.	25%	√	√	√
		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 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			
1.	Lectures: instructor will give a presentation of each topic, introducing theoretical, historical and applied issues that will be further developed and analyzed in the course of students' reading and discussions.	√	√	√	√			Most weeks (except guest lectures and the film)
2.	In-class discussion of assigned readings: students are expected to do two main readings per class and be ready to discuss main questions raised in the text. They will also be expected to learn new concepts from texts and apply them critically to real-life situations.	√	√	√	√			All weeks
3.	In-class research: students will work in small groups to do research on an issue(s) and present their research findings on the spot. Emphasis will be on research skills, speed, experimentation and clear information presentation.	√	√	√	√			All weeks
4.	Analytical notes: based on readings, class discussions and independent research students will examine and write up to five short pieces on the problematic and/or current debates on contentious or important issues.	√	√	√	√			See the details in the course outline
5.	Research presentations: students will prepare team presentations on the topic of 'Religion and Development in... (a country)', using all their knowledge of the course to analyze the situation in a country.	√	√	√	√			Weeks 10, 11 and 12

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 %								
Attendance and class discussions of readings	√	√	√	√			20%	
Analytical notes	√	√	√	√			30%	
Research presentations	√	√	√	√			25%	
Documentary film assignment	√	√	√	√			10%	
Feature film assignment	√	√	√	√			15%	
Examination: Nil % (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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1.Attendance and class discussions of readings	Active participation in class discussion	<ul style="list-style-type: none"> ◦ Superior understanding of a major issue or problem of infrastructure development ◦ Clear ability of independent thinking and critical analysis 	<ul style="list-style-type: none"> ◦ Good understanding of a major issue or problem of infrastructure development ◦ Evidence of some good Clear ability of independent thinking and critical analysis 	<ul style="list-style-type: none"> ◦ Sufficient understanding of a major issue or problem of infrastructure development ◦ Some attempts at analytical thinking 	<ul style="list-style-type: none"> ◦ Some knowledge of a major issue or problem of infrastructure development ◦ Little evidence of analysis of relevant concepts 	<ul style="list-style-type: none"> ◦ Little evidence of knowledge of a major issue or problem of infrastructure development
2.Analytical notes		Superior in readings, class discussions and independent research students will examine and write up to five short pieces on the problematic and/or current debates on contentious or important issues.	Good in readings, class discussions and independent research students will examine and write up to five short pieces on the problematic and/or current debates on contentious or important issues.	Sufficient in readings, class discussions and independent research students will examine and write up to five short pieces on the problematic and/or current debates on contentious or important issues.	Some knowledge in readings, class discussions and independent research students will examine and write up to five short pieces on the problematic and/or current debates on contentious or important issues.	Poor in readings, class discussions and independent research students will examine and write up to five short pieces on the problematic and/or current debates on contentious or important issues.

<p>3. Research presentations</p>	<p>Group presentation</p>	<ul style="list-style-type: none"> ◦ Superior understanding of a major issue or problem of infrastructure development ◦ Clear ability of independent thinking and critical analysis ◦ Extensive range of references consulted, including good use of scholarly materials to support all key arguments made ◦ Very well organized; coherent arguments presented with a high standard of expression 	<ul style="list-style-type: none"> ◦ Good understanding of a major issue or problem of infrastructure development ◦ Evidence of some good Clear ability of independent thinking and critical analysis ◦ A reasonably wide range of references consulted, including good use of Scholarly materials to support all key arguments made ◦ Well organized; coherent arguments presented with a high standard of expression 	<ul style="list-style-type: none"> ◦ Sufficient understanding of a major issue or problem of infrastructure development ◦ Some attempts at analytical thinking ◦ Barely sufficient use of scholarly materials ◦ Reasonable standard of expression; average quality in terms of organization and coherence 	<ul style="list-style-type: none"> ◦ Some knowledge of a major issue or problem of infrastructure development ◦ Little evidence of analysis of relevant concepts ◦ Very limited use of scholarly materials ◦ Acceptable organization of a mostly descriptive essay 	<ul style="list-style-type: none"> ◦ Little evidence of knowledge of a major issue or problem of infrastructure development ◦ No scholarly materials consulted ◦ Poor quality structure and presentation
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4.Documentary film assignment		<p>1. Superior command of knowledge of salient aspects of the Documentary film</p> <p>2. Superior understanding of major works of Documentary film and their aesthetic, historical and cultural value.</p> <p>3. Superior oral and written presentation skills to demonstrate an informed understanding of important concepts and terminology and their application in the study of Documentary film.</p>	<p>1. Good command of knowledge of salient aspects of the Documentary film</p> <p>2. Good understanding of major works of Documentary film and their aesthetic, historical and cultural value.</p> <p>3. Good oral and written presentation skills to demonstrate an informed understanding of important concepts and terminology and their application in the study of Documentary film.</p>	<p>1. Sufficient command of knowledge of salient aspects of the Documentary film</p> <p>2. A certain degree of understanding of major works of Documentary film and their aesthetic, historical and cultural value.</p> <p>3. Acceptable oral and written presentation skills to demonstrate basic understanding of important concepts and terminology in the study of Documentary film.</p>	<p>1. Some command of knowledge of salient aspects of the Documentary film</p> <p>2. Marginal command of understanding of major works of Documentary film and their aesthetic, historical and cultural value.</p> <p>3. Marginally acceptable oral and written presentation skills to demonstrate basic understanding of important concepts and terminology in the study of Documentary film.</p>	<p>1. Little evidence of knowledge of salient aspects of the Documentary film.</p> <p>2. Little evidence of understanding major works of Documentary film and their aesthetic, historical and cultural value.</p> <p>3. Poor oral and written presentation skills to demonstrate basic understanding of important concepts and terminology in the study of Documentary film.</p>
5.Feature film assignment		<p>1. Superior command of knowledge of salient aspects of the Feature film</p>	<p>1. Good command of knowledge of salient aspects of the Feature film</p>	<p>1. Sufficient command of knowledge of salient aspects of the Feature film</p>	<p>1. Some command of knowledge of salient aspects of the Feature film</p>	<p>1. Little evidence of knowledge of salient aspects of the Feature film.</p>

		<p>2. Superior understanding of major works of Feature film and their aesthetic, historical and cultural value.</p> <p>3. Superior oral and written presentation skills to demonstrate an informed understanding of important concepts and terminology and their application in the study of Feature film.</p>	<p>2. Good understanding of major works of Feature film and their aesthetic, historical and cultural value.</p> <p>3. Good oral and written presentation skills to demonstrate an informed understanding of important concepts and terminology and their application in the study of Feature film.</p>	<p>2. A certain degree of understanding of major works of Feature film and their aesthetic, historical and cultural value.</p> <p>3. Acceptable oral and written presentation skills to demonstrate basic understanding of important concepts and terminology in the study of Feature film.</p>	<p>2. Marginal command of understanding of major works of Feature film and their aesthetic, historical and cultural value.</p> <p>3. Marginally acceptable oral and written presentation skills to demonstrate basic understanding of important concepts and terminology in the study of Feature film.</p>	<p>2. Little evidence of understanding major works of Documentary film and their aesthetic, historical and cultural value.</p> <p>3. Poor oral and written presentation skills to demonstrate basic understanding of important concepts and terminology in the study of Feature film.</p>
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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.)

Religion; faith-based organizations; bilateral and multilateral aid agencies; the Washington consensus; neoliberal model of development; modernization; Liberation theology; The World Bank; non-governmental organizations (NGOs); economic growth; poverty alleviation; wellbeing; GDP; Gross Happiness Index (GHI); secularization; globalization

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.)

Course Texts:

Rist, Gilbert. *The history of development*, 3rd edition, New York: Zed Books, 2008

Deneulin, Severine and Masooda Bano. *Religion in development: rewriting the secular script*, New York: Zed Books, 2009

Recommended Reading:

Beyer, Peter and Lori Beaman, eds. *Religion, globalization and culture*. Leiden: Brill, 2007

Clarke, Gerard and Michael Jennings, eds. *Development, civil society and faith-based organizations*. New York: Palgrave Macmillan, 2008.

Eade, Deborah, ed. *Development and culture*. London: Oxfam Great Britain, 2002

Kurtz, Lester. *Gods in the global village: the world's religious in sociological perspective* Thousand Oaks, CA, 2007

Neilson, Reid L., ed. *The rise of Mormonism*. New York: Columbia University Press, 2005

Norris, Pippa and Ronald Inglehart. *Sacred and secular: religion and politics worldwide*, 2004.

Sachs, Wolfgang, ed. *The development dictionary: a guide to knowledge as power*. New York: Zed Books, 1992

Sherman, Amy. *The soul of development*. New York: OUP, 1997

Swenson, Donald. *Society, spirituality and the sacred: a social scientific introduction*. Peterborough, ON: Broadview Press, Ltd., 1999

Thomas, Scott. *The global resurgence of religions and the transformation of international relations*. New York: Palgrave Macmillan, 2005

2.2 Additional Readings

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

Online Resources: www.wfdd.org.uk; www.worldbank.org; www.rad.bham.ac.uk