

**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: Theories of Development

Course Code: AIS 3123

Course Duration: One semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

This course explores the processes, actors and ideologies that make up ‘development’. The course will teach some of the key theories and long-standing debates in the history of development practice and thought, but always in reference to current events. Reflecting the overall content of your programme and the current state of the global economy, the course takes an Asian-centred approach.

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.	Differentiate various factors as explanatory variables and understand the role of particular actors			√	
3.	Apply theoretical perspectives to practical cases			√	
4.	Reflect critically upon current development practice			√	
5.	Demonstrate an ability to work effectively in a team			√	
6.	Demonstrate the ability to accomplish discovery				√
		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	
1-4	Lectures and exercises led by instructor	√	√	√	√			
1-6	Seminar exercises, discussion and group work	√	√	√	√	√	√	
1-6	Quizzes and tests	√	√	√	√	√	√	

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: ____%								
Tutorial participation and attendance	√	√	√	√	√	√	30%	
Midterm quiz	√	√	√	√	√	√	30%	
Final test	√	√	√	√	√	√	40%	
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. Tutorial participation and attendance	Quality and quantity of students' contributions to the class.	Highly active participation in class.	Active participation in class.	Satisfactory participation in class.	Barely satisfactory participation in class.	Rarely participate in class.
2. Midterm quiz	Understand/critique/apply theories, readings and cases discussed in the course.	Excellent command of theories, readings and cases.	Good command of theories, readings and cases..	Adequate command of theories, readings and cases.	Limited command of theories, readings and cases.	Poor command of theories, readings and cases..
3. Final test	Understand/critique/apply theories, readings and cases discussed in the course.	Excellent command of theories, readings and cases.	Good command of theories, readings and cases..	Adequate command of theories, readings and cases.	Limited command of theories, readings and cases.	Poor command of theories, readings and cases..

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.)

Course content: Defining development; the map of global development; the human dimension - inclusion and exclusion; approaches and actors; international organizations and the global governance of development; Asian models and approaches' the role of the private sector; regional integration and South-South cooperation; sustainability.

Teaching and learning activities: lectures, seminars, short written assignments, wiki-based group work; reflective log.

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.	
2.	
3.	
...	

Texts:

There are no compulsory text books for the course, although students are advised to consult the excellent text on development by Peet, Richard (with Elaine Hartwick) (1999) *Theories of Development*, New York: Guilford Press.

Readings by week (to be supplemented by minor/short readings from newspapers and media sources):

Week 1: Theories of Development: an Introduction

Peet, R. and E. Hartwick (1999), 'Introduction', in *Theories of Development* (New York: Guilford Press): 1-16.

Shah, A. (2013), 'Poverty Facts and Stats', available online: <http://www.globalissues.org/article/26/poverty-facts-and-stats> , accessed on August 30, 2013.

Week 2: Contextualising development

Berger, M. (2004), 'Theories of Progress and the Nation-State System', in M. Berger, *The Battle for Asia: from Decolonization to Globalization* (London: RoutledgeCurzon): 1-34.

Wallerstein, I. (2004), 'The Rise of the States-System: Sovereign Nation-States, Colonies, and the Interstate System', in I. Wallerstein, *World-Systems Analysis: An Introduction* (Durham: Duke): 42-59.

Week 3: Theories of Development I: Mercantilism and Liberalism

Shafaeddin, M. (2000) "What did Friedrich List Actually Say? Some Clarifications on the Infant Industry Argument," http://unctad.org/en/docs/dp_149.en.pdf, downloaded on September 8 2014.

Smith, A. (1776) *An Enquiry into the Nature and Causes of the Wealth of Nations*, Chapters 1-5, available online: <http://www2.hn.psu.edu/faculty/jmanis/adam-smith/wealth-nations.pdf>

Week 4: Theories of Development II: Marxism

Marx, K. and F. Engels (1888) "Manifesto of the Communist Party," in *The Marx-Engels Reader*, R. C. Tucker (ed) (New York and London: W.W. Norton and Company).

Peet, R. and E. Hartwick (1999), 'Marxist and Neo-Marxist Theories of Development', in *Theories of Development* (New York: The Guilford Press): 91-122.

Week 5: Development Theory and Practice I: Modernisation Theory and Dependency Theory

Frank, A. G. (1998), 'The Development of Underdevelopment', in S. Chew and R. Denemark (eds), *The Underdevelopment of Development: Essays in Honour of Andre Gunder Frank* (Thousand Oaks: Sage): 17-56.

Berger, M. (2004), 'Modernization Theory', *The Battle for Asia: From Decolonization to Globalization* (Routledge Curzon): 86-115,

Week 6: Development Theory and Practice II: The Developmental State

Carroll, T., & Jarvis, D. (2013, Monday, August 19). The Death of Development in Asia. *The Jakarta Post*: 6.

Johnson, C. (1999). The Developmental State: Odyssey of a Concept. In M. Woo-Cumings (Ed.), in *The*

Developmental State (Ithaca: Cornell University Press): 32-60.

Week 7: Development Theory and Practice III: Neoliberalism and the Washington consensus

Harvey, D. (2005), 'Freedom's Just Another Word . . .', in D. Harvey, *A Brief History of Neoliberalism* (New York: Oxford University Press): 5-38.

Williamson, J. (2000), 'What Should the World Bank Think About the Washington Consensus?', *The World Bank Research Observer*, vol. 15 no. 2: 251-264.

Week 8: Development Theory and Practice IV: Neoliberalism and the post-Washington consensus

Stiglitz, J. (2001), 'More Instruments and Broader Goals: Moving Towards a Post-Washington Consensus', in H.J. Chang (ed.), *Joseph Stiglitz and the World Bank, The Rebel Within* (London: Anthem Press): 17-56.

Week 9: Development Theory and Contemporary Development Themes I: The World Bank, Good Governance and Development

World Bank (2002), 'Political Institutions and Governance', *World Development Report 2002, Building Institutions for Markets* (Washington D.C.: Oxford University Press): 99-116.

Cammack, P. (2004), 'What the World Bank Means by Poverty Reduction and Why it Matters', *New Political Economy*, vol. 9, no. 2: 189-211

Week 10: Development Theory and Contemporary Development Themes II: Sustainable Development, Environmental Governance, NGOs and activists

McKibben, B. (2012), 'Global Warming's Terrifying New Math', *Rolling Stone Magazine*, July 19, available online: <http://www.rollingstone.com/politics/news/global-warmings-terrifying-new-math-20120719> , accessed on August 28, 2013.

World Bank (2012), 'Overview' in *Inclusive Green Growth* (Washington D.C.: World Bank): 1-25.

Week 11: Development Theory and Contemporary Development Themes III: Participation, Empowerment, Social Development and Gender

Murray Li, T. (2007), 'Development in the Age of Neoliberalism', *The Will to Improve: Governmentality, Development, and the Practice of Politics* (Durham: Duke University Press): 231-269.

World Bank (2012), 'Overview', *Gender Equality and Development* (Washington D.C.: World Bank):2-44.

Week 12: Development Theory and Contemporary Development Themes IV: Labour, Health and Education

Fine, B., & Rose, P. (2003). Education and the post-Washington Consensus. In B. Fine, C. Lapavitsas, & J. Pincus (Eds.), *Development Policy in the Twenty-First Century - Beyond the post-Washington Consensus* (London and New York: Routledge): 155-181.

World Bank (2013), 'Overview', *World Development Report 2013: Jobs* (Washington D.C.: World Bank): 2-49.

Week 13:

No reading