

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Asian and International Studies  
with effect from Semester A 2018-19**

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**Part I Course Overview**

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

## 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 everyday practices, exploring 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 take 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 dam building, oil and pipes, electricity, sanitary facilities, philanthropy and humanitarianism.

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 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 & 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 political sociology	√	√	√				
3. Mid-term Exam	An exercise for students to summary readings, synthesize arguments and reflect upon readings and lecture discussions	√	√	√				
4. Review Essay	An exercise for students to synthesize readings and compare arguments	√	√	√	√			
5. Group Projects	Apply critical perspectives and analytical tools to project planning and management tasks	√	√	√	√			

### 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			
Continuous Assessment: 100%								
Class and tutorial participation	√	√	√	√			20%	
Mid-term Exam	√	√	√				25%	
Review Essay	√	√	√				25%	
Group Projects	√	√	√	√			30%	
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.)

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. Review Essay	Summarize, analyse and evaluate arguments	Excellent capacity to summarize, analyse and evaluate arguments in assigned works	Good capacity to summarize, analyse and evaluate arguments in assigned works	Adequate capacity to summarize, analyse and evaluate arguments in assigned works	Limited capacity to summarize, analyse and evaluate arguments in assigned works	Fail to summarize, analyse and evaluate arguments in assigned works
3. Mid-term exam	Synthesize and reflect upon ideas learned in the course	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. Group Projects	Synthesize, reflect upon and apply ideas learned in the course	Excellent capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Good capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Adequate capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Limited capacity to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner	Fail to use concepts, theories and approaches to analyse specific cases and articulate arguments in a reflexive manner

**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; anti-politics machine; governmentality; water; dam; oil; pipelines; electricity; charity; humanitarianism; NGOs

**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> , Yale agrarian studies. 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.	Khagram, Sanjeev. 2004. <i>Dams and development: transnational struggles for water and power</i> . Ithaca: Cornell University Press. (Selected chapters).
6.	Carroll, Toby, and Benjamin Sovacool. 2010. "Pipelines, crisis and capital: understanding the contested regionalism of Southeast Asia." <i>Pacific Review</i> no. 23 (5):625-647.
7.	Barry, Andrew. 2013. "Material Politics: Disputes along the Pipeline." In. Chichester, West Sussex: Wiley Blackwell. (a selected chapter).
8.	Coleman, Leo. 2017. <i>A Moral Technology: Electrification as Political Ritual in New Delhi</i> . Ithaca: Cornell University Press (selected chapters).
9.	McGoey, Linsey. <i>No such thing as a free gift: the Gates Foundation and the price of philanthropy</i> . (a selected chapter).
10.	Fassin, Didier. 2005. "Compassion and Repression: The Moral Economy of Immigration Policies in France." <i>Cultural Anthropology</i> 20(3):362-87.

## 2.2 Additional Readings

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

1.	Tilt, Bryan. 2015. <i>Dams and Development in China: The Moral Economy of Water and Power</i> . New York: Columbia University Press (selected chapter)
2.	Lee, Yuen-Ching Bellette. 2013. "Global Capital, National Development and Transnational Environmental Activism: Conflict and the Three Gorges Dam." <i>Journal of Contemporary Asia</i> no. 43 (1):102-126.
3.	Appel, Hannah C. 2012. "Walls and white elephants: Oil extraction, responsibility, and infrastructural violence in Equatorial Guinea." <i>Ethnography</i> 13(4):439-65.
4.	Anusas, Mike, and Tim Ingold. 2015. "The Charge Against Electricity." <i>Cultural Anthropology</i> 30 (4):540-554.
5.	Lagendijk, Vincent. 2011. "'An experience forgotten today': examining two rounds of European electricity liberalization." <i>History and Technology</i> 27(3):291-310
6.	Gupta, Akhil. 2015. "An Anthropology of Electricity from the Global South." <i>Cultural Anthropology</i> 30(4):555-68.
7.	Fassin, Didier. 2005. "Compassion and Repression: The Moral Economy of Immigration Policies in France." <i>Cultural Anthropology</i> 20(3):362-87.
8.	Gabiam, Nell. 2012. "When 'Humanitarianism' Becomes 'Development': The Politics of International Aid in Syria's Palestinian Refugee Camps." <i>American Anthropologist</i> 114(1):95-107.
9.	O'Hagan, Jacinta, and Miwa Hirono. 2014. "Fragmentation of the International Humanitarian Order? Understanding 'Cultures of Humanitarianism' in East Asia." <i>Ethics &amp; International Affairs</i> 28(04): 409-24.

### 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.