

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public and International Affairs  
with effect from Semester A 2022/23**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Development Policy and Advocacy</b>
<b>Course Code:</b>	<b>PIA5304</b>
<b>Course Duration:</b>	<b>One Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>P5</b>
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>AIS5304 Development Policy and Advocacy; AIS5004 Critical Issues in Development and Policy Advocacy</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

## Part II Course Details

### 1. Abstract

This course examines different aspects of development policy and advocacy such as social policy, NGOs, civil society, aid, corporate social responsibility, accountability, state capacity, etc. in order to highlight key issues. The course will focus on the power relations between different actors in the field of development (such as governments, corporations, NGOs and popular movements), their specific focus and means of action as well as on structural and discursive conditions that frame development policy and advocacy. Trajectories of development practice such as colonialism and economic strategies are highlighted, and contributions and interventions by NGOs and grassroots movements.

Students are encouraged to focus on issue areas they are interested in, and select those as the topic of the two short papers they have to submit as their main written assignment.

The course addresses issues of relevance to development policy and advocacy through diverse teaching methods including lectures, guest lectures and debating teams.

This course aims to equip students with an understanding of different approaches to policy issues in development and advocacy, which they can apply to real-world cases. The skills students will attain from the class will enable them to discuss development policy choices, make issue-specific policy recommendations and engage in policy advocacy in different social and political settings.

### 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.	Critically analyse real world issues relevant to development studies	60	✓	✓	
2.	Effectively engage in policy debates	20	✓	✓	
3.	Recommend policies addressing specific development issues	20	✓	✓	✓
		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				
1	Lectures and guest lectures on selected issues and approaches to policy and advocacy	✓	✓	✓				
2	Readings	✓	✓	✓				
3	Structured team debates on selected motions	✓	✓	✓				

### 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					
Continuous Assessment: 100%								
5 page essay on a seminar text, to be delivered during the teaching period	✓	✓					20	
Structured team debates	✓	✓	✓				30	
15 page paper on a seminar text, to be delivered after the teaching period	✓	✓					50	
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.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. 5 page essay (20%)	Focus on a relevant development issue Quality and relevance of the data presented Reasoning and conclusions Referencing	Very clear focus on a relevant issue Highly relevant, high-quality data Very clear reasoning and conclusions Excellent and very consistent referencing	Clear focus on a relevant issue Relevant and good quality data Good reasoning and clear conclusions Good and consistent referencing	Incomplete/marginal focus on a development issue Some relevant or poor quality data Below average reasoning and conclusions Below average referencing	Lack of focus on a development issue Generally irrelevant and poor quality data Very poor reasoning and/or lack of conclusions Very poor quality or absence of references
2. Structured team debates (30%)	Relevance and organisation of arguments Anticipation of the opposing side's arguments Quality of responses to questions from classmates and course instructor	Very relevant and well-organised arguments Excellent anticipation of the opposing side's arguments Excellent responses to questions from classmates and course instructor	Relevant and well-organised arguments Good anticipation of the opposing side's arguments Appropriate responses to questions from classmates and course instructor	Some relevant and adequately organised arguments Incomplete anticipation of the opposing side's arguments Incomplete/marginal responses to questions from classmates and course instructor	Lack of relevant arguments Lack of anticipation of the opposing side's arguments Inadequate responses to questions from classmates and course instructor
3. 15 page paper (50%)	Structure, content and clarity of presentation and arguments; Referencing	Excellent structure, content and clarity of presentation and arguments; Excellent quality of referencing	Good structure, content and clarity of presentation and arguments; Good quality of referencing	Below average structure, content and clarity of presentation and arguments; Below average quality of referencing	Inadequate structure, content and and clarity of presentation and arguments; Inadequate quality of referencing

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. 5 page essay (20%)	Focus on a relevant development issue Quality and relevance of the data presented Reasoning and conclusions Referencing	Very clear focus on a relevant issue Highly relevant, high-quality data Very clear reasoning and conclusions Excellent and very consistent referencing	Clear focus on a relevant issue Relevant and good quality data Good reasoning and clear conclusions Good and consistent referencing	Adequate focus on a development issue Generally relevant data Adequate reasoning and conclusions Moderately relevant and consistent referencing	Insufficient focus on a development issue Some irrelevant or poor quality data Weak reasoning or unclear conclusions Poor referencing	Lack of focus on a development issue Generally irrelevant and poor quality data Very poor reasoning and/or lack of conclusions Very poor quality or absence of references
2. Structured team debates (30%)	Relevance and organisation of arguments Anticipation of the opposing side's arguments Quality of responses to questions from classmates and course instructor	Very relevant and well-organised arguments Excellent anticipation of the opposing side's arguments Excellent responses to questions from classmates and course instructor	Relevant and well-organised arguments Good anticipation of the opposing side's arguments Appropriate responses to questions from classmates and course instructor	Some relevant and adequately organised arguments Anticipation of some of the opposing side's arguments Appropriate responses to questions from classmates and course instructor	Few relevant arguments, poorly organised Poor anticipation of the opposing side's arguments Weak response to questions from classmates and course instructor	Lack of relevant arguments Lack of anticipation of the opposing side's arguments Inadequate responses to questions from classmates and course instructor
3. 15 page paper (50%)	Structure, content and clarity of presentation and arguments; Referencing	Excellent structure, content and clarity of presentation and arguments; Excellent quality of referencing	Good structure, content and clarity of presentation and arguments; Good quality of referencing	Adequate structure, content and clarity of presentation and arguments; Adequate quality of referencing	Poor structure, content and and clarity of presentation and arguments; Poor quality of referencing	Inadequate structure, content and and clarity of presentation and arguments; Inadequate quality of referencing

### **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.)*

Advocacy, development, stakeholders, policy analysis, communities, governance, policy recommendation, creative thinking.

#### **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.)*

Nil

##### **2.2 Additional Readings**

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

### **Recommended Readings**

#### **Books**

- Carden, Fred (2009) *Knowledge to policy: Making the most of development research*. IDRC. New Delhi: Sage.
- Cooke, Bill & Kothari, Uma (eds) (2001) *Participation: The New Tyranny?* London: Zed Books.
- Cooke, Bill (2001) From Colonial Administration to Development Management, IPDM Discussion Paper Series, Working Paper No. 63, 27 pages
- Elyachar, Julia (2005) *Markets of Dispossession. NGOs, Economic Development and the State in Cairo*, Durham/London: Duke University Press
- Escobar, Arturo (1995) *Encountering Development. The Making and Unmaking of the Third World*, Princeton: Princeton University Press
- Gallagher, Kevin (ed) (2005) *Putting development first: the importance of policy space in the WTO and IFIs*. London: Zed Books.
- Hettne, Björn (2009) *Thinking about development*. London: Zed Books.
- Kothari, Uma (ed) (2005) *A radical history of development studies: individuals, institutions and ideologies*. London; New York: Zed Books
- Munck, Ronaldo & Denis O'Hearn (eds) (1999) *Critical development theory: contributions to a new paradigm*. London: Zed Books.
- Rapley, John (2007) *Understanding Development: Theory and Practice in the Third World*. Boulder, CO: Lynne Rienner (3<sup>rd</sup> ed).
- Roche, Chris (1999) *Impact assessment for development agencies: learning to value change*. Oxford: Oxfam GB with Novib.
- Sanyal, Kalyan (2009) *Rethinking capitalist development. Primitive Accumulation, Governmentality and Post-Colonial Capitalism*, Routledge: New Delhi

#### **Journal articles**

- Alger, Chadwick (2002) 'The emerging roles of NGOs in the UN system: from Article 71 to a people's millennium assembly'. *Global Governance* 8: 93-117.
- Batliwala, Srilatha (2002) 'Grassroots movements as transnational actors: implications for global civil society'. *Voluntas* 13: 393-409.

- Baulch, Bob (2006) 'Aid distribution and the MDGs' *World Development* 34, 6: 933–950.
- Brown, David & Timmer, Vanessa (2006) 'Civil Society Actors as Catalysts for Transnational Social Learning' *Voluntas* 17, 1: 1-16
- Brown, David & Moore, Mark H (2001) 'Accountability, strategy, and international nongovernmental organizations'. *Nonprofit and Voluntary Sector Quarterly* 30: 569-87.
- Chang, Ha-joon (2004) The Role of Social Policy in Economic Development. Some Theoretical Reflections and Lessons from East Asia. In: Tandika Mkandawire (ed.): *Social Policy in a Development Context*, Basingstoke: Palgrave Macmillan: UNRISD, 246-261
- Christensen, Rachel & Ebrahim, Alnoor (2006) 'How does accountability affect mission? The case of a nonprofit serving immigrants and refugees' *Nonprofit Management and Leadership* 17, 2: 195-209
- Easterly, William (2009) 'How the Millennium Development Goals are unfair to Africa'. *World Development* 37, 1: 26-35.
- Hill, Peter & al. (2010) 'Conflict in least-developed countries: challenging the Millennium Development Goals' *Bulletin of the World Health Organization* 88: 562.
- Hoehn, Sabine (2008) 'The failures of success – NGOs and the decreasing support for civil society in Namibia' *Political Perspectives* 2, 1: 1-21
- Hout, Wil (2004) 'Political regimes and development assistance: the political economy of aid selectivity' *Critical Asian Studies* 36, 4: 591-613.
- Ibrahim, Alnoor (2009) 'Placing the Normative Logics of Accountability in "Thick" Perspective'. *American Behavioral Scientist* 52, 6: 885-904.
- Jayasuriya, Kanishka & Hewison, Kevin (2004) 'The Antipolitics of Good Governance: From Global Social Policy to a Global Populism?' *Critical Asian Studies* 36, 4: 571-590.
- Kaplinsky, Rapahael and Messner Dirk (2008) 'Introduction: The Impact of Asian Drivers on the Developing World' *World Development* 36, 2: 197–209.
- Kilby, Patrick (2006) 'Accountability for empowerment: Dilemmas facing non-governmental organisations' *World Development* 34, 6: 951-63.
- Kleinrichert, Denise (2008) 'Ethics, Power and Communities: Corporate Social Responsibility Revisited' *Journal of Business Ethics*, 78, 3: 475-485.
- Kwon, Huck-ju, Thandika Mkandawire, Joakim Palme (2009) 'Introduction: social policy and economic development in late industrializers' *International Journal of Social Welfare*, 18 (1), 1-11.
- Lee, Mordecai (2004) 'Public Reporting: A Neglected Aspect of Nonprofit Accountability' *Nonprofit Management and Leadership*, 15, 2: 169-185.
- Luck, Edward (2002) 'Rediscovering the State' *Global Governance* 8,1: 7-11.
- Manji, Feroze & O'Coill, Carl (2002) 'The missionary position: NGOs and development in Africa' *International Affairs* 78, 3: 567-83
- Mitlin, Diana, Hickey, Sam & Bebbington, Anthony (2007) 'Reclaiming Development? NGOs and the Challenge of Alternatives' *World Development* 35, 10: 1699-1720.
- Munck, Ronaldo (2002) 'Global civil society: myths and prospects'. *Voluntas* 13, 4: 349-61.
- Najam, Adil (2000) 'The Four-C's of Third Sector–Government Relations: Cooperation, Confrontation, Complementarity, and Co-optation' *Nonprofit Management and Leadership*, 10, 4: 375-396
- Nelson, Paul (2007) 'Human rights, the Millennium Development Goals, and the future of development cooperation' *World Development* 35, 12: 2041-55.
- Ossewaarde, Ringo, Nijhof, André and Heyse, Liesbet (2008) 'Dynamics of NGO legitimacy: How organising betrays core missions of INGOs' *Public Administration and Development* 28: 42-53.
- Patel, Leila, Edwell Kaseke, James Midgley (2012) 'Indigenous welfare and community-based social development: Lessons from African innovations', *Journal of Community Practice*, 20 (1-2): 12-31.
- Reynolds, Mary Ann and Yuthas, Kristi (2008) 'Moral Discourse and Corporate Social Responsibility Reporting' *Journal of Business Ethics*, 78, (1-2): 47-64.

- Rieth, Lothar (2004) 'Corporate social responsibility in global economic governance: a comparison of the OECD guidelines and the UN global compact'. In: Stefan A. Schirm (ed) *New rules for global markets : public and private governance in the world economy*. New York : Palgrave Macmillan. [177-192]
- Schmitt, Carina (2015) 'Social Security Development and the Colonial Legacy', *World Development*, 70, 332-342.
- Taylor, Rupert (2002) 'Interpreting global civil society'. *Voluntas* 13: 339-47
- Ward, Thomas (2005) 'The political economy of NGOs' In: Ward, Thomas (ed) *Development, social justice, and civil society: an introduction to the political economy of NGOs*. St. Paul, Minn: Paragon House [1-22]
- Williams, Glynn (2004) 'Evaluating participatory development: tyranny, power and (re)politicisation' *Third World Quarterly* 25, 3: 557-578.
- Zaidi, S Akbar (1999) 'NGO failure and the need to bring back the state' *Journal of International Development* 11, 2: 259-71.

### **Online resources**

- World Bank (2011) *Corporate social responsibility: private self-regulation is not enough*. Private Sector Opinion; no. 24. Washington D.C. - The Worldbank.  
<http://documents.worldbank.org/curated/en/2011/01/15572277/corporate-social-responsibility-private-self-regulation-not-enough>