

PIA5304: DEVELOPMENT POLICY AND ADVOCACY

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Development Policy and Advocacy

Subject Code

PIA - Public and International Affairs

Course Number

5304

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

AIS5304 Development Policy and Advocacy,
AIS5004 Critical Issues in Development and Policy Advocacy

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Critically analyse real world issues relevant to development studies	60	x	x	
2	Effectively engage in policy debates	20	x	x	
3	Recommend policies addressing specific development issues	20	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	Lectures and guest lectures on selected issues and approaches to policy and advocacy	1, 2, 3	
2	Readings	1, 2, 3	
3	Structured team debates on selected motions	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?	
1	5 page essay on a seminar text, to be delivered during the teaching period	1, 2	20	-	No
2	Structured team debates	1, 2, 3	30	-	Yes
3	15 page paper on a seminar text, to be delivered after the teaching period	1, 2	50	-	No

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

5 page essay (20%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Focus on a relevant development issue
 Quality and relevance of the data presented
 Reasoning and conclusions
 Referencing

Excellent

(A+, A, A-) Very clear focus on a relevant issue
 Highly relevant, high-quality data
 Very clear reasoning and conclusions
 Excellent and very consistent referencing

Good

(B+, B, B-) Clear focus on a relevant issue
 Relevant and good quality data
 Good reasoning and clear conclusions
 Good and consistent referencing

Fair

(C+, C, C-) Adequate focus on a development issue
 Generally relevant data
 Adequate reasoning and conclusions
 Moderately relevant and consistent referencing

Marginal

(D) Insufficient focus on a development issue
 Some irrelevant or poor quality data
 Weak reasoning or unclear conclusions Poor referencing

Failure

(F) 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

Assessment Task

Structured team debates (30%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Relevance and organisation of arguments
Anticipation of the opposing side's arguments
Quality of responses to questions from classmates and course instructor

Excellent

(A+, A, A-) Very relevant and well-organised arguments
Excellent anticipation of the opposing side's arguments
Excellent responses to questions from classmates and course instructor

Good

(B+, B, B-) Relevant and well-organised arguments
Good anticipation of the opposing side's arguments
Appropriate responses to questions from classmates and course instructor

Fair

(C+, C, C-) Some relevant and adequately organised arguments
Anticipation of some of the opposing side's arguments
Appropriate responses to questions from classmates and course instructor

Marginal

(D) Few relevant arguments, poorly organised
Poor anticipation of the opposing side's arguments
Weak response to questions from classmates and course instructor

Failure

(F) Lack of relevant arguments
Lack of anticipation of the opposing side's arguments
Inadequate responses to questions from classmates and course instructor

Assessment Task

15 page paper (50%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Structure, content and clarity of presentation and arguments;
Referencing

Excellent

(A+, A, A-) Excellent structure, content and clarity of presentation and arguments;
Excellent quality of referencing

Good

(B+, B, B-) Good structure, content and clarity of presentation and arguments;
Good quality of referencing

Fair

(C+, C, C-) Adequate structure, content and clarity of presentation and arguments;
Adequate quality of referencing

Marginal

(D) Poor structure, content and clarity of presentation and arguments;
Poor quality of referencing

Failure

(F) Inadequate structure, content and clarity of presentation and arguments;
Inadequate quality of referencing

Assessment Task

5 page essay (20%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Focus on a relevant development issue
Quality and relevance of the data presented Reasoning and conclusions Referencing

Excellent

(A+, A, A-) Very clear focus on a relevant issue
Highly relevant, high-quality data
Very clear reasoning and conclusions
Excellent and very consistent referencing

Good

(B+, B) Clear focus on a relevant issue
Relevant and good quality data
Good reasoning and clear conclusions
Good and consistent referencing

Marginal

(B-, C+, C) Incomplete/marginal focus on a development issue
Some relevant or poor quality data
Below average reasoning and conclusions
Below average referencing

Failure

(F) 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

Assessment Task

Structured team debates (30%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Relevance and organisation of arguments
Anticipation of the opposing side's arguments
Quality of responses to questions from classmates and course instructor

Excellent

(A+, A, A-) Very relevant and well-organised arguments
Excellent anticipation of the opposing side's arguments
Excellent responses to questions from classmates and course instructor

Good

(B+, B) Relevant and well-organised arguments
Good anticipation of the opposing side's arguments
Appropriate responses to questions from classmates and course instructor

Marginal

(B-, C+, C) Some relevant and adequately organised arguments
Incomplete anticipation of the opposing side's arguments
Incomplete/marginal responses to questions from classmates and course instructor

Failure

(F) Lack of relevant arguments
Lack of anticipation of the opposing side's arguments
Inadequate responses to questions from classmates and course instructor

Assessment Task

15 page paper (50%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Structure, content and clarity of presentation and arguments;
Referencing

Excellent

(A+, A, A-) Excellent structure, content and clarity of presentation and arguments;
Excellent quality of referencing

Good

(B+, B) Good structure, content and clarity of presentation and arguments;
Good quality of referencing

Marginal

(B-, C+, C) Below average structure, content and clarity of presentation and arguments;
Below average quality of referencing

Failure

(F) Inadequate structure, content and clarity of presentation and arguments;
Inadequate quality of referencing

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

	Title
1	Books
2	Carden, Fred (2009) Knowledge to policy: Making the most of development research. IDRC. New Delhi: Sage.
3	Cooke, Bill & Kothari, Uma (eds) (2001) Participation: The New Tyranny? London: Zed Books.
4	Cooke, Bill (2001) From Colonial Administration to Development Management, IPDM Discussion Paper Series, Working Paper No. 63, 27 pages
5	Elyachar, Julia (2005) Markets of Dispossession. NGOs, Economic Development and the State in Cairo, Durham/ London: Duke University Press
6	Escobar, Arturo (1995) Encountering Development. The Making and Unmaking of the Third World, Princeton: Princeton University Press
7	Gallagher, Kevin (ed) (2005) Putting development first: the importance of policy space in the WTO and IFIs. London: Zed Books.
8	Hettne, Björn (2009) Thinking about development. London: Zed Books.
9	Kothari, Uma (ed) (2005) A radical history of development studies: individuals, institutions and ideologies. London; New York: Zed Books
10	Munck, Ronaldo & Denis O'Hearn (eds) (1999) Critical development theory: contributions to a new paradigm. London: Zed Books.
11	Rapley, John (2007) Understanding Development: Theory and Practice in the Third World. Boulder, CO: Lynne Rienner (3rd ed).
12	Roche, Chris (1999) Impact assessment for development agencies: learning to value change. Oxford: Oxfam GB with Novib.
13	Sanyal, Kalyan (2009) Rethinking capitalist development. Primitive Accumulation, Governmentality and Post-Colonial Capitalism, Routledge: New Delhi
14	Journal articles
15	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.
16	Batliwala, Srilatha (2002) 'Grassroots movements as transnational actors: implications for global civil society' . Voluntas 13: 393-409.
17	Baulch, Bob (2006) 'Aid distribution and the MDGs' World Development 34, 6: 933-950.
18	Brown, David & Timmer, Vanessa (2006) 'Civil Society Actors as Catalysts for Transnational Social Learning' Voluntas 17, 1: 1-16
19	Brown, David & Moore, Mark H (2001) 'Accountability, strategy, and international nongovernmental organizations' . Nonprofit and Voluntary Sector Quarterly 30: 569-87.
20	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
21	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
22	Easterly, William (2009) 'How the Millennium Developments Goals are unfair to Africa' . World Development 37, 1: 26-35.
23	Hill, Peter & al. (2010) 'Conflict in least-developed countries: challenging the Millennium Development Goals' Bulletin of the World Health Organization 88: 562.
24	Hoehn, Sabine (2008) 'The failures of success – NGOs and the decreasing support for civil society in Namibia' Political Perspectives 2, 1: 1-21
25	Hout, Wil (2004) 'Political regimes and development assistance: the political economy of aid selectivity' Critical Asian Studies 36, 4: 591-613.

26	Ibrahim, Alnoor (2009) 'Placing the Normative Logics of Accountability in "Thick" Perspective' . American Behavioral Scientist 52, 6: 885-904.
27	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.
28	Kaplinsky, Rapahael and Messner Dirk (2008) 'Introduction: The Impact of Asian Drivers on the Developing World' World Development 36, 2: 197-209.
29	Kilby, Patrick (2006) 'Accountability for empowerment: Dilemmas facing non-governmental organisations' World Development 34, 6: 951-63.
30	Kleinrichert, Denise (2008) 'Ethics, Power and Communities: Corporate Social Responsibility Revisited' Journal of Business Ethics, 78, 3: 475-485.
31	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.
32	Lee, Mordecai (2004) 'Public Reporting: A Neglected Aspect of Nonprofit Accountability' Nonprofit Management and Leadership, 15, 2: 169-185.
33	Luck, Edward (2002) 'Rediscovering the State' Global Governance 8,1: 7-11.
34	Manji, Feroze & O' Coill, Carl (2002) 'The missionary position: NGOs and development in Africa' International Affairs 78, 3: 567-83
35	Mitlin, Diana, Hickey, Sam & Bebbington, Anthony (2007) 'Reclaiming Development? NGOs and the Challenge of Alternatives' World Development 35, 10: 1699-1720.
36	Munck, Ronaldo (2002) 'Global civil society: myths and prospects' . Voluntas 13, 4: 349-61.
37	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
38	Nelson, Paul (2007) 'Human rights, the Millennium Development Goals, and the future of development cooperation' World Development 35, 12: 2041-55.
39	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.
40	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.
41	Reynolds, Mary Ann and Yuthas, Kristi (2008) 'Moral Discourse and Corporate Social Responsibility Reporting' Journal of Business Ethics, 78, (1-2): 47-64.
42	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]
43	Schmitt, Carina (2015) 'Social Security Development and the Colonial Legacy' , World Development, 70, 332-342.
44	Taylor, Rupert (2002) 'Interpreting global civil society' . Voluntas 13: 339-47
45	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]
46	Williams, Glynn (2004) 'Evaluating participatory development: tyranny, power and (re)politicisation' Third World Quarterly 25, 3: 557-578.
47	Zaidi, S Akbar (1999) 'NGO failure and the need to bring back the state' Journal of International Development 11, 2: 259-71.
48	Online resources
49	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