

PIA8124: DEVELOPMENT AND INTERNATIONAL STUDIES

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Development and International Studies

Subject Code

PIA - Public and International Affairs

Course Number

8124

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

R8 - Research Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

AIS8124 Directed Study in Research Works II

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to enable students to engage in a critical review of the literature as a foundation to conduct analysis of theoretical frameworks and research methodologies in relation to their proposed area of studies. Supervision will be provided in relation to their proposed area of studies.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 Form independent evaluation of both theories and research methods in their selected fields of studies		x	x	
2 Formulate research questions		x	x	
3 Select correct approaches for their research questions		x	x	
4 Formulate innovative hypotheses addressing their research questions		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	Seminars	1	3 Hrs./wk
2	Individual Discussions in Seminars	2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1 2 Essays (2,000 words each)	1, 2, 3, 4	70	-	No
2 Participation (Discussions in Seminars)	1, 2, 3, 4	15	-	Yes
3 Individual Presentation	1, 2, 3, 4	15	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Essays (75%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Theoretical basis for writing, Incorporation of case study materials, Engagement with key readings and secondary literature, spelling and grammar, Analysis of topic

Excellent

(A+, A, A-) Demonstrates high level of analytical thinking. Evidence of ability to fully comprehend and critique materials. The student is able to utilise theoretical concepts in critically explaining case study materials and extrapolate these materials into new areas. No spelling or grammatical mistakes. Excellent range of source materials.

Good

(B+, B, B-) Demonstrates good level of analytical thinking. Evidence of ability to fully comprehend and critique materials. The student is able to utilise theoretical concepts in critically explaining case study materials and extrapolate these materials into new areas. No spelling or grammatical mistakes. Good use of source materials.

Fair

(C+, C, C-) Demonstrates poor level of analytical thinking, mostly descriptive. Evidence of ability to partially comprehend and critique materials. The student is able to utilise theoretical concepts in a limited way in explaining case study materials and has a restricted ability to extrapolate these materials into new areas. Some spelling or grammatical mistakes. Restricted and/or inappropriate references.

Marginal

(D) Demonstrates very limited or no analytical thinking, largely descriptive. Limited ability to comprehend and critique materials. The student is unable to utilise theoretical concepts in explaining case study materials and has a restricted ability to extrapolate these materials into new areas. Spelling or grammatical mistakes. Highly restricted or inappropriate references.

Failure

(F) Demonstrates no analytical thinking, entirely descriptive. Limited ability to comprehend and critique materials. The student is unable to utilise theoretical concepts in explaining case study materials. Spelling or grammatical mistakes. Highly restricted and inappropriate references.

Assessment Task

2. Participation (Discussions in Research Seminars) (25%) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Engages in discussions, able to address issues from both theoretical and empirical perspectives. Does not miss any seminars or meetings.

Excellent

(A+, A, A-) The student has not missed any seminars or meetings and has regularly contributed to discussions at a high level.

Good

(B+, B, B-) The student has missed 1-2 seminars or meetings without explanation and/or has regularly contributed to discussions but only at a discursive level.

Fair

(C+, C, C-) The student has missed 2-3 seminars or meetings without justified explanation and has infrequently contributed to discussions at a discursive level.

Marginal

(D) The student has missed three seminars or meetings without justified explanation, but has generally contributed to discussions. Or the student has not missed more than three seminars or meetings without justified explanation, but has failed to contribute to discussions.

Failure

(F) The student has missed more than three seminars or meetings without justified explanation, generally failed to contribute to discussions.

Assessment Task

1. Essays (70%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Theoretical basis for writing, Incorporation of case study materials, Engagement with key readings and secondary literature, spelling and grammar, Analysis of topic

Excellent

(A+, A, A-) Demonstrates high level of analytical thinking. Evidence of ability to fully comprehend and critique materials. The student is able to utilise theoretical concepts in critically explaining case study materials and extrapolate these materials into new areas. No spelling or grammatical mistakes. Excellent range of source materials.

Good

(B+, B) Demonstrates good level of analytical thinking. Evidence of ability to fully comprehend and critique materials. The student is able to utilise theoretical concepts in critically explaining case study materials and extrapolate these materials into new areas. No spelling or grammatical mistakes. Good use of source materials.

Marginal

(B-, C+, C) Demonstrates very limited or no analytical thinking, largely descriptive. Limited ability to comprehend and critique materials. The student is unable to utilise theoretical concepts in explaining case study materials and has a restricted ability to extrapolate these materials into new areas. Spelling or grammatical mistakes. Highly restricted or inappropriate references.

Failure

(F) Demonstrates no analytical thinking, entirely descriptive. Limited ability to comprehend and critique materials. The student is unable to utilise theoretical concepts in explaining case study materials. Spelling or grammatical mistakes. Highly restricted and inappropriate references.

Assessment Task

2. Participation (Discussions in Seminars) (15%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Engages in discussions, able to address issues from both theoretical and empirical perspectives. Does not miss any seminars or meetings.

Excellent

(A+, A, A-) The student has not missed any seminars or meetings and has regularly contributed to discussions at a high level.

Good

(B+, B) The student has missed 1- 2 seminars or meetings without explanation and/or has regularly contributed to discussions but only at a discursive level.

Marginal

(B-, C+, C) The student has missed three seminars or meetings without justified explanation, but has generally contributed to discussions. Or the student has not missed more than three seminars or meetings without justified explanation, but has failed to contribute to discussions.

Failure

(F) The student has missed more than three seminars or meetings without justified explanation, generally failed to contribute to discussions.

Assessment Task

Individual Presentation (15%) (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Able to deliver an effective presentation on an agreed topic related to development studies.

Excellent

(A+, A, A-) The student delivers a clear and well-structured presentation with excellent communication skills.

Good

(B+, B) The student delivers a generally clear and well- structured presentation with good communication skills.

Marginal

(B-, C+, C) The student delivers a marginally acceptable presentation with fair communication skills.

Failure

(F) The student fails to deliver any presentation or delivers an ill- structured presentation with poor communication

Part III Other Information

Keyword Syllabus

International relations, realism, liberalism, constructivism, foreign policy, institutionalism
A list of required readings forming the basis of an advanced literature search.

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

Title	
1	Brew, Angela (2001) The nature of research : inquiry in academic contexts. London ; New York : RoutledgeFalmer.
2	Clough, Peter and Cathy Nutbrown (2002) A student's guide to methodology : justifying enquiry. London ; Thousand Oaks, CA : SAGE.
3	Craswell, Gail (2005) Writing for academic success : a postgraduate guide. London ; Thousand Oaks : SAGE.
4	Hantrais, Linda and Steen Mangen (1996) Cross-national research methods in the social sciences. London ; New York : Pinter.

5	Locke, Lawrence F., Waneen Wyrick Spirduso and Stephen J. Silverman (2000) <i>Proposals that work : a guide for planning dissertations and grant proposals</i> . Thousand Oaks, Calif. : Sage.
6	Newman, Isadore, et. al. (1997) <i>Theses and dissertations : a guide to writing in the social and physical sciences</i> . Lanham, Md. : University Press of America.
7	Potter, Stephen (ed.) (2002) <i>Doing postgraduate research</i> . London : SAGE Publications in association with the Open University.
8	Wisker, Gina (2001) <i>The postgraduate research handbook : succeed with your MA, MPhil, EdD and PhD</i> . Basingstoke, Hampshire : Palgrave.
9	Online Resources: Research Methodology and Statistics: http://www.sociosite.net/topics/research.php ; Sociology Internet Resources: http://vax.wcsu.edu/socialsci/socres.html ; Web Center for Social Research Methods: http://www.socialresearchmethods.net/