PIA3123: THEORIES OF DEVELOPMENT

Effective Term
Semester A 2023/24

Part I Course Overview

Course Title
Theories of Development

Subject Code
PIA - Public and International Affairs
Course Number
3123

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
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
AIS3123 Theories of Development

Exclusive Courses
Nil

Part II Course Details

Abstract
This course explores a range of development theories, assessing their relevance in diverse contexts. Through an analysis of each development theory, the course aims to clarify its interpretation of development, target beneficiaries, and significance.

Students will study the historical context, core principles, and key proponents of major development theories, facilitating critical evaluation and practical application to real-world scenarios. With an emphasis on analytical thinking and effective communication, the course equips students to evaluate the strengths and weaknesses of various theories and engage in constructive discussions. This course is suited for students interested in development studies, offering a framework to understand the theoretical underpinnings that shape international development discussions.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify and critically evaluate the main theoretical perspectives in Development Studies			x	
2	Differentiate various factors as explanatory variables and understand the role of particular actors			x	
3	Apply theoretical perspectives to practical cases			x	
4	Reflect critically upon current development practice			x	
5	Demonstrate an ability to work effectively in a team			x	
6	Demonstrate the ability to accomplish discovery				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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	1 - 6	Lectures and discussion led by instructor	1, 2, 3, 4, 5, 6	
2	1 - 6	Group presentation	1, 2, 3, 4, 5, 6	
3	1 - 6	Essays	1, 2, 3, 4, 5, 6	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation	1, 2, 3, 4, 5, 6	20	Assessment will be based on active participation in class discussions and activities
2	Mid-term individual essay	1, 2, 3, 4, 6	30	Must cite sources from readings

| 3 | Group presentation | 1, 2, 3, 4, 5, 6 | 20 | 15% based on presentation; 5% based on comments and questions on other presentations |
| 4 | Final group essay | 1, 2, 3, 4, 5, 6 | 30 | Must cite sources from readings |

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Participation

Criterion

Able to engage and demonstrate well-informed participation in classroom discussions and activities.

Excellent (A+, A, A-)

Actively participate in classroom discussions and activities.

Good (B+, B, B-)

Reasonably participate in classroom discussions and activities.

Fair (C+, C, C-)

Limitedly participate in classroom discussions and activities.

Marginal (D)

Minimally participate in classroom discussions and activities.

Failure (F)

Show no participation in classroom discussions and activities.

Assessment Task

2. Mid-term individual essay

Criterion

Able to write an individual essay critically examining an international development theory. Students are required to reference course readings as sources.

Excellent (A+, A, A-)

Have an excellent understanding of international development theories and readings. Proficiently apply authors' arguments from readings and display a robust capacity for critical analysis.

Good (B+, B, B-)

Have a good understanding of international development theories and readings. Reasonably apply authors' arguments from readings and display a commendable capacity for critical analysis.

Fair (C+, C, C-)

Have an adequate understanding of international development theories and readings. Capably apply authors' arguments from readings and display a commendable capacity for critical analysis.

Marginal (D)

Have a basic understanding of international development theories and readings. Attempt to engage with authors' arguments from readings but lack depth in critical analysis.

Failure (F)

Have a limited understanding of international development theories and readings. Fail to cite any readings from the course list.

Assessment Task

3. Group presentation

Criterion

Able to deliver an effective group presentation on a case of development issue and engage in peer's presentations and subsequent discussions.

Excellent (A+, A, A-)

Have an excellent understanding of development theories and a strong ability to apply them critically. Provide constructive feedback to peers' presentations and actively participate in discussions.

Good (B+, B, B-)

Have a good understanding of development theories and an evident ability to apply them critically. Provide valuable feedback to peers' presentations and participate in discussions.

Fair (C+, C, C-)

Have an adequate understanding of development theories, with some ability to apply them critically. Offer feedback to peers' presentations and participate in discussions to a reasonable extent.

Marginal (D)

Have a basic understanding of development theories, with attempts to apply them critically. Provide limited feedback to peers' presentations and rarely participate in discussions.

Failure (F)

Have a limited understanding of development theories and a lack of critical application. Do not provide feedback to peers' presentations and fail to participate in discussions.

Assessment Task

4. Final group essay

Criterion

Able to write a group essay critically applying international development theories to a real-life scenario. Students are required to reference course readings as sources.

Excellent (A+, A, A-)

Have an excellent understanding of international development theories and readings. Proficiently apply authors' arguments from readings on the research topic and display a robust capacity for critical analysis.

Good (B+, B, B-)

Have a good understanding of international development theories and readings. Reasonably apply authors' arguments from readings on the research topic and display a commendable capacity for critical analysis.

Fair (C+, C, C-)

Have an adequate understanding of international development theories and readings. Capably apply authors' arguments from readings on the research topic and display a commendable capacity for critical analysis.

Marginal (D)

Have a basic understanding of international development theories and readings. Attempt to engage with authors' arguments from readings on the research topic but lack depth in critical analysis.

Failure (F)

Have a limited understanding of international development theories and readings. Fail to cite any readings from the course list on the research topic.

Part III Other Information

Keyword Syllabus

History of international development; Modernisation; Dependency theory; Neoliberalism; Developmental state; Human development; Sustainable development; Post-development; Globalisation; Urbanisation; Gender; Environment

Reading List

Compulsory Readings

	Title
1	Nil

Additional Readings

	Title
1	There are no compulsory textbooks for the course, although students are strongly advised to read 'The Companion to Development Studies' (2014) edited by Vandana Desai and Robert B. Potter.
2	Babb, S. (2013) 'The Washington Consensus as Transnational Policy Paradigm: Its Origins, Trajectory and Likely Successor', Review of International Political Economy, 20(2), pp. 268–297.
3	Boserup, E. (2011) 'Women's Role in Economic Development', in Visvanathan, N. et al. (eds) The Women, Gender and Development Reader. London: Zed Books, pp. 38–40.
4	Bulkeley, H. and Newell, P. (2023) Governance for Whom? Equity, Justice, and the Politics of Sustainable Development, Governing Climate Change. New York: Routledge.
5	Escobar, A. (1995) Encountering Development: The Making and Unmaking of the Third World. Princeton, N.J.: Princeton University Press.
6	Farias, D. B. L. (2019) 'Outlook for the "developing country" category: a paradox of demise and continuity', Third World Quarterly. Routledge, 40(4), pp. 668–687.
7	Frank, A. G. (2010) 'The Development of Underdevelopment', in Chew, S. and Lauderdale, P. (eds) Theory and Methodology of World Development#: The Writings of Andre Gunder Frank. New York: Palgrave Macmillan, pp. 7–18.
8	Hendriks, S. (2019) 'The Role of Financial Inclusion in Driving Women's Economic Empowerment', Development in Practice. Taylor & Francis, 29(8), pp. 1029–1038.
9	Kothari, U. (2019a) 'A radical history of development studies: individuals, institutions and ideologies', in Kothari, U. (ed.) A radical history of development studies: Individuals, institutions and ideologies. London: Zed Books, pp. 1–13.
10	Kothari, U. (2019b) 'From Colonial Administration to Development Studies: A Postcolonial Critique of the History of Development Studies', in Kothari, U. (ed.) A Radical History of Development Studies: Individuals, Institutions and Ideologies, pp. 47–66.

11	Kvangraven, I. H. (2021) 'Beyond the Stereotype: Restating the Relevance of the Dependency Research Programme', Development and Change, 52(1), pp. 76–112.
12	Lefebvre, H. (1996) Writings on cities. Oxford: Blackwell.
13	Levitt, K. P. (2021) 'Unravelling the canvas of history', in Veltmeyer, H. and Bowles, P. (eds) The Essential Guide to Critical Development Studies. London: Routledge, pp. 13–20.
14	Li, T. M. (2007) The Will to Improve: Governmentality, Development, and the Practice of Politics. London: Duke University Press.
15	McMichael, P. and Weber, H. (2022) Development and Social Change: A Global Perspective. Thousand Oaks, California: SAGE Publications Ltd.
16	Nixon, R. (2011) Slow Violence and the Environmentalism of the Poor. Cambridge, MA: Harvard University Press.
17	Pailey, R. N. (2020) 'De-centring the "White Gaze" of Development', Development and Change, 51(3), pp. 729–745.
18	Rai, S. M. (2011) 'Gender and Development: Theoretical Perspectives', in Visvanathan, N. et al. (eds) The Women, Gender and Development Reader. London: Zed Books, pp. 28–37.
19	Rostow, W. W. (1990) 'The Five Stages of Growth- A Summary', in The Stages of Economic Growth: A non-communist manifesto. New York: Cambridge University Press, pp. 4–16.
20	Sachs, J. (2015) 'Why Some Countries Developed While Others Stayed Poor', in The Age of Sustainable Development. New York: Columbia University Press, pp. 101–138.
21	Said, E. (2003) Orientalism. London: Penguin.
22	Sen, A. (2000) 'Poverty as Capability Deprivation', in Development as Freedom. Oxford: Oxford Paperbacks, pp. 87–110.
23	Wade, R. H. (2018) 'The Developmental State: Dead or Alive?', Development and Change, 49(2), pp. 518–546.