

# PIA3123: THEORIES OF DEVELOPMENT

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## Effective Term

Semester A 2025/26

## 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      | x      |        |
| 2     | Differentiate various factors as explanatory variables and understand the role of particular actors |                     | x      | x      | x      |
| 3     | Apply theoretical perspectives to practical cases                                                   |                     | x      | x      | x      |
| 4     | Reflect critically upon current development practice                                                |                     | x      | x      | x      |
| 5     | Demonstrate an ability to work effectively in a team                                                |                     | 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          | The instructor will present concepts, theories, and factual data on the core international development theories | 1, 2, 3, 4, 5 |                            |
| 2    | Class discussions | Each lecture includes in-class discussions, and students are required to actively participate and contribute.   | 1, 2, 3, 4, 5 |                            |
| 3    | Presentations     | Students are required to form groups and give an oral presentation on a topic related to development studies    | 1, 2, 3, 4, 5 |                            |

|   |          |                                                                                                                                                  |            |  |
|---|----------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|
| 4 | Readings | Each week, students are required to read carefully selected articles and/or book chapters that are highly relevant to the topics being discussed | 1, 2, 3, 4 |  |
|---|----------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|

**Assessment Tasks / Activities (ATs)**

|   | ATs                    | CILO No.      | Weighting (%) | Remarks ("- " for nil entry)                                                         | Allow Use of GenAI? |
|---|------------------------|---------------|---------------|--------------------------------------------------------------------------------------|---------------------|
| 1 | Participation          | 1, 2, 3, 4, 5 | 20            | Assessment will be based on active participation in class discussions and activities | Yes                 |
| 2 | Mid-term quiz          | 1, 2, 3, 4    | 20            | Must cite sources from the course readings list                                      | No                  |
| 3 | Group presentation     | 1, 2, 3, 4, 5 | 20            | Students are required to attend their classmates' presentations.                     | No                  |
| 4 | Final individual essay | 1, 2, 3, 4    | 40            | Must cite sources from the course readings list                                      | No                  |

**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 quiz

##### Criterion

Able to apply relevant examples and materials, demonstrate critical thinking and creativity, and produce compelling and effective writing structure and style.

##### 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.

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### 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 individual essay

### Criterion

Able to write an individual 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) <i>Governance for Whom? Equity, Justice, and the Politics of Sustainable Development, Governing Climate Change</i> . New York: Routledge.                                                                                           |
| 5  | Escobar, A. (1995) <i>Encountering Development: The Making and Unmaking of the Third World</i> . Princeton, N.J.: Princeton University Press.                                                                                                                          |
| 6  | Farias, D. B. L. (2019) 'Outlook for the "developing country" category: a paradox of demise and continuity' , <i>Third World Quarterly</i> . Routledge, 40(4), pp. 668–687.                                                                                            |
| 7  | Frank, A. G. (2010) 'The Development of Underdevelopment' , in Chew, S. and Lauderdale, P. (eds) <i>Theory and Methodology of World Development#</i> : 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' , <i>Development in Practice</i> . 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.) <i>A radical history of development studies: Individuals, institutions and ideologies</i> . 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.) <i>A Radical History of Development Studies: Individuals, Institutions and Ideologies</i> , pp. 47–66. |
| 11 | Kvangraven, I. H. (2021) 'Beyond the Stereotype: Restating the Relevance of the Dependency Research Programme' , <i>Development and Change</i> , 52(1), pp. 76–112.                                                                                                    |
| 12 | Lefebvre, H. (1996) <i>Writings on cities</i> . Oxford: Blackwell.                                                                                                                                                                                                     |
| 13 | Levitt, K. P. (2021) 'Unravelling the canvas of history' , in Veltmeyer, H. and Bowles, P. (eds) <i>The Essential Guide to Critical Development Studies</i> . London: Routledge, pp. 13–20.                                                                            |
| 14 | Li, T. M. (2007) <i>The Will to Improve: Governmentality, Development, and the Practice of Politics</i> . London: Duke University Press.                                                                                                                               |
| 15 | McMichael, P. and Weber, H. (2022) <i>Development and Social Change: A Global Perspective</i> . Thousand Oaks, California: SAGE Publications Ltd.                                                                                                                      |
| 16 | Nixon, R. (2011) <i>Slow Violence and the Environmentalism of the Poor</i> . Cambridge, MA: Harvard University Press.                                                                                                                                                  |
| 17 | Pailey, R. N. (2020) 'De-centring the "White Gaze" of Development' , <i>Development and Change</i> , 51(3), pp. 729–745.                                                                                                                                               |
| 18 | Rai, S. M. (2011) 'Gender and Development: Theoretical Perspectives' , in Visvanathan, N. et al. (eds) <i>The Women, Gender and Development Reader</i> . London: Zed Books, pp. 28–37.                                                                                 |
| 19 | Rostow, W. W. (1990) 'The Five Stages of Growth- A Summary' , in <i>The Stages of Economic Growth: A non-communist manifesto</i> . New York: Cambridge University Press, pp. 4–16.                                                                                     |
| 20 | Sachs, J. (2015) 'Why Some Countries Developed While Others Stayed Poor' , in <i>The Age of Sustainable Development</i> . New York: Columbia University Press, pp. 101–138.                                                                                            |
| 21 | Said, E. (2003) <i>Orientalism</i> . London: Penguin.                                                                                                                                                                                                                  |
| 22 | Sen, A. (2000) 'Poverty as Capability Deprivation' , in <i>Development as Freedom</i> . Oxford: Oxford Paperbacks, pp. 87–110.                                                                                                                                         |
| 23 | Wade, R. H. (2018) 'The Developmental State: Dead or Alive?' , <i>Development and Change</i> , 49(2), pp. 518–546.                                                                                                                                                     |