# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

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|---|---|
| **Programme Title** | : Bachelor of Social Sciences (Honours) in Global and Environmental Studies; |
| **Programme QF Level** | : 5 |
| **Course Title** | : Development: Concepts and Debates |
| **Course Code** | : SSC3279 |
| **Department** | : Social Sciences and Policy Studies |
| **Credit Points** | : 3 |
| **Contact Hours** | : 39 |
| **Pre-requisite(s)** | : Nil |
| **Medium of Instruction** | : EMI |
| **Course Level** | : 3 |

### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
4a. Oral Communication Skills
4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

   This course explores the dynamics of socioeconomic development and provides a critical introduction to the main concepts and debates in development studies. The course will start with a general overview of the key concepts and historical trends in development theory and experience, and then turn to examine a selection of debates about development policy and practice. Through critical analysis of development-related issues, students will be able to develop a deep understanding of the dynamics and challenges of socioeconomic and political changes in the development process and reflect critically upon the nature of development.

2. **Course Intended Learning Outcomes** (CILOs)

   *Upon completion of this course, students will be able to:*

   $CILO_1$   demonstrate knowledge of the key concepts, major trends and important topics in development studies.

   $CILO_2$   comprehend and critically evaluate the historical and contemporary debates about development policy and practice.

   $CILO_3$   reflect critically upon the nature of development and deepen the understanding of the dynamics and challenges of socioeconomic and political changes in the development process.

   $CILO_4$   develop the ability to undertake independent research to analyze development-related issues.

3. **Content, CILOs and Teaching & Learning Activities**

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|---|---|---|
| 1. Key concepts of and approaches to development, and the questions of whether and how various forms of development address poverty and inequality.<br>2. Different perspectives on the efforts of international organizations to promote socioeconomic development.<br>3. Critical analysis of the achievements of development efforts and areas for improvement, such as the relationships between economic development and human welfare. | $CILO_{1,3,4}$ | • Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis of key references<br>• Tutorials: students to present the chosen topics; comment on the presentations; discuss their views on chosen subject areas<br>• Web and library search<br>• Reading lecture notes and key references |

| | | |
|---|---|---|
| 4. Critical analysis of the trends and effects of modernization and marketization of welfare in the context of globalization. | $CILO_{2,3,4}$ | |
| 5. Critical discussion of the problems of poverty, inequality, population, and education, with reference to the US, UK, and Asian contexts. | | |
| 6. Critical evaluation of the roles and efforts of local governments and international institutions in addressing pressing global challenges related to socioeconomic development. | | |

## 4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|---|---|---|
| (a) Class participation<br><br>Participation comprising in-class discussion and debate through both face-to-face dialogues and online forums. | 10% | $CILO_{1,2,3,4}$ |
| (b) Essay Assignment<br><br>Students are required to submit a 1500-word essay discussing the arguments involved in one of the debates covered during the course. | 50% | $CILO_{1,2,3}$ |
| (c) Group Project<br><br>The class members will be divided into small groups to undertake an independent study project to research how a sociocultural phenomenon relates to development theory and policy. | 40% | $CILO_{1,2,3,4}$ |

## 5. Required Text(s)

Nil

## 6. Recommended Readings

Alexander Clark, David (2006). *The Elgar Companion to Development Studies*. Cheltenham [England] : Edward Elgar Pub.

Chant, Sylvia, and McIlwaine, Cathy (2009). *Geographies of Development in the 21st Century: An Introduction to the Global South*. Cheltenham; Northampton, Mass. : Edward Elgar.

Desai, Vandana & Potter, Rob (2014). *The Companion to Development Studies* (Third edition). Routledge.

Handelman, Howard. *The Challenge of Third World Development* (7th Edition). Pearson Prentice Hall, 2013.

Kambhampati, Uma S. (2004). *Development and the Developing World: An Introduction.* Cambridge: Polity Press; Malden, MA : Blackwell.

McMichael, Philip. (2017). *Development and Social Change: A Global Perspective*. Los Angeles : SAGE.

Peet, Richard and Elaine Hartwick (2009). *Theories of Development: Contentions, Arguments, Alternatives* (2nd ed). New York: Guilford Press.

Sachs, Wolfgang (2010). *The Development Dictionary: A Guide to Knowledge as Power* (Second edition). London; New York: Zed Books; New York: Distributed in the USA exclusively by Palgrave Macmillan.

Secondi, Giorgio (2008). *The Development Economics Reader*. London; New York : Routledge.

Szirmai, Adam (2015). *Socio-economic Development* (Second edition). Cambridge, England; New York: Cambridge University Press.

Willis, Katie (2011). *Theories and Practices of Development*. London: Routledge.

## 7. Related Web Resources

UNDP, Human Development Reports:
http://hdr.undp.org

The World Bank:
http://www.worldbank.org/

World Health Organization:
http://www.who.int/en/

UNICEF:
http://www.unicef-irc.org/

## 8. Related Journals

*Journal of Development Studies*

*Journal of International Development*

*Oxford Development Studies*

*Studies in Comparative International Development*

*Development Policy Review*

*Third World Quarterly*

## 9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5). Students should familiarize themselves with the Policy.

## 10. Others

Newspapers and magazines related to topic issues.

*December 2018*