

## Subject Description Form

<b>Subject Code</b>	APSS5521		
<b>Subject Title</b>	Theory and Practice of Social Development		
<b>Credit Value</b>	3		
<b>Level</b>	5		
<b>Pre-requisite/ Co-requisite/ Exclusion</b>	Nil		
<b>Assessment Methods</b>	100% Continuous Assessment	Individual Assessment	Group Assessment
	1. Participation	10%	NA
	2. Term Paper	60%	NA
	3. Seminar Presentation	NA	30%
	<ul style="list-style-type: none"> <li>▪ The grade is calculated according to the percentage assigned;</li> <li>▪ The completion and submission of all component assignments are required for passing the subject; and</li> <li>▪ Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul>		
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. To introduce historical and critical perspectives for understanding social development and discuss their relevance.</li> <li>2. To examine contradictions, dilemmas, and potentials for global development and debate their implications.</li> <li>3. To enhance students' ability in doing development projects and in rethinking development possibilities.</li> </ol>		
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Articulate the theories in and approaches to practice of social development</li> <li>b. Engage in analysis of social development issues</li> <li>c. Apply the skills and competence gained in the coursework to critically evaluate social and development policies and make international comparison</li> </ol>		
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Theories of Development</li> <li>2. Historical Perspectives of Development</li> </ol>		

	<p>3. Globalization, Neoliberalism and Structural Adjustment</p> <p>4. Aid, NGOs and Development</p> <p>5. Gender and Development</p> <p>6. Environment and Development</p> <p>7. Development and Rural-Urban Relations</p> <p>8. Agriculture, Food Systems and Development</p> <p>9. Democracy and Development</p> <p>10. Rethinking Alternatives</p>																												
<p><b>Teaching/Learning Methodology</b></p>	<p>This subject will involve a combination of teaching and learning methods. Interactive lectures will be delivered to familiarize students with the theories and concepts of social development. Seminar presentations and group discussions will enable them to further develop their competency in communication as well as their ability for critical analysis of issues and problems encountered in implementing policies for social development.</p>																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="432 887 1453 1346"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> </tr> </thead> <tbody> <tr> <td>1. Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Term Paper</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Seminar Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="3"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Participation (10%): Students are expected to attend all lectures and seminars and participate actively in class discussions.</p> <p>Term Paper (60%): Students are required to submit a research paper of no less than 3,000 words to integrate major concepts, theory and their own research data to demonstrate their knowledge and competence in the field of study. In the paper, they will indicate their proficiency in communicating ideas logically and coherently, the use creativity and critical thinking, and show evidence of appropriateness and critical insights in their analysis of key ethical and social issues in social development.</p> <p>Seminar Presentation (30%): Seminar sessions aim to provide learning experience in an interactive, student-centered and problem-based setting. Students are required to present and lead discussions in groups during these sessions. Students will be divided into groups and each group will plan, present, and lead discussions in one seminar session.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed			a	b	c	1. Participation	10%	✓	✓	✓	2. Term Paper	60%	✓	✓	✓	3. Seminar Presentation	30%	✓	✓	✓	Total	100%			
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<b>Student Study Effort Expected</b>	<b>Class contact:</b>	
	▪ Lecture	27 Hrs.
	▪ Seminar Presentation	12 Hrs.
	<b>Other student study effort:</b>	
	▪ Self-directed Study	42 Hrs.
	▪ Preparation for Research Paper	20 Hrs.
	▪ Preparation for Seminar Presentation	15 Hrs.
	Total student study effort	116 Hrs.
<b>Reading List and References</b>	<p><u>Extensive Readings:</u>  (NOTE: Students are required to find additional readings related to individual topics and interests)</p> <p>Bramall, C. 2009. <i>Chinese economic development</i>. London and New York: Routledge.</p> <p>Chibber, Vivek. 2005. "Reviving the Developmental State?: The Myth of the 'National Bourgeoisie'," (pp. 114-165) in <i>Socialist Register</i>. London: Merlin Press.</p> <p>Friedmann, H., 2004. "Feeding the Empire: the Pathologies of Globalized Agriculture." <i>The Socialist Register 2005</i>, eds L. Panitch and C. Leys. London: Merlin Press.</p> <p>Gibson-Graham, JK. 2006. <i>A Post-Capitalist Politics</i>. University of Minnesota Press.</p> <p>Glennie, Jonathan. 2008. <i>The Trouble with Aid</i>, Chapter 1-4 (pp. 1-53). Zed Books.</p> <p>Harvey, David. 2005. <i>A Brief History of Neoliberalism</i>. Oxford.</p> <p>Krishna, Sankaran. 2009. <i>Globalization and Postcolonialism</i>. Rowman &amp; Littlefield.</p> <p>Magdoff, Harry and Fred Magdoff. 2005. "Approaching Socialism", <i>Monthly Review</i>, Vol. 57, No. 3.</p> <p>Marglin, Stephen A. 1976. "What do the bosses do?" Part I. in Andre Gorz edited <i>The Division of Labour</i>. London: The Harvester Press.</p> <p>Marglin, Stephen A. 1996. "Farmers, Seedsmen, and Scientists: Systems of Agriculture and Systems of Knowledge," in <i>Decolonizing Knowledge: From Development to Dialogue</i>, pp. 185-247. Oxford: Clarendon Press.</p> <p>Pan, J., &amp; Wei, H. (Eds.) (2015). <i>Annual Report on Urban Development of China 2013</i>. Berlin and Heidelberg: Springer.</p> <p>Petras, James. 1997. "Imperialism and NGOs in Latin America." <i>Monthly</i></p>	

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Peet, R., & Hartwick, E. (2009). *Theories of development: Contentions, arguments, alternatives*. Second edition. New York and London: The Guildford Press.

Polanyi, Karl. 2001. "Evolution of the Market Pattern" (Chapter 5) and "The Self-Regulating Market and Fictitious Commodities: Labor, Land, and Money" (Chapter 6) in *The Great Transformation*. Boston: Beacon Press.

Willis, K. 2005. *Theories and practices of development*. New York and London: Routledge.