



INTRODUCTION TO INTERNATIONAL DEVELOPMENT

COURSE OUTLINE
Course Number
IDMG 5610D
2019 F.1

Class Schedule: Day - Wednesdays, September 11-October 16 2018 (F1)
Time 18:00-21:00 Hrs
Class Room: To be announced

Instructor: Dr. Nipa Banerjee

Office: Main Office Location- Faculty of Social Sciences
University of Ottawa, 120 University, Room 8012

Carleton U Office & Office Hours: Dunton Tower (to be announced)

NOTE CAREFULLY:

Phone: Mobile 613-697-9814

Email: nipa.banerjee@uottawa.ca

Course Calendar Entry from 2019/2020 Graduate Calendar:

Overview of the theoretical and practical underpinnings of international development management. Covering macro and micro level perspectives, the course offers rich insights into current approaches and debates in international development management.

Course Description:

The objective is to generate an understanding of and critical thinking on the key issues, principles and policies central to international development. Understanding of priority issues and concepts that guide international development management practice will be the key outcome.

Teaching and Learning Methods:

Presentation through slides prepared by professor; review of articles, class discussions and written analyses and case studies by students.

This is a practical (practice oriented) course, prepared from a practitioner's point of view, providing structured guidance on international development issues to students interested in practicing international development management. While for students' best learning benefits, the course will be structured, questions and answer periods, debates, dialogue (including presentation of conflicting views) will be encouraged and form essential features of the course.

Students are strongly encouraged to visit with the professor during office hours and/or consult and communicate through emails and telephone.

Course Prerequisites:

None

Textbook(s)/Readings:

This being an introductory course, covering a wide range of topics, no single textbook is recommended. Power Point presentations, reflecting on issues that address future international development managers' practicing needs are used as tools for introducing students to international development issues and the related management practices.

The following books provide useful information, on international development and development management and on themes of this course:

Michael Todaro and Stephen Smith, Economic Development, 12th. Edition, Pearson Education, 2014. (Can be reviewed on-line. Selectively review chapters related to course themes).

Paul A. Haslam, Jessica Schafer and Pierre Beaudet, eds. Introduction to International Development: Approaches, Actors, Issues and Practices, Don Mills, Oxford University Press, 2015

Over the course period, students should review the latest UNDP Human Development Report and the latest OECD and World Bank world development reports- both can be accessed on line. Country specific context analyses are available in World Bank Country Reports, also accessible on line. Research, through website searches, will be necessary for the assignments.

Readings for each week will also be placed in CU Learn, covering **required reading** as pre-prep requirement for each class and **suggested readings** for further knowledge building purposes.

All power point presentations will be uploaded in CU Learn the day after the classes. It is important/very important for students to attend classes and stay linked with the information provided in CU Learn conscientiously.

Exam Dates:

Mid-Term Individual Class Presentation on Growth and Development on **Oct. 2**

Group Presentation on Aid Effectiveness in a selected country on **Oct. 16**

No Final Written Exam.

Final Group Take-Home Project Essay to be submitted to professor by email on **Nov. 1.**

Drop Course Policy:

The deadline for academic withdrawal is the last day of classes (each term).

Grading Scheme:**Components of Final Mark Out of 100 (Elaboration Below)**

Grading Items	Weight	Date
Attendance & Class Participation: “ <i>No Attendance-No Participation</i> ” principle will be followed. Participation implies contribution to class discussion: questions, comments, debates, dialogue during Q&A period & after presentations by professor and students.	Attendance 6% Participation 12%	<u>Throughout</u>
Case Study: <u>Individual</u> student class presentation on comparative analysis of growth and economic development in two developing countries.	32% <u>Individual</u>	October 2
Case Study: Student <u>group presentations</u> on effectiveness of foreign aid in a selected country.	Total 18% (with <u>Individual mark 10% and Group mark 8%</u>)	October 16
Written Case Analysis: Final take-home written <u>Group Essay</u> on aid effectiveness following presentations of October 17.	32% Group	November 1

TOTAL: 100

Term Projects:

Mid-Term. Individual student class presentation on Economic Growth and Economic Development: Comparative Analysis of the Extent of the Impact of Economic Growth on Socio-Economic development in two developing countries, based on a review of an article by Amartya Sen and professor's presentations. Reading and guidelines for presentation in CU Learn.

Presentation Date **October 2.**

Final Exam. No in class written exam.

Final Assignment (Case Study) is in two parts:

Part 1: Group presentation on Assessment of Effectiveness of Aid in a selected Country.

Presentation Date **October 16.**

Part 2: Take-Home written Case Study on Aid Effectiveness. **Submission date: November 1.**

Preparation and Participation: *(Careful Read of this section is necessary)*

Reading lists for each of the classes, covering **required reading** essential for students' comprehension and **suggested reading** for knowledge building purposes, will be provided in CU Learn before each of the classes.

Guidelines and relevant readings for students' class presentations and written analysis will be uploaded in CU Learn, well ahead of time.

Participation implies contribution to class discussion: questions, comments, debates, dialogue during Q&A period & after presentations by professor and students. For participation in and facilitation of class discussions, professor's class presentations and readings for each class should be followed. A list of questions sent to students, prior to each class, will provide students a pre-view of the issues on which each participatory session would focus.

Participation marks have been set. The Q&A period in every class would provide an opportunity for students to earn grades through asking questions, raising issues to stimulate discussions and promote debates and dialogues in class.

An open invitation is extended to students to visit with the professor during office hours or communicate via email nipa.banerjee@uottawa.ca and/or telephone (613-697-9814) on any issue related to assignments, marking and reading material.

Attendance:

In a six-week course, attendance is vitally critical for the learning outcome to materialize. Marks are assigned for attendance. Participation marks are also linked to attendance- "No Attendance-No Participation" principle will be followed. Therefore, in effect, participation marks will add up to more than 15%.

Students are strongly urged to not arrive late in classes as it is disruptive.

Students will be allowed a 15 minutes break.

Missed Assignments and Deferred Examination:

While individual presentations could be reset in the event of sickness and under other dire circumstances. It will be difficult to re-set the group presentations. Deferred Group Presentations

will need to follow the regulations guiding Deferred Final Examination, as stated below. Alternative date setting for Group Presentation arrangements will have to be made by the absentee in consultation with the professor and group members.

Deferred Final Examination:

This course requires students to complete a Take-Home Exam. No Final Exam is required.

The Final Exam rules set by the School are as follows: Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral.

Course Schedule Notes:

1. *Notes related to Pre-class Prep:* In an Introductory Course, with no pre-requisite course requirement, topics and related concepts and discussions will have to be introduced by the professor and elaborated in class. Pre-class prep column includes review of professor's presentations of the week before. As mentioned above, reading lists for each of the classes, (covering **required reading** to facilitate understanding and discussions and **suggested reading** for knowledge building purposes) will be provided in CU Learn before each of the classes.
2. *Note on Topic/Agenda for Every Week:* The first agenda item for all classes (except on the days students are to make presentations) is retained as Q&A and discussions on last week's presentations made by the professor. To repeat, the Q&A periods provide opportunities for students to earn grades through asking questions, raising issues to stimulate discussions and promote debates and dialogues in class.
3. Students are encouraged to discuss with the professor any course-related issues during professor's office hours and/or by email (nipa.banerjee@uottawa.ca) or telephone (613-697-9814). Please carefully note professor's contact address and phone no.

THE SCHEDULE

Week	Date	Topic/Agenda	Pre-class Prep Notes
1	Sept. 11	<p>Review of Teaching/Learning Objectives; Course Content Review; Grading Scheme Review (see Marking Framework Annex A).</p> <p>Student Group formation for research and assignments (Professor to direct group formation).</p> <p>Content/Theme: Issues guiding international development management & programming.</p> <p>Professor's Presentations Week 1</p> <p>Presentation 1: What the Course Involves? Understanding of Conceptual Issues related to International Development Program Management; Multi-dimensional Concept of Development; Economic Growth & Related Terms; Growth & Development;</p> <p>Presentation 2: Country Context/Country Categories</p>	<p>1. Review of Course Outline. Students should list questions/clarification they need or comments they may have on the course, grading system, assignments, schedules etc.</p> <p>2. Review of Readings Week 1 Sept 11.</p>
2	Sept. 18	<p>Q&A and discussions on last week's presentations/discussions.</p> <p>Content/Theme: Development Policy Context (covered in professor's presentations 3, 4, 5)</p> <p>Professor's Presentations Week 2</p> <p>Presentation 3: Donor Agencies' & development partner countries' Policy and Strategies and Global Policy Context</p> <p>Presentation 4: An assessment of global progress in attaining MDGs</p> <p>Presentation 5: New and evolving global development policy focused on Sustainable Development Goals (SDGs) agenda for 2030.</p> <p>To adjust to time availability, the whole or a part of Presentation 5 might be moved to Week 3 Sept. 25</p>	<p>1. Review of Professor's presentations of Sept. 11</p> <p>2. Review of Week 3 Sept. 18 class theme related readings, as provided in CU Learn.</p> <p>3. Review of guidelines for presentation on Economic Growth & Development (Oct 2 assignment). Prepare list of issues, if any, related to this assignment (Guidelines for assignment will be provided in CU Learn).</p>

3	Sept. 25	<p>1.Q&A/discussion period on presentations 3 & 4 Content/Theme: Global Policies contd. Professor's Presentations Week 3 Continuation Presentation 5 Presentation 6: Paris Declaration on Aid Effectiveness Presentation 7: Evaluation of Progress in Aid Effectiveness</p>	<p>1.Review of professor's presentation of Sept.18</p> <p>2.Review of related reading for Sept. 25 class theme, as provided in CU Learn</p> <p>3. <u>Reminder</u>: Students' individual presentation date on Economic Growth and Development is Oct. 2. Students should be ready with two countries selected.</p>
4	Oct. 2	<p>Presentations in class by individual students of a case study comparing growth and development in two countries showing how differing policies and strategies pursued by countries have impacted on development.</p>	<p>1. Students must go to class prepared to make presentations with power point slides.</p> <p>2. Reminder: Student groups should be ready with a country selected for aid effectiveness study</p>
5	Oct. 10	<p>1.Q&A/discussion period on Sept. 25 class</p> <p>Workshop on Aid Effectiveness</p>	<p>1. Review of material discussed in class of Sept. 25.</p> <p>2. Review of Guidelines provided for assignment of Oct. 16 on Paris Declaration and Aid Effectiveness; prepare list of questions/issues for clarification in class.</p>
6	Oct. 16	<p>Student Group presentations assessing effectiveness of foreign aid in one developing country selected by a group.</p>	<p>Students Groups should go to class prepared to make presentations with power point slides. A copy of ppt. slides must be given to the professor, prior to a group presentation.</p>

Final group essay submission date (following the Oct. 16 class presentation): **November 1, midnight (will be discussed in class of September 11)**

Course Sharing Websites:

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Policy on Mobile Devices:

The use of mobile devices (Cell Phone) IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

You may carry a lap top and use it to take notes or search relevant and substantive issues directly related to presentations in class and discussions but not for email communication or voice calls.

Group Work:

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor may assign one or more group tasks/assignments/projects in this course.

Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Obligation:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities:

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence:

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities:

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas

Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>

Important dates and deadlines

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>

Fall.1 Schedule:

Term	Activity	Start Date	Make Up Class	End Date
F1	Classes	Monday, Sept. 10	Friday, Oct. 12	Friday, Oct. 19
Fall	FALL BREAK WEEK	Monday, Oct. 22		Friday, Oct. 26
F1	Exam Week	Monday, Oct. 29	No Exam	Friday, Nov. 2

REVIEW ANNEX: Marking Framework- next page.

ANNEX. MARKING FRAMEWORK

How do I assess and mark your work?

There are **six key criteria** I use: sources, analysis, argument, relevance, writing style, and presentation

	Satisfactory	Not Satisfactory
Source	Evidence of reading/research	No evidence of reading/research
Analysis	Shows independent thought Analytical Critically reflective	Does not show independent thought Descriptive Uncritical
Argument	Well structured Conceptual clarity Logical and coherent Shows theoretical and/or historical awareness	Badly structured Conceptual confusion Illogical and incoherent Shows no theoretical or historical awareness
Relevance	Focused Does as instructed/addresses issues	Lacks focus Does not do what is required/ignores issues
Writing style	Effective use of evidence/literature Clear Good use of language	Ineffective use of evidence/literature Obscure Poor use of language
Presentation	Right length Good referencing and bibliography	Too long Poor/inconsistent referencing and/or bibliography

These six **criteria** translate into a **marking scheme** that I use when grading work. It is also important to note that **the final mark reflects an overall academic judgment** and is not just a mechanical average of marks received in the various categories.

(I issue an alert: marks are deducted for essays that are poorly structured and over length; have poor spelling, punctuation and paragraphing; when pages are unnumbered; and where obvious referencing is inadequate).

HOW IS ALPHA GRADE APPLIED

- **A+** Excellent innovative analysis, well structured, well written paper with no errors of language.
- **A** Good analysis. Solid paper, well-structured and generally well written. Occasional error or two of language

- **A-** Generally good analysis. Well- structured for the most part. One or two defects of organization or somewhat more errors of language.
- **B+** Some good analysis. Fairly well structured, but with several defects of organization and language.
- **B** Middle of the road paper. Occasional examples of good analysis but with several problems of organization or language.
