



**SPROTT SCHOOL OF BUSINESS MANAGEMENT**

**INTRODUCTION TO INTERNATIONAL DEVELOPMENT**

**COURSE OUTLINE**

**Course Number**

**IDMG 5610 D**

**2017 F.1**

**Class Schedule: Day - Tuesdays, September 12-Oct. 17/2017 (F1)**

**Time 18:00-21:00 Hrs**

**Class Room: **Dunton Tower - DT 701****

**Instructor: Dr. Nipa Banerjee**

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

**Carleton U Office:** DT 1009 during office hours

Tuesdays (Sept.12 to Oct.17 and Nov.7)

Afternoon 4:30-5:45

**Phone:** Mobile 613-697-9814

**Email:** [nipa.banerjee@uottawa.ca](mailto:nipa.banerjee@uottawa.ca)

**Course calendar entry from 2017/2018 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 and Teaching and Learning Objectives**

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.

The course involves study of a range of issues constituting “development”- a concept inclusive of human, social, economic and political development; contexts in various categories of developing countries; global policies and goals for international development and foreign aid- an indispensable element of international development; assessment of their progress; nature and roles of various players in international development; international aid architecture; international aid delivery, funding mechanisms and new development finance landscape; projects vs. program-based approach in planning and design of international development programs- their respective efficacy in terms of development effectiveness.

## Teaching and Learning Methods

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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.

### 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 suggested books provides 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 CULearn the day after the classes. It is important/very important for students to stay linked with the information provided in CULearn conscientiously.

### Exam Dates

Mid-Term Individual Class Presentation on Growth and Development on **Oct. 3**

Group Presentation on Aid Effectiveness in a selected country on **Oct. 17**

No Final Written Exam.

Final Group Take-Home Project Essay to be submitted to professor by email on **Nov. 3.**

### 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 13%	<u>Throughout</u>
Case Study: Individual student class presentation on comparative analysis of growth and economic development in two developing countries.	30%	<b>October 3</b>
Case Study: Student group presentations on effectiveness of foreign aid in a selected country.	Total 19% (with 10% mark for individual and 9% for group)	<b>October 17</b>
Written Case Analysis: Final take-home written Group Essay on aid effectiveness following presentation of October 5.	32%(group)	<b>November 3</b>

**TOTAL: 100**

Repeated several times in this Outline is open invitation to students to visit with the professor during office hours or communicate via email [nipa.banerjee@uottawa.ca](mailto:nipa.banerjee@uottawa.ca) and/or telephone (613-697-9814) on any issue related to assignments, marking and reading material.

**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 CULearn.

Presentation Date **October 3.**

**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 17.**

**Part 2:** Take-Home written Case Study on Aid Effectiveness. **Submission date: November 3.**

(NOTE: Guidelines and relevant readings for both class presentation and written analysis will be uploaded in CU Learn).

(To promote fair marking of group projects, students must use the Peer & Self-Assessment Form provided in website <http://sprott.carleton.co/students/undergraduate/bcom/group-work-resources/> and submit to the professor after the presentations and by email along with the group essay submission.)

**Marking Framework IMPORTANT TO REVIEW**

*How do I assess and mark your work?*

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

	<b>Satisfactory</b>	<b>Not Satisfactory</b>
<b>Source</b>	Evidence of reading/research	No evidence of reading/research
<b>Analysis</b>	Shows independent thought Analytical Critically reflective	Does not show independent thought Descriptive Uncritical
<b>Argument</b>	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

<b>Relevance</b>	Focused Does as instructed/addresses issues	Lacks focus Does not do what is required/ignores issues
<b>Writing style</b>	Effective use of evidence/literature Clear Good use of language	Ineffective use of evidence/literature Obscure Poor use of language
<b>Presentation</b>	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 GRADING SYSTEM APPLIED TO ASSESS WRITTEN ASSIGNMENTS**

- **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.

#### **Preparation and Participation**

For participation in and facilitation of class discussions, preparation of individual and group projects- the case studies, follow professor’s class presentations, suggested readings list and guidelines provided in CULearn. Participation marks have been set. The Q&A period in every class provides an opportunity for students to earn grades through asking questions, raising issues to stimulate discussions and promote debates and dialogues in class.

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.

## **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 count more than 15%.

Absences for sickness will be acceptable only upon submission of official medical certificates.

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**

Since it is a six weeks course, deferral is not desirable especially for the assignments involving in-class presentations and group work. Absences for sickness on presentation dates will require official medical certificates. Besides, optional arrangements will have to be made by the absentee in consultation with the professor and group members.

## **Course Schedule**

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 is retained as Q&A and discussions on last week’s presentations made by the professor. **To repeat, the Q&A period provides an opportunity 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](mailto:nipa.banerjee@uottawa.ca)) or telephone (613-697-9814).

## SCHEDULE

<b>Week</b>	<b>Date</b>	<b>Topic/Agenda</b>	<b>Pre-class Prep Notes</b>
1	Sept. 12	<p>Review of Teaching/Learning Objectives; Course Content Review; Grading Scheme Review (see Marking Framework Annex A). Student Group formation for research and assignments (Professor to direct group formation).</p> <p><b>Theme: Issues guiding international development management &amp; programming- Professor's Presentations 1 and 2 (Week 1)</b></p> <p><b>Professor's Presentation 1:</b> <b>What the Course Involves?</b> Understanding of Conceptual Issues related to International Development Program Management; Multi-dimensional Concept of Development; Economic Growth &amp; Related Terms; Growth &amp; Development;</p> <p><b>Professor's Presentation 2:</b> Country Context/Categories</p>	<p>1. Review of Course Outline. List questions/clarification students need or comments they may have on the course, grading system, assignments, schedules etc.</p> <p>2. Review of related Readings Week 1 Sept 12</p>
2	Sept. 19	<p><b>Q&amp;A and discussions on last week's presentations.</b></p> <p><b>Theme: Development Policy Context- Professor's Presentations 3, 4, 5 (Week 2) &amp; 6, 7 (Week3)</b></p> <p><b>Professor's Presentation 3:</b> Donor Agencies' &amp; development partner countries' Policy and Strategies and Global Policy Context</p> <p><b>Professor's Presentation 4:</b> An assessment of global progress in attaining MDGs</p> <p><b>Professor's Presentation 5:</b> New and evolving global development policy focused on Sustainable Development Goals (SDGs) agenda for 2030.</p>	<p>1. Review of Professor's presentations of Sept. 12</p> <p>2. Review of related readings week 3 Sept.19 class theme, as provided in CULearn.</p> <p>3. Review of guidelines for presentation on Economic Growth &amp; Development (Oct 3 assignment). Prepare list of issues, if any, related to this assignment to clarify with instructor. (Guidelines for assignment will be provided in CU Learn).</p>

3	Sept. 26	<p>1.Q&amp;A/discussion period</p> <p><b>Theme: Global Policies contd.- Professor's Presentation 6 &amp; 7</b></p> <p><b>Professor's Presentation 6:</b> Paris Declaration on Aid Effectiveness</p> <p><b>Professor's Presentation 7:</b> Evaluation of Progress in Aid Effectiveness</p>	<p>1.Review of professor's presentation on Sept.19</p> <p>2.Review of related reading for Sept. 26 class theme, as provided in CULearn</p> <p>3. <b>Reminder:</b> Students' individual presentation date on Economic Growth and Development is Oct. 3. Students should be ready with two countries selected.</p>
4	Oct. 3	<p><b>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.</b></p>	<p>1. Students attend class prepared to make presentations with power point slides.</p> <p>2. <b>Reminder:</b> Student groups should be ready with a country selected for aid effectiveness study (Oct. 17 assignment) by this date.</p>
5	Oct. 10	<p>1.Q&amp;A/discussion period on Sept. 26 class</p> <p><b>Theme:</b> Channels for Delivery of Development Projects and Funding Mechanisms</p> <p>Professor's Presentation 8 and 9 (Week 5)</p> <p><b>Professor's Presentation 8:</b> Delivery Mechanism/Models</p> <p><b>Professor's Presentation 9:</b> (if time permits) Reflections on New Development Finance Landscape</p>	<p>1. Review of material discussed in class of Sept. 26.</p> <p>2. Review of Guidelines provided for assignment of Oct. 17 on Paris Declaration and Aid Effectiveness; prepare list of questions/issues for clarification in class.</p>
6	Oct. 17	<p><b>Student Group presentations assessing effectiveness of foreign aid in one developing country selected by a group.</b></p>	<p>Students Groups should attend class prepared to make presentations with power point slides. A copy of ppt. slides must be given to the professor.</p>

Final group essay submission date (following the Oct. 17 class presentation) **November 3, midnight.**

## **Policy on Mobile Devices**

You may use lap-tops-iPads solely for the purpose of taking notes in class. Professor's permission must be requested for use of these devices for any other learning related purpose. Reading or sending email messages during class hours are strictly prohibited. In cases of violations of any of these rules, use of lap-tops etc., will be suspended.

Use of other mobile devices- mobile/cell-phone/smart-phone ARE 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.

## **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 has assigned group assignments/projects in this course. Please see <http://sprott.carleton.co/students/undergraduate/bcom/group-work-resources/>.

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. Note, however, that in Group Class Presentations (not written essays) both individual and group marks have been assigned.

The professor will direct the setting of groups in this course.

## **Person with Disabilities**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## **Religious Observance**

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way

that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

### **Pregnancy**

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **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 expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, 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 <http://carleton.ca/studentaffairs/academic-integrity/>.

### **Important Dates and Deadlines**

<b>MBA Program 2017-2018 Academic Year</b>				
<b>MBA Skills Workshop: Wednesday, September 6 to Friday, September 8, 2017</b>				
<b>Term</b>	<b>Activity</b>	<b>Start Date</b>	<b>Make Up Class</b>	<b>End Date</b>
F1	Classes	Mon. Sept. 11	Fri. Oct. 13	Fri. Oct. 20
<b>Fall</b>	<b>FALL BREAK WEEK</b>	<b>Mon. Oct. 23</b>		<b>Fri. Oct. 27</b>
F1	Exam Week	Mon. Oct. 31		Fri. Nov 3
F2	Classes	Mon. Nov. 6		Fri. Dec. 15
F2	Exam Week	Mon. Dec. 18		Fri. Dec. 22
W1	Classes	Mon. Jan. 8		Fri. Feb. 16
<b>Winter</b>	<b>WINTER BREAK WEEK</b>	<b>Mon. Feb. 19</b>		<b>Fri. Feb. 23</b>

W1	Exam Week	Mon. Feb. 26		Fri. Mar. 2
W2	Classes	Mon. Mar. 5		Fri. Apr. 13
W2	Exam Week	Mon. Apr. 16		Fri. Apr. 20

**Notes:**

1. Exams and class schedules can vary for cross-listed courses and non-MBA courses in International Development Management and Business Analytics Concentrations and the Master in Economics - MBA Dual Degree.

2. Make-up classes may be held on Fridays.