



SPROTT SCHOOL OF BUSINESS MANAGEMENT

INTERNATIONAL DEVELOPMENT MANAGEMENT

**Course Number
IDMG 5610A
Session Fall Semester Year 2015**

Class Schedule: Day - Monday (September 11-October 19)

Time: 8:35-11:35

Room Number: Dunton Tower - Dunton Tower (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 in Dunton Tower: to be announced

Office Hours at Carleton U : Mondays September 11 to
October 27/2015 12:00 Noon to 3:00 p.m.

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Course Description and Teaching and Learning Objectives

The central objective is to teach and learn key issues, principles and policies in international development and tools that help guide international development management. The key outcome will be development of a knowledge-base in students for understanding the major issues and challenges encountered in the sphere of international development and options for addressing these.

To elaborate, the course involves study of issues that play roles in international development management and are pertinent for purposes of programming, design and planning and program implementation, monitoring and performance management.

A range of issues will be addressed for understanding of: what constitutes *development*; development contexts in various categories of developing countries; contributions of various players to development; international aid architecture; paradigm shifts in international aid delivery mechanisms and policies; projects vs. program-based approach in planning and design of international development programs and their respective efficacies. Students will learn to manage development through planning for results.

TEACHING METHODS

This is a practical (practice oriented) course, prepared from a practitioner's point of view for students interested in practicing international development management. The course will provide structured guidance on how to address issues and challenges in international development to help students adopt best international development management practices. Teaching and learning for this course involves presentation through slides, by professor and students; review of articles and information material by students; class discussions; students' written briefs applying principles and concepts learned.

Through class laboratory under professor's supervision, students will review country development contexts to apply lessons learned in class in country-specific case studies.

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. 10% of the total mark will be for participation in such discussions throughout the course period.

Textbook(s)/Readings:

This being an introductory course, covering a wide range of topics no single textbook is recommended. The course is practical and practice oriented, with Power Point presentations and review/analysis of articles by eminent international scholars and experts used as most important tool for teaching and learning. .

The following book will provide useful information on international development for students: Paul A. Haslam, Jessica Schafer and Pierre Beaudet, eds. Introduction to International Development: Approaches, Actors and Issues, Don Mills, Oxford University Press, 2008

For reference purposes on international development programming, design/planning, management- implementation, monitoring and performance measurement students could use: Linda G. Morra Imas & Ray C. Rist The Road to Results, World Bank 2009

Students must review at least two latest UNDP Human Development Reports and the latest OECD World Development Report- both can be accessed on line. Students can access country-specific context analysis in World Bank Country Reports on line.

Additional reading lists (including links to articles by eminent scholars) will be uploaded in CU Learn for building the necessary knowledge base in students. Students should review the recommended readings through the course period. Readings for each week will be placed in CU Learn. Much of the readings will involve review of materials in relevant websites. Links will be provided in CU Learn.

Each power point presentation will be uploaded in CU Learn, the day after the presentation in class

It is important/very important for students to stay linked with the updates provided through CU Learn.

Exam Date

No Final Written Exam. Written Essays (individual and group) and class presentations are requirements for the course and are clearly specified in the Grading Scheme below.

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
Class participation: Contribution to class discussion, Q&A period	10%	<u>Throughout</u>
Take-Home Group Paper: Comparative analysis of growth and economic development in two developing countries.	25%	<u>September 20</u>
Individual Student class presentation: Case Study on Effectiveness of Aid in a selected Country.	15%	<u>September 28</u>
Take Home Individual Student Essay: Based on case study presented in class each student prepares a policy brief, proposing country-specific policy options for enhancing aid effectiveness.	25%	<u>October 8</u>

Final assignment: Student Groups' presentations of a project designed and planned using results management principles.	25%	<u>October 19</u>
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TOTAL: 100

TERM PROJECTS

1. Written Essays

Take Home Written Group Essay

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 class presentations.

Article details and guidelines for essay in CULearn.

Submission of group essay electronically **September 20**

Take Home Written Individual Essay

Students prepare essays analyzing findings of their own country-specific case study presented in class on effectiveness of aid and prepare policy briefs, providing policy options for enhancing aid effectiveness

Submission of individual essay electronically **October 8**

2. Class Presentation

Each student makes a presentation on effectiveness of aid in one developing country.

Presentation date **September 28**

3. Final Assignment

Presentation of a planned international development project designed by student groups.

Presentation date **October 19**

For Group Project and fair marking students must use the Peer & Self-Assessment Form provided in website <http://spratt.carleton.co/students/undergraduate/bcom/group-work-resources/> and submit to the professor

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

	GOOD	POOR
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/short 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 over or under length, have poor spelling and punctuation, when pages are unnumbered and where referencing is inadequate.

WHAT ALPHA GRADING SYSTEM REFLECTS FOR YOUR 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 written paper and group project, follow Professor's presentations, suggested reading list and assignment guidelines provided in CU Learn

Missed Assignments and Deferred Examination

Deferred Final Examination:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor 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. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

Course Schedule

1. Notes related to Pre-class Prep: In this course, an Introductory Course, topics and related concepts and discussions will be introduced by the professor and elaborated in class. Other than a review of professor's presentations in previous class, a huge amount of preparation is not expected/required unless reading of articles is specifically mentioned in the Pre-class Prep column below. Suggested reading lists covering the course period and topics in each week are provided in CULearn. Students will benefit from scanning these before the respective classes covering these topics.

2. Note on Topic/Agenda for every week: The first agenda item for all classes is retained as Q&A and discussions on preceding week's presentations made by the professor. This Q&A/discussion period is not mandatory. If students need no clarification or have no questions after a review of the presentations and related suggested readings, the agenda number 2 for the week could begin immediately upon commencement of the class.

SCHEDULE

Week	Date	Topic/Agenda	Pre-class Prep Notes
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1	Sept. 11	<p>Objectives Brief Reviews: of Course Content and Grading Scheme (see Marking Framework Annex A) Student Group formation for research and assignments Themes: a) Issues guiding international development management & programming b) Growth & Development Professor's Presentations: 1.1 Introduction of relevant issues for international dev. project management 1.2 Economic growth and development- multi-dimensional concept of development. 1.3 Country Categories and Context Analysis</p>	<p>1. Recommended: review of Course and preparation to ask questions during class hours. 2. Recommended: quick review of Readings Week 1 Sept 11 Essential reading: Amartya Sen's article (as prescribed in the reading list) on Economic Growth and Development;</p>
2	Sept. 14	<p>Q&A and discussions on preceding week's presentations.</p> <p>Theme : Global Development Policy Context</p> <p>Professor's Presentations:</p> <p>2.1. Millennium Development Goals (MDGs) & follow-up Sustainable Development Goals (SDGs)</p> <p>2.2 Aid Effectiveness Principles</p>	<p>1. Essential 1: review of guidelines for essay on Economic Growth & Development & prepare list of issues (if any) to be clarified through class discussion 2. Essential 2: prior to this class, each student group must select two developing countries both in low income category to prepare a comparative analysis of the extent of the impact of growth on socio-economic development. 3. Recommended: quick review of reading for week 2 theme</p>
3	Sept. 21	<p>1.Q&A/discussion period on preceding week</p> <p>Theme: International Aid architecture</p> <p>Professor's Presentations: 2.1 Channels for Delivery of Development Projects- 2.2 Introducing Delivery Mechanisms/Models</p> <ul style="list-style-type: none"> - Bilateral Directive - Responsive - Multilateral - Program Based 	<p>1. Review of professor's presentation of Sept. 14 week 2 (in CU Learn) and discussions. 2. Recommended: quick review of reading for week 3 theme (CU learn) Reminder: Submission date for Group paper on Economic growth and Development is <u>September 20.</u></p>

4	Sept 28	Individual student's brief presentation in class on assessment of effectiveness of aid in one country case study	<p>1. Essential 1: review Professor's class presentations of and readings listed for week 2 Sept. 14.</p> <p>2. Essential 2: review of Guidelines in CU Learn</p> <p>3. Must Prepare electronic presentation</p>
5.	Oct. 5	<p>Theme: International Development Program Management for Results</p> <p>Professor's Presentations in 2 parts: Results Oriented Program/ Project Planning, Managing, Monitoring and Performance Measurement</p>	<p>2. Reference: Linda G. Morra Imas & Ray C. Rist <u>The Road Map to Results</u>, World Bank 2009.</p> <p>Reminder 1: Individual written essay-Policy Brief on Effective Aid in one country due on October 8</p> <p>Reminder 2: Start group work for preparation of final assignment from October 6</p>
5	Oct. 16	Class laboratory under professor's supervision for final preparation of group presentations on group designed/planned project, based on results management principles.	Important Note: Basic design for project should be ready by this date on basis of professor's presentations made week 5 October 5 and students' class notes on related discussions.
6	Oct. 19	Student Group Presentations in class on a group designed project	Presentations must use Results Planning Framework- RBM (Results-based Management) Framework introduced and used on October 5 and 12.

Course Sharing Websites

Student or professor 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

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 may assign one or more group tasks/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.

Person with Disabilities

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

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://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

Important dates and deadlines

Written group essay on Economic Growth and Development (a comparative analysis using two developing country contexts) - Submission date: **September 20**

Individual presentation in class on Effectiveness of Aid in one country- Presentation date: **September 28**

Written individual essay –Policy Brief on Effective Aid in one country- Submission date: **October 8**

Final group Project using Results-based Management Principles and Tools and Planning/Design of a Project- Presentation date **October 19**

(For Sprott MBA Calendar deadlines review Sprott MBA announcements and notices for 2015 academic year).