

Course Title

International Development Projects with Case Method

October 6, 2009

Tuesday 13:20-14:50

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**INTRODUCTION:**

The meaning of “development” in the context of international development had evolved during the past 30 years. A variety of international organizations as well as bilateral aid organizations all over the world participated in different areas of development. At the same time, the measurement and/or indicators of “development” faced significant changes. By all means, the management of international development projects is not a simple task. There is no “best manual” to follow. Recent development projects require more integration of different fields, such as education, health, industry, economy, engineering, law and others. Given this background, it is increasingly important that professionals must understand and be able to design practical approaches to overcome various kinds of problems. These approaches often require the participants to create effective working relationships with practitioners in other field, governments, and organizations. This process involves a series of analysis and compromise.

This course aims at introducing practical approaches to development projects. Traditional teaching in the classroom based on lectures and exams, often do not address the need for practical, problem-solving skills. The important and crucial ability for effective project management is the ability to think, analyze, discuss, and develop solutions to problems as professionals may encounter in the field. The case method is an effective approach to strengthening these skills.

A case method uses a story, based on actual events. A teaching case is a story about “the real world” and it is discussion-based and experiential. The students are expected to use cases: 1) to become competence and confidence in critical, analytical thinking; and 2) to develop the skills of argument and persuasion. The students are responsible to prepare, to contribute, and to express own opinions and ideas. This means, the students’ participation in classroom makes a difference. In order to enhance interest in development arena and to promote exposure to different areas of development, case materials in this course cover various fields of development projects.

**TEXTBOOKS (Reading Materials):** Selected reading materials from a variety of development study readers as well as different UN publications. One case from different field will be assigned every other week along with appropriate materials

**GRADING CRITERIA:**

Participation:

1. Students are expected read the assigned materials and answer the questions provided prior to the class. Class discussion will be based on the knowledge of the reading materials as well as your interest and experiences in development field.
2. Students are expected to read the case thoroughly in advance, to prepare to participate in discussion, as well as role playing for the given cases. Questions related to the case are provided in advance and students are expected to answer questions with own ideas and to share experiences, if any.

Writing analysis paper: Students shall choose one or two cases to write analysis paper. For each case, main questions are listed. Students are expected to analyze the case according to the questions and prepare to present own ideas on how to come up with solving problems.

### WEEKLY SCHEDULE:

Week 1 : October 6	<p>Introduction to the course</p> <p>In-class Exercise: What is development?</p>
Week 2: October 13	<p>Lecture/Discussion: <i>Development</i></p> <p>Reading &amp; Exercise 1:</p> <ol style="list-style-type: none"> <li>1. “Defining and measuring human development”, UNDP Human Development Report 1990, UNDP, Oxford University Press, 1990 <a href="http://hdr.undp.org/en/media/hdr_1990_en_chap1.pdf">http://hdr.undp.org/en/media/hdr_1990_en_chap1.pdf</a></li> <li>2. “Human development – past, present and future” UNDP Human Development Report 2001, UNDP, Oxford University Press, 2001 Chapter 2 “ p.9-63 <a href="http://hdr.undp.org/en/media/completenew1.pdf">http://hdr.undp.org/en/media/completenew1.pdf</a></li> </ol>
Week 3: October 27	<p><b>Case Method 1 :</b></p> <p><b>“Ideal and Reality of "Project for the Minority People by the Minority People”</b></p>
Week 4: November 4	<p>Lecture/Discussion: <i>Aid for whom?</i></p> <p>Reading &amp; Exercise 2:</p> <ol style="list-style-type: none"> <li>1. Chamber, R., <i>Rural Development: Put the Last First</i>. “Chapter One: Rural poverty unperceived”, pp. 1-27.</li> <li>2. Chamber, R., <i>Rural Development: Put the Last First</i>. “Chapter Four: Whose Knowledge?”, pp. 75-102.</li> </ol>
Week 5: November 10	<p><b>Case Method 2 :</b></p> <p><b>“International Collaboration”</b></p>
Week 6: November 17	<p>Lecture/Discussion: <i>Development and Technological Change</i></p> <p>Reading &amp; Exercise 3:</p> <p>“Making new technologies work for human development”, UNDP Human Development Report 2001, UNDP, Oxford University Press, 2001</p> <ol style="list-style-type: none"> <li>1. Overview:</li> <li>2. Chapter 2: Today’s technological transformation <a href="http://hdr.undp.org/docs/reports/global/2001/en/pdf/chaptertwo.pdf">http://hdr.undp.org/docs/reports/global/2001/en/pdf/chaptertwo.pdf</a></li> <li>3. Chapter 3: Managing risks of technological change <a href="http://hdr.undp.org/docs/reports/global/2001/en/pdf/chapterthree.pdf">http://hdr.undp.org/docs/reports/global/2001/en/pdf/chapterthree.pdf</a></li> </ol>
Week 7: November 24	No class (Monday’s class)

Week 8: December 1	<b>Case Method 3 :</b> <b>“Academic Cooperation Program in Thailand?”</b>
Week 9: December 15	<b>Reading &amp; Exercise 4:</b> World Bank (1996), <i>World Bank Participation Sourcebook</i> , Experiences of the participatory approach to development: accounts from World Bank staff  1. Chapter 1: Reflections: What is Participation? <a href="http://www.worldbank.org/wbi/sourcebook/sb01.pdf">http://www.worldbank.org/wbi/sourcebook/sb01.pdf</a> 2. Chapter 2: Sharing Experiences – Examples of Participatory Approaches <a href="http://www.worldbank.org/wbi/sourcebook/sb02.pdf">http://www.worldbank.org/wbi/sourcebook/sb02.pdf</a>
Week 10: December 22	<b>Case Method 4 :</b> <b>“Polio Immunization in Lang-Tang Province”</b>
Week 11: January 12	Lecture/Discussion: <i>Community Development</i> <b>Reading &amp; Exercise 5:</b> Chambers, R. <u>Whose Reality Counts? Putting the first last</u> , ITDG Publishing, 1997. 1. Chapter 3: Professional Realities 2. Chapter 4: The Transfer of Realities
Week 12: January 19	<b>Case Method 5 :</b> <b>Special Session</b>
Week 13: January 26	<b>Wrap Up and Paper Writing</b>

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TEXTBOOKS & Recommended Readings

TEXTBOOKS:

1. Chambers, Robert (1983), *Rural Development: Putting the Last First*, Longman, Harlow.
2. Chambers, Robert (1997), *Whose Reality Counts?: Putting the First Last*, ITDG publishing.

Please purchase the above two books via Amazon.co.jp

3. UNDP Human Development Report 1990, 2001, 2002 and others
4. World Bank (1996), *World Bank Participation Sourcebook*, Experiences of the participatory approach to development: accounts from World Bank staff

**\*\*Recommended Readings\*\***

Sen, Amartya (1999), *Development as Freedom*, Oxford University Press.

UNDP/OECD (2002), *Sustainable Development Strategies: A Resource Book*, Earthscan Publications.

ロバート・チャンバース著、穂積智夫、甲斐田万智子監訳『第三世界の農村開発：貧困の解決－私たちにできること』明石書店、1995年

ロバート・チャンバース著、野口直人、白鳥清志監訳『参加型開発と国際協力：変わるのはわたしたち』明石書店、2000年

**\*\*Please note that other specific reading assignments are indicated in the syllabus.**