

Course Title  
International Development Projects with Case Method

October 4, 2011

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 4	<p>Introduction to the course</p> <p>In-class Exercise: What is development?</p>
Week 2: October 11	<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 18	<b>***Friday’s Class***</b>
Week 4: October 25	<p><b>Case Method 1 :</b></p> <p><b>“Polio Immunization in Lang-Tang Province”</b></p>
Week 5: November 1	<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 6: November 8	<p><b>Case Method 2 :</b></p> <p><b>“International Collaboration”</b></p>
Week 7: November 15	<b>Paper Writing Exercise</b>
Week 8: November 22	<p>Reading &amp; Exercise 3:</p> <p>World Bank (1996), <i>World Bank Participation Sourcebook</i>, Experiences of the participatory approach to development: accounts from World Bank staff</p> <ol style="list-style-type: none"> <li>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></li> <li>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></li> </ol> <p>Lecture/Discussion: <i>Development and Technological Change</i></p>

Week 9: November 29	<b>Case Method 3 :</b> <b>“Run before you get shot”</b>
Week 10: December 6	<b>Reading &amp; Exercise 4:</b> “Making new technologies work for human development”, UNDP Human Development Report 2001, UNDP, Oxford University Press, 2001 1. Overview: 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> 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>
Week 11: December 13	<b>Case Method 4 :</b> <b>“Academic Cooperation Program in Thailand?”</b>
Week 12: January 10	Lecture/Discussion: <i>Community Development</i> <b>Reading &amp; Exercise 5:</b> Chambers, R. <i>Whose Reality Counts? Putting the first last</i> , ITDG Publishing, 1997. 1. Chapter 3: Professional Realities 2. Chapter 4: The Transfer of Realities
Week 13: January 17	<b>Case Method 5 :</b> <b>Special Session</b>
Week 14: January 24	<b>Wrap Up</b>
Week 15: January 31	<b>Analysis Paper Writing</b>

Course Title

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October 6, 2011

Tuesday 13:20-14:50

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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.**