

Course Title

International Development Projects with Case Method

October 2, 2012

Tuesday 13:20-14:50

<p>Junichi TAKADA takada@ide.titech.ac.jp Ookayama South 6 building 213 (ext.3282)</p>	<p>Shinobu Yume YAMAGUCHI yamaguchi@gsic.titech.ac.jp Ishikawadai GSIC building 202 (ext.3686)</p>
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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 2	Introduction to the course In-class Exercise: What is development?
Week 2: October 16	Lecture/Discussion: Development Reading & Exercise 1: <ol style="list-style-type: none"> 1. “Defining and measuring human development”, in <i>UNDP Human Development Report 1990</i>, UNDP, 1990, ch. 1. http://hdr.undp.org/en/media/hdr_1990_en_chap1.pdf 2. “Human development – past, present and future,” in <i>UNDP Human Development Report 2001</i>, UNDP, 2001, ch. 2. http://hdr.undp.org/en/media/chapterone1.pdf
Week 3: October 23	Case Method 1: “Polio Immunization in Lang-Tang Province”
Week 4: October 30	Lecture/Discussion: Aid for whom? Reading & Exercise 2: <ol style="list-style-type: none"> 1. Chambers, R., “Rural poverty unperceived,” in <i>Rural Development: Put the Last First</i>. Prentice Hall, 1983, ch. 1, pp. 1-27. 2. Chambers, R., “Whose Knowledge?” in <i>Rural Development: Put the Last First</i>, Prentice Hall, 1983, ch. 4, pp. 75-102.
Week 5: November 6	Case Method 2 : “International Collaboration”
Week 6: November 13	Lecture/Discussion: Participation Reading & Exercise 3: <ol style="list-style-type: none"> 1. Francis, P., "Participatory Development at the World Bank: The Primacy of Process," in <i>Participation: the new tyranny?</i> Cooke, B., and Kothari, U. eds, Zed Books, London, 2001, pp 73-87. http://goo.gl/q1IUS 2. Hailey, J., "Beyond the Formulaic: Process and Practice in South Asian NGOs" in <i>Participation: the new tyranny?</i>, Cooke, B., and Kothari, U. eds, Zed Books, London, 2001, pp. 89-101. http://goo.gl/QIu85
Week 7: November 20	Paper Writing Exercise
Week 8: November 27	Case Method 3 : “Run before you get shot”
Week 9: December 4	Guest Speaker
Week 10: December 11	Lecture/Discussion: Development and Technological Change Reading & Exercise 4: <ol style="list-style-type: none"> 1. “Overview: Making new technologies work for human development,” in <i>UNDP Human Development Report 2001</i>, UNDP, 2001, pp. 1-8.

	<p>http://hdr.undp.org/en/media/hdr_2001_en_overview.pdf</p> <p>2. “Today’s technological transformation,” in <i>UNDP Human Development Report 2001</i>, UNDP, 2001, ch. 2. http://hdr.undp.org/en/media/chaptertwo.pdf</p> <p>3. “Managing risks of technological change,” in <i>UNDP Human Development Report 2001</i>, UNDP, 2001, ch. 3. http://hdr.undp.org/en/media/chapterthree.pdf</p>
Week 11: December 18	Case Method 4: “Academic Cooperation Program in Thailand?”
Week 12: January 8	<p>Lecture/Discussion: Community Development</p> <p>Reading & Exercise 5:</p> <ol style="list-style-type: none"> 1. Chambers, R., “Professional Realities,” in <i>Whose Reality Counts? Putting the first last</i>, ITDG Publishing, London, 1997, ch. 3. 2. Chambers, R., “The Transfer of Realities,” in <i>Whose Reality Counts? Putting the first last</i>, ITDG Publishing, London, 1997, ch. 4.
Week 13: January 15	Case Method 5 : “What Did I Do Wrong?”
Week 14: January 22	Wrap-up
Week 15: January 29	Paper Writing Exercise

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TEXTBOOKS & Recommended Readings

TEXTBOOKS:

1. Chambers, R., *Rural Development: Putting the Last First*, Prentice Hall, 1983.
2. Chambers, R., *Whose Reality Counts? - Putting the First Last*, ITDG publishing, 1997.
(Purchase above two books via Amazon.co.jp or borrow from senior students in your lab)
3. UNDP Human Development Report 1990, 2001, and others
(Available on UNDP web site)
4. Cooke, B., and Kothari, U., eds, *Participation: the new tyranny?* Zed Books, London, 2001
(Available in Google Books)

****Recommended Readings****

Sen, A, *Development as Freedom*, Oxford University Press, 1999.

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

World Bank, *World Bank Participation Sourcebook*, Experiences of the participatory approach to development: accounts from World Bank staff, World Bank, 1996.

ロバート・チェンバース (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.

ロバート・チャンバース (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.

山口 しのぶ, 毛利 勝彦, 国際開発高等教育機構 (編), *ケースで学ぶ国際開発*, 東信堂, 2011.

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