

**THE UNIVERSITY OF CALGARY
FACULTY OF ARTS
DEPARTMENT OF ANTHROPOLOGY AND ARCHAEOLOGY**

**DEST 591 – DEVELOPMENT STUDIES SEMINAR
Critical Perspectives on Development Practice and Research**

Winter 2015

Mon – Sat 9:00 am-4:00 pm SA 107

Block Week January 5-10, 2015

Instructor: Mary Liao
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Course Description

This course will be conducted as a seminar-workshop/practicum for students in Development Studies. The course is designed around **doing development** and project management by carrying out a small community development-related project for a client organization during the rest of the term. This involves project conceptualization, planning, implementation, and final report. Students will work in teams of two, three or four, depending on the side of the class.

The in-class workshop portion of the course will focus on skills development in project management, including project planning, implementation, monitoring and evaluation and final report development. The goal will be to think through some of the policy, theory and practice implications of development issues as they are illustrated within development practice.

Course Objectives:

As a result of taking this course, students will be able to:

- Participate in discussions with fellow students about international project leadership, planning, and management.
- Demonstrate knowledge of project planning by writing up a Technical Project proposal including a conceptualization of the proposed plan to address the required need, a Work Breakdown Structure of proposed activities, a Logical Framework Analysis to detail how those activities achieve expected project result, a Project budget to resource inputs, a risk assessments to understand and plan for expected risks and assumptions, and a Performance Measurement Framework to be able to monitor and evaluate project achievement.
- Understand project monitoring and evaluation and project assessment tools commonly used by international development and non-profit organizations.

- Identify different learning and doing styles by undertaking a learning assessment and explaining how individual learning styles can influence team dynamics.
- Participate in a team community development experiential learning project by collaborating with other students and with a representative from a local community development non-profit organization, engaging in project planning, implementation, writing up the team results, and presenting team findings to the class at the conclusion of the project.

Requirements and Evaluation

Requirement 1: 60%

- Project descriptions and a presentation by the client group or organization will be provided on the first day of class. Select a *project* for the term that you will provide a proposal bid for selection by the client group or organization.
- Once selected, the project group should meet with the client group or organization to clarify and detail the project.
- If a project group is not successful in its proposal, a second project should be agreed to with that client group/organization.
- With the client group or organization, project group will then develop a project plan, implement the project, and write a final report for the organization. This report will also be orally presented to the class, the Service learning Centre and the client group/organization, which will form a panel to evaluate the project achievements:

Breakdown:

- | | |
|--|-----|
| • Project Plan: | 10% |
| • Implementation of the project & final written report | 35% |
| • Oral Presentation | 10% |
| • Peer Review | 5% |

-Peer review of the individual student's contribution to the project by the group members will be conducted and taken into consideration

Requirement 2: Individual Critical Analysis Research Paper (20 %)

You will identify a development issue related to the project of interest to your host organization. For example, if you are working with an organization concerned with housing, your paper should focus on issues around housing related issues. This will help to provide additional background for your group project as well to allow you to delve in greater depth into the issue from the perspective of development research.

Guidelines for Research Paper

- Length of final paper: Should be a maximum of 12 PAGES TYPED AND DOUBLED-SPACED in 12 PT FONT. Page margins should be 1 INCH (2.5 cm) wide, and all pages should be numbered. Double-sided assignments are encouraged to save paper, but are not mandatory.
- Information to be included on the title page: *title of paper, course code, instructor's name, student ID, and date of submission.*

In addition, your paper must have:

- A clear statement of the problem(s) you want to investigate or explore. Your paper should begin with an introductory paragraph, which *clearly states the purpose or objective of the paper*. This statement should be presented as an argument that will guide the reader through the rest of the paper. Well explained research methodology is also relevant here.
- A brief justification of your choice of topic in relation to the existing literature and your group project.
- A strong conclusion including appropriate and clear recommendations.
- Clarity and coherence of arguments - clear and logical progression of ideas and thoughts throughout the paper.
- Clarity of expression and quality of grammar - easy to read with minimal typos and grammatical errors.
- A level of analysis suitable for a four year course, i.e., critical, as opposed to descriptive analysis.
- A well-informed review or discussion. The paper should be a critical assessment of your thinking about the subject being researched and demonstrate your understanding and application of the relevant literature.

Biobligraphical Formatting and Citation

- A well-formatted bibliography, including ample in-text references, tables, maps and figures.
- You must at least use 8-10 different sources.
- Balance use of relevant and current references (e.g. books, journal articles, newspaper clippings, internet sources).
- Tables and figures must be well-referenced.
- Direct quotes must be cited with page numbers.
- Students are advised to use APA style. For proper bibliographic format visit the University of Calgary library website on the topic.
- Additional information such as tables, maps, figure, lists of interview questions, etc. can be included as appendixes.

Please note that substantial marks will be taken off for improper citation and bibliographical formatting. Also note that your paper cannot be written simply from non-academic internet sources.

Please hand in your essays directly to your instructor. If it is not possible to do so, a daytime drop box is available in ES 620. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Requirement 3: *Class participation* (20 %)

This includes:

- (a) Submission of a two- page double-spaced, 12-pt. font, analysis of and commentary of course readings:
- (b) Jan 6 should present a summary of Class 1 readings
- (c) Jan 8 should present a summary of Class 2 readings
- (d) Jan 10 should present a summary of Class 3 readings

Approach: Briefly summarize the key points in the articles. These may be done for the articles as a group or individually. The rest of the commentary should be devoted to providing a critique of the key ideas (this may, of course include your agreements and disagreements and rationales) some

(dis)connections with issues discussed in other relevant (DEST or other) courses, or applications to your development-related experiences.

- (b) Active participation on each day of block week
- (c) Adherence to submission deadlines and participation in team-instructor meeting
- (d) Active participation in Project activities including meetings, timely response to emails from colleagues, host organization, and Alycia Lauzon, Coordinator, Service-Learning Centre for Community-Engaged Learning

Requirement 4 (ungraded)

- Although this will not be graded, you are encouraged to jot down your reflections on your project work, the challenges you are experiencing, and your learning experiences. This should be appended to your Final Report but will be intended for the instructor, not for the client organization.

REGISTRAR-SCHEDULED FINAL EXAMINATION: NO

Class Schedule and Readings

January 05 Introduction to the course

9 am-12 pm:

Course Framework

Learning objectives
Course requirements
Evaluation criteria

Development Theory

Why are development work, and development projects, instances of “wicked problems”?

Class 1 readings:

- Padaki, V., “The human organization: challenges in NGOs and development programmes” *Development in practice*, 17:1, February, 2007.
- Spratt, J. Is development wicked? New Zealand Aid Program, 2011.
- Mitlin, D., S. Hickey, A. Bebbington (2006), Reclaiming development? NGOs and the challenge of alternatives. *World development*, 35:10,1699-1720.

2-page (double spaced) commentary: Write a brief summary of these articles, identifying the key issues raised and comment on these key issues. For submission on January 6). Please see commentary instructions at the end of the syllabus.

12-1:00 lunch

1-2:00 p.m.

Community Project

- Presentation of Learning through Service Learning, presented by the Centre for Community-Engaged Learning
- Project selection and guidelines Sample Projects
- Ethics guidelines for community development projects

2-4:00 p.m.

Presentation of projects by client groups/organizations

Tuesday January 6:

Note: Commentary on Jan 5 readings are due today. (2 pp. for all readings).

9:00 am-12:00 pm

Theory: Planning a development Project: considerations for entry into a community or organization.

Class 2 Reading:

- Muriithi & Crawford, Approaches to project management in Africa
- Boesten, Mdee & Cleaver, Service delivery on the cheap? Community-based workers in development interventions.
- Schroeder & Hatton, Rethinking risk in development projects: from management to resilience

2-page (double spaced) commentary: Write a brief summary of these articles, identifying the key issues raised and comment on these key issues. For submission on January 8). Please see commentary instructions at the end of the syllabus.

12:00-1:00 pm lunch

1:00-4:00

Practicum: Project planning and management

- *Project Planning and Management*
 - *Logical framework analysis – presentation and practical exercises*

Wednesday January 7

9:00 am-12:00 pm

Practicum: Project planning and management

- *Project Planning and Management - presentation and practical exercises*
 - *Work breakdown structure*
 - *Budgets*

12:00-1:00 pm: lunch

1:00-4:00 pm

- *Project Planning and Management - presentation and practical exercises*
 - *Gantt Charts – structural organization*
 - *Risk assessment*

Thursday January 8

Note: Commentary on Jan 6 readings are due today. (2 pp. for all readings).

9am-10am: Development Theory- Doing Project Monitoring and Evaluation

Class 4 readings:

- *RD Espinosa Alzate, "Monitoring and evaluating local development through community participation: the experience of the Association of Indigenous Cabildos of Northern Cauca, Colombia [NOTE: THIS IS A CHAPTER IN A BOOK PUBLISHED BY IDRC AND AVAILABLE ON-LINE:
- http://www.idrc.ca/en/ev-114833-201-1-DO_TOPIC.html
- *Crawford and Bryce, Project monitoring and evaluation: a method for enhancing the efficiency and effectiveness of aid project implementation.
- Developing approaches for evaluation – Case study exercise: Baruah, B. "Monitoring gendered outcomes of environmental and development policies".

2-page (double spaced) commentary: Write a brief summary of these articles, identifying the key issues raised and comment on these key issues. For submission on January 9). Please see commentary instructions at the end of the syllabus.

10:00 am-12:00 pm

- *Project Planning and Management – presentation and practical exercises*
 - *Performance measurement frameworks*

12 -1:00 pm lunch

1- 4 pm:

Practicum: Requests for Proposal

- *Technical project proposal writing – presentation and practical exercises*

Friday January 9

Note: Commentary on Jan 8th readings are due today. (2 pp. for readings).

9am-11 am:

Practicum: Requests for Proposal (time to work on proposals)

- *Technical project proposal writing*

11:00-12:00 lunch

12:00-3:00 pm:

Project proposal presentations (6 groups of 3 – 20 minutes presentation 10 minutes of questions.

3:00-4:00 pm;

Peer review, rating of proposals and selection of group projects. Rated proposals will choose group project of choice in rated order.

DATES FOR COMPLETION OF PROJECT PHASES, SUBMISSION AND TEAM-INSTRUCTOR MEETINGS

By January 16	Completion of Project Client-Team meeting
January 28	First Team- and -Instructor meeting Submission of Project Implementation Plan: Project Description Project Management - (Project organization and management structure with proposed personnel and activity implementation roles and responsibilities). LFA
February 4/5	Second Team-Instructor meeting – Submission of Project Implementation Report: Implementation Framework WBS Gantt Chart Risk Assessment Monitoring and Evaluation - PMF
February 12	Third Instructor meeting – Submission of Project Implementation Report – review and approval of PIP
February 13- March 31	Implementation of project
March 12	Fourth Team-Instructor Meeting (by request - optional)
March 12	Submission of individual background research paper
March 31-April 13	Recommended time frame to write up project report/prepare presentation
April 14 Time TBD	Final Presentations NOTE—You are not required to be present throughout the full set of group presentations, just for your own, however, you are welcome to attend all sessions.

REFERENCES:

Anthropology of Development - Culture, Morality and Politics is a Globalized World. (2012)
Crewe, E. and Axelby, R. Cambridge University Press

Alzate, RD Espinosa "Monitoring and evaluating local development through community

participation: the experience of the Association of Indigenous Cabildos of Northern Cauca, Colombia. In M. Estrella, et.al., (eds.), Learning from change: Issues and experiences in participatory monitoring and evaluation. IDRC: Practical Action Publishing, 2000. [available on-line]

Barnes, R., D. Roser, and P. Brown (2011), Critical evaluation of planning frameworks for rural water and sanitation development projects. *Development in practice*, 21:2, April.168-189.

Baruah, B. (2011), Monitoring gendered outcomes of environment and development policies. *Development in practice*, 21:3, 430-36.

Boesten, J., A. Mdee, F. Cleaver (2011), Service delivery on the cheap? Community- based workers in development interventions, *Development in practice*, 21:1, 41-58.

Crawford, P. and P. Bryce (2003), "Project monitoring and evaluation: a method for enhancing the efficiency and effectiveness of aid project implementation." *International Journal of Project Management*, 21:363-73.

Eyben, R., T. Kidder, J. Rowlands, A. Bronstein (2008), Thinking about change for development practice: a case study from Oxfam GB. *Development in practice*, 18:2, 201- 212.

Fong, GT, et.al. (2006), The conceptual framework of the International Tobacco control (ITC) policy evaluation project, *Tobacco control*, 15 (Suppl III)iii3-iii11.

Lehner, JM (2009), "The staging model: the contribution of classical theater directors to project management in development contexts." *International journal of project management*, 27: 195-205.

Mitlin, D., S. Hickey, A. Bebbington (2006), Reclaiming development? NGOs and the challenge of alternatives. *World development*, 35:10,1699-1720.

Padaki, V., "The human organization: challenges in NGOs and development programmes". *Development in practice*, 17:1, February, 2007.

Richey, T. (2005), "Structuring social messes with morphological analysis". www.swemorph.com

Roper, L. and J. Pettit (2002), "Development and the learning organization". *Development in Practice*, 12:3 & 4, August, 258-271

Willetts, J. and P. Crawford 2007), The most significant lessons about the Most Significant Change technique, *Development in practice*, 17:3, 367-79.

Additional Project management hand-outs will be provided in class.

Core journals in the field of development and project management issues:

- *Development*
- *Development in Practice*
- *Development and Change*
- *Development Policy Review*
- *International Journal of Social Economics*
- *IDS Bulletin*
- *Journal of International Development*
- *Public Administration and Development*
- *World Development*

SPECS FOR COMMENTARIES

Length: Up to 2 pages, double-spaced, 12-pt. font.

Approach: Briefly summarize the key points in the articles. These may be done for the articles as a group or individually. The summary should be no more than 2 paragraphs long. The rest of the commentary should be devoted to providing a critique of the key ideas (this may, of course include your agreements and disagreements and rationales), some (dis)connections with issues discussed in other relevant (DEST or other) courses, or applications to your development-related experiences.

SPECS FOR RESEARCH PAPER

Length: Up to 10 pp.

Format: Research paper with appropriate citation style (APA) and accompanying bibliography. Example: in text-- Jones, 2000; alphabetically arranged list of references at the end of the paper.

Identify an issue related to the interests of your community organization client and/or your group project focus. Develop a review and critical analysis of the research literature which will contribute towards informing your community development project.

POLICY FOR LATE ASSIGNMENTS:

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g. A- to B+) for each day late. This is time sensitive course and extensions will only be granted under extraordinary circumstances, not including having too much other work to do. If late assignments are handed in at the Interdisciplinary Programs' Office (ES 620), please ensure that they are signed and dated.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As consequence, students should identify themselves on all written work by using their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam.

For more information see also <http://www.ucalgary.ca/secretariat/privacy>

GRADING SYSTEM

The following grading system is used in the Faculty of Arts. Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. An F will be converted to zero. At the discretion of the instructor, assignments submitted late may be penalized with the loss of a grade (eg: A- to B+) for each day late.

Grading Scale	
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49.99

PLAGIARISM

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as web pages or visual media, and material taken from such sources. Please consult your instructor if you have any questions regarding how to document sources

INTERNET AND ELECTRONIC COMMUNICATION DEVICE INFORMATION

The use of cell phones is not allowed during lectures. Students may use computers in class, however, the instructor reserves the right to forbid students from using computers if their use is disruptive to the class. This may include chatting online, playing music or games etc. during class.

ACADEMIC MISCONDUCT

For information on academic misconduct and the consequences thereof please see the current University of Calgary calendar at the following links;

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

ACADEMIC ACCOMMODATION POLICY

If you are a student with a disability who may require academic accommodation, it is your responsibility to register with the Disability Resource Centre (403-220-8237) and discuss your needs with your instructor no later than fourteen (14) days after the start of the course.

For further information, please see <http://www.ucalgary.ca/drc/node/46>

EMERGENCY EVACUATION AND ASSEMBLY POINTS

Please note the evacuation points for this particular classroom. All classrooms on campus exit to specific places in case of emergency. The emergency assembly points differ depending upon where your classroom is located. For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

SAFEWALK PROGRAM - 403-220-5333

Campus Security will escort individuals day or night -- call 403-220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot booths.

STUDENT REPRESENTATION

There are now four Arts reps because of the amalgamation, with the email addresses being: arts1@su.ucalgary.ca; arts2@su.ucalgary.ca; arts3@su.ucalgary.ca; arts4@su.ucalgary.ca.

Please contact if you have questions related to Students Union matters, events, or concerns. For your student ombudsman, please see: <http://www.ucalgary.ca/provost/students/ombuds>

FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES

- Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them on the 3rd Floor of the Taylor Family Digital Library.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie.
- Another source of information that you may wish to use is your student representative. All faculties elect students to represent them on the Students Union. Please see <http://www.su.ucalgary.ca/home/contact.html>

For your student ombudsman, please see: <http://www.su.ucalgary.ca/services/student-services/student-rights.html>