

**THE UNIVERSITY OF CALGARY  
DEVELOPMENT STUDIES PROGRAM  
Interdisciplinary Programs, Faculty of Arts**

**DEST 591 – DEVELOPMENT STUDIES SEMINAR  
Fall 2012, T-W-Th-F- 9-4:30**

**Instructor:** Edna Einsiedel

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**Office hours during Fall term:** Wed, 9:30-10:30; Thu 10:30-11:30;

**Course Description**

This course will be conducted as a seminar-workshop/practicum for students in Development Studies. **The course overview and skills portion of the course is offered during BLOCK WEEK.** 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 or three.

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. These skills will be provided during the four days of block week. The hours for day 5 of block week will be spread out during the rest of term and are designated for 3 team meetings with the instructor and a final presentation period to be determined by the class. 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 project plan and Project budget, as well as justifications for these budgets.
- 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

### 1. Requirement 1

- Project descriptions will be provided on the first day of class. Select a **project** for the term. This project involves meeting with a client group or organization, developing a project plan, implementing the project, and writing a final report for the organization. This report will also be orally presented to the class.

Total: 55%

This includes the following elements.

- Project plan 15%
- Implementation 10%
- Final written report (20%) and oral presentation (5%) on pre-selected date = 25%

Peer review of the individual student's contribution to the project by the group members will be conducted and taken into consideration. (5%)

Note on Research Ethics:

*This course (or assignment) has obtained course-based ethics approval from the faculty research ethics committee for all projects carried out in this course. Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see the U of C Research Ethics "Information for Applicants," sections 3.0 to 9.0, inclusive:*

[http://www.ucalgary.ca/UofC/research/html/ethics/info\\_undergrad.html](http://www.ucalgary.ca/UofC/research/html/ethics/info_undergrad.html)

### 2. Requirement 2

- **Critical analysis Paper** 25 %

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

### 2. Requirement 3

- **Class participation** 20 %

**This includes**

- (a) **submission of a two- page analysis of and commentary on the readings for the day.** Because the readings are related to the specific topic for the day, your analysis should be integrative of the readings rather than a separate

examination of each article. Please do only those marked with asterisks.

There will be four sets of commentaries in total.

- (b) **Active participation** on each day of block week
- (c) **Adherence to submission deadlines and participation in team-instructor meetings**

**4. Requirement 4** - 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.

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

### **A Safewalk@ Program -- 220-5333**

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

## **Class Schedule and Readings**

### **Pre-session readings:**

- \*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.
- \* Spratt, J. Is development wicked? New Zealand Aid Program, 2011.

**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 Day 1 (or Sept. 04). Please see commentary instructions at the end of the syllabus.**

**Sept. 04 a.m.** Introduction to the course  
Project selection and guidelines  
Sample Projects  
Ethics guidelines for community development projects  
**Why are development work and development projects instances of “wicked problems”?**

**p.m.** Practicum: Project management

- ***Project Planning and Management: A Guide for Development Projects*** (handout)

Note: Commentary on pre-session readings are due today. (2 pp. for all 3 readings. All other commentaries are due day of the readings assignment)

**Sept. 05** Planning a development Project: considerations for entry into a community or organization.

- \*J. Lehner, The staging model: The contribution of classical theater directors to project management in development contexts.
- \* Boesten, Mdee & Cleaver, Service delivery on the cheap? Community-based workers in development interventions.

**Case study: Volunteer-based development projects: Habitat for Humanity Builds**

**Sept. 06** **Doing Project Monitoring and Evaluation**

- \*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](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”.

This is an exercise which involves preparing Indicators for success, using this framework as a base.

**Case study: Managing a water treatment technology for development contexts.**

- Sept. 07**      **Complexity and organizational processes: Project management as Organizational Learning.**  
 \*\*\* Review of ethics guidelines for community development projects
- \*Roper, L. and J. Pettit (2002), “Development and the learning organization”. *Development in Practice*, 12:3 & 4, August, 258-271.
  - \*J. Willetts & P. Crawford, (2007) The most significant lessons about the most significant change technique. *Development in practice*, 17:3, 367-79.

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

- By Sept. 19**      Completion of Project Client-Team meeting
- Sept. 24**      **Submission of Project Plan (including Gantt Chart and Log Frame)**
- Week of Sept. 24**      **First Team- and -Instructor meeting**
- Oct. 15**      **Deadline – submission of Background Research Paper**
- Week of Oct. 29**      **Second Team-Instructor meeting –**  
**Submission of Project Implementation Report**  
**Use Log Frame & Gantt chart as basis for progress report**
- Week of Nov. 12**      **Final Team-Instructor Meeting (optional)**
- (Nov. 29 or 30)**      **TBA -- Final Presentations. NOTE—Everyone is required to be present throughout the full set of group presentations.**

**REFERENCES:**

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](http://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**

**Due:** Day of readings

**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**

**Due:** October 15, 2012

**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.