

Huron University College - Centre for Global Studies
CGS 3004A: International Development Project Management
Fall 2014

Class Time: Thursday 2:30-5:30
Instructor: Kate Grantham
Office: V123

Class Room: V207
E-mail: kgranth@uwo.ca
Office Hours: Monday 1:30-2:30

Course Description

This course will explore and compare a variety of project cycle models, including methodologies used at various stages of planning, implementation, monitoring and evaluation as a foundation for critical examination of the “international development” project, including its position in the relationship between the global north and south.

A grounded-theory approach to learning is promoted through weekly exposure to case studies, grey literature and guest speakers with real world experience managing development projects.

Course Format and Learning Objectives

The learning objectives for the course are:

- To explore diverse project cycles
- To increase knowledge of technical skills required for project management
- To examine methodologies used for project planning, as well as those used at different stages of the project cycle
- To analyze assumptions that inform project management
- To consider ethical and methodological issues that arise for project managers and researchers in the context of conducting international work

The course format is interactive. This means that each week students will have opportunity to participate in group work and discussions with class members and guest speakers. To ensure constructive and lively discussion, students are expected to come to class having completed all of the assigned readings and be prepared to discuss their thoughts and questions with one another.

Required Reading

Readings for the course will be posted on OWL. Most readings are also easily accessible online and through the Huron library system.

Student Evaluation

Class Participation and Guest Lecture Response	30%, Ongoing
Project Logic Model	20%, October 9

Mid-Term
Project Evaluation Assignment (*Option A or B*)

25%, October 23
25%, November 27

Description of Assignments

For each course assignment detailed instructions and a grading rubric will be provided in class. Students are encouraged to use each assignment as an opportunity to link their efforts in the course with an area of personal interest.

Class Participation and Guest Lecture Response– 30%

Class Participation – (20%, ongoing)

In an upper-year course, participation and engagement from all students is expected. Students should come to class having completed all of the assigned readings and be prepared to discuss their thoughts and questions with one another. In addition, students should show respect to guest speakers by asking questions and participating during discussion periods. Please note that attendance is not the same as participation, although student attendance will be monitored as part of your overall participation grade.

Guest Lecture Response – (10%, week to be assigned)

Students will be assigned a date on which they will act as the official respondent for the week's guest lecture. This role will require students to engage with guest speakers by posing a thoughtful question or comment during the discussion period. Respondents will also write their question down and submit a copy to the instructor immediately following the guest lecture.

The following week, respondents will provide a short presentation reflecting on the guest lecture by relating it to course themes and readings, and posing one or two questions to the class in order to stimulate discussion.

Project Logic Model – 20% (4-6 pages, Due October 9)

Students will prepare a fully detailed logic model and written explanation for an existing development project of their choosing.

Mid-Term– 25% (In class, October 23)

The mid-term is cumulative, covering all course material from week 1 through week 7 (i.e. lectures, assigned readings, videos and guest lectures). It will comprise both short answer questions and diagrams, focusing on the synthesis and application of course concepts and materials.

Project Evaluation Assignment– 25% (8-10 pages, Due November 27)

Option A– Project Evaluation Proposal

Students will develop a proposal or “work plan” to evaluate an existing development project of their choosing.

Option B– Project Document Analysis

Students will evaluate the published work of an existing development organization (i.e. an annual report, project evaluation, fundraising or campaign document, etc.) and report on any technical, methodological, and ethical issues identified therein.

Class Schedule and Readings

September 4 – Introduction to the Course

September 11 – Approaches to Project Planning I: Logical Framework

- Gilbraith, Martin. (2014). “Blueprint’ and ‘process’ approaches to planning rural development initiatives”. <http://martingilbraith.wordpress.com/blog/>
- Civil Society in Development. (2010). “Guide for the Formulation of NGO Projects: Logical Framework Approach as Method”. <http://www.cisu.dk/Default.aspx?ID=27700>
- Dearden, P., Kowalski, B. (2003). Programme and Project Cycle Management: Lessons From South and North. *Development in Practice* 13(5). 501-514.

September 18 – Approaches to Project Planning II: Participatory Learning and Action

- International HIV/AIDS Alliance. (2006). “Tools Together Now! 100 Participatory Tools to Mobilize Communities for HIV/AIDS”. <http://eldis.org/vfile/upload/1/document/0708/DOC22870.pdf>
- Elabor-Idemuida, Patience. (2002). Participatory Research: A Tool in the Production of Knowledge in Development Discourse. In Saunders, K. (Ed.). *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation*. London: Zed Books. 227-242.

Guest Speaker: Dr. Regna Darnel (Department of Anthropology)

September 25 – Results Based Management I

- Canadian International Development Agency. (2010). “Results Based Management Tools at CIDA: How-to Guide.” 1-17.
- Dale, Reidar. (2004). Formulating Indicators of Achievement. In *Development Planning: Concepts and Tools for Planners, Managers and Facilitators*. London: Zed Books. 121-136.

October 2 – Results Based Management II

- Hatton, M., Schroeder, K. (2007). Results-based management: friend or foe? *Development in Practice* 17(3). 37- 41.

- Baruah, Bipasha. (2014). Donor Engagement with Gender Equality: Moving Beyond the Numbers Game. Unpublished article.

Guest Speaker: Dr. David Cechetto (Department of Anatomy and Cell Biology)

October 9 – (The Politics of) Funding for Development Projects

- Keenan, Fredrick & Christine Gilmore. (2011). Funding for Development. In *International Development: A Casebook for Effective Management*. Bloomington: iUniverse. 114-126.
- Gulrajani, Nilima. (2013). “Global evidence suggests merging CIDA and DFAIT will be a mistake.” March 28. *The Star*.
http://www.thestar.com/opinion/commentary/2013/03/28/global_evidence_suggests_merging_cida_and_dfait_will_be_a_mistake.html
- Beeby, Dean. (2014). “Canada Revenue Agency: 'Preventing Poverty' Not Allowed As Goal For Charity”. July 24. *Huffington Post*.
http://www.huffingtonpost.ca/2014/07/25/preventing-poverty-canada-revenue-agency_n_5618885.html
- Open Society Institute. (2006). “Sex Worker Health and Rights: Where is the Funding?” 1-20.
- Wingrove, Josh. (2014). “Canada’s New Prostitution Laws: Everything you need to Know.” July 15. *Globe and Mail*.
<http://www.theglobeandmail.com/news/politics/canadas-new-prostitution-laws-everything-you-need-to-know/article19610318/>

October 16 – Contemporary Advocacy Strategies *Project Logic Model Due

- Kapoor, Ilan. (2013). Introduction: Celebrity Humanitarianism and Ideology. In *Celebrity Humanitarianism: The Ideology of Global Charity*. New York: Routledge. 1-12.
- Favini, John. (2013). “Some bad news about TOMS shoes.” *Why Dev*. April 18.
<http://www.whydev.org/some-bad-news-about-toms-shoes/>
- Fields, Matt. (2012). “How Slacktivists are Changing the World.” *Social Media Chimps*. May 8. <http://socialmediachimps.com/infographics/how-slacktivists-are-changing-the-world-infographic/>
- Seay, Laura. (2014). “Does Slacktivism Work?” March 12.
<http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/03/12/does-slacktivism-work/>
- Pohl, Laura. (2012). “7 Infographics About International Development Issues.” *NGO Storytelling*. March 21. <http://www.ngostorytelling.com/2012/03/21/7-infographics-about-international-development-issues/>

October 23 – Mid-Term

October 30 – Study Break, No Class

November 6 – Project Monitoring and Evaluation

- McNamara, Carter. (2006). Basic Guide to Program Evaluation.
http://www.managementhelp.org/evaluatn/fnl_eval.htm
- USAID. (2012). Preparing Evaluation Reports.
http://www.usaid.gov/sites/default/files/documents/1870/How-to-Note_Preparing-Evaluation-Reports.pdf
- Phillips, S., Edwards, R. (2000). Development, Impact Assessment and the Praise Culture. *Critique of Anthropology* 20(1). 47-66.

Guest Speaker: Dr. Michael Lock (Department of Oncology)

November 13 – Gender Analysis

- Warren, Hannah. (2007). Using Gender-Analysis Frameworks: Theoretical and Practical Reflections. *Gender and Development* 15(2). 187-198.
- Vainio-Mattila, Arja. (2001). *Navigating Gender: Handbook for the Department of International Development Cooperation, Helsinki, Finland.*
(<http://formin.finland.fi/public/?contentid=69181&contentlan=2&culture=en-US>)
- Baruah, Bipasha. (2013). Education in the Commonwealth Caribbean: findings from a national adult literacy programme. *Development in Practice* 23(3). 433-439.

Guest Speaker: AnnaLise Trudell (PhD Candidate, Department of Women's Studies)

November 20 – Transparency and Accountability in Reporting

- Bansal, S. (2012). "The Power of Failure." *New York Times*, November 28.
http://opinionator.blogs.nytimes.com/2012/11/28/the-power-of-failure-2/?_php=true&_type=blogs&_r=1
- Engineers Without Borders. (2013). "Striving for Humility: Failure Report."
<http://blogs.ewb.ca/failure2013/>
- Cupples, J., Kindon, S. (2014). Returning to the University and Writing the Field. In Regina Scheyvens (Ed.). *Development Fieldwork: A Practical Guide*. London: Sage. 236-251.

Guest Speaker: Dr. Theresa Hyland (Director of Writing and Cross-Cultural Services)

November 27 – Development and You! *Project Evaluation Assignment Due

Selected readings to be assigned in class on Nov 20th as part of final group work exercise

Policies and Procedures

Policy on Missed/Late Assignments

It is the expectation that students enrolled in CGS 3004A will submit a hard copy of all assignments in class the day that they are due. Make sure to keep an electronic copy of your assignment until it has been graded and returned to you.

Extensions on assignments can only be requested in-person, and more than 48 hours prior to the assigned deadline. Extensions being requested for emergency or medical reasons must be approved through academic advising.

Late assignments will only be accepted without penalty if a prior agreement with me has been made, or if academic advising has provided academic accommodation. Students who submit assignments late without making a prior agreement with me, or without academic accommodation will be *penalized 5% for every 24-hour period* past the assignment deadline.

Assignments not submitted in class must be submitted to the Centre for Global Studies drop box, located outside office A116 in the Administrative Building at Huron University College. Please print my name and “Centre for Global Studies” clearly on the paper or envelope containing your assignment. The drop box is emptied at 3:30pm Monday – Friday. Assignments turned into the drop-box after 3:30pm on Fridays will be date stamped on the following Monday. *Assignments slipped under my office door or sent via email will not be accepted.*

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities. In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor,

and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, PDAs, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

[downloadable Student Medical Certificate (SMC):

<https://studentservices.uwo.ca/secure/index.cfm> under the Medical Documentation heading]

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean's Office in consultation with the instructor.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour

that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be

filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

Accessibility

Huron University College strives at all times to provide its goods and services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our goods and services and allowing them to benefit from the same services, in the same place as, and in a similar way to, other customers. We welcome your feedback about accessibility at Huron. Information about how to provide feedback is available at: <http://www.huronuc.ca/AccessibilityInfo>

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Program and Academic Counselling

Centre for Global Studies students registered at Huron who require advice about modules and courses in Global Studies should contact Dr. Mark Franke, Director of the Centre for Global Studies, mfranke@huron.uwo.ca, 519-438-7224 ext. 242. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered. <http://huronuc.ca/CurrentStudents/StudentLifeandSupportServices/CounselorsCounsellingServices>