

Cornell University
College of Architecture, Art and Planning
Department of City and Regional Planning

CRP 5850: Applied Methods for International Development Planning
Fall Semester, 2014



Images: (1) informal housing; (2) community-based planning meeting; (3) International Development Planning Workshop class mapping.

Instructor:	Victoria A. Beard	Day and Time:	Tu/Th 2:55 to 4:10
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Course Description

The purpose of this course is to give you an understanding of how data are collected, analyzed, and used in international development planning practice. The course is taught as a graduate seminar with a focus on qualitative inquiry. The course is divided into 4 parts. The first part reviews three paradigms: (i) social science research (positivism and post-positivism), (ii) monitoring and evaluation and (iii) action research. It is important to understand the assumptions that underlie each of these paradigms and how they shape what is accepted as valid, reliable, robust and generalizable knowledge and information appropriate for policy making and planning. The second part of the course reviews strategies of inquiry commonly employed by each of these paradigms. Strategies link the problem, question, hypothesis, program or intervention you wish to understand to a rationale about a particular set of investigative activities. The third part of the course reviews commonly used methods for collecting data: literature reviews, analysis of administrative records, observation, interviews, timelines and questionnaires. The fourth part of the course discusses how to code and analyze this data. Next, the course reviews how to communicate and represent your findings. The last part of the course engages ethical issues relate to power dynamics and the projection of research subjects. The course is strongly recommended as preparation for students who plan to participate in the international development planning workshop course.

Course Format and Expectations

The course is designed for graduate students and uses a seminar format. Throughout the semester students are expected to stay current on the required reading, play an active role during class meetings, including making presentations and leading discussions. Office hours are Thursday afternoons between 12:30 and 2:00. There is a sign-up sheet posted on my office door with slots for 20-minute appointments. If you are unable to make my

regular office hours, please send me an email for an appointment. In your email, please include 3 times that you are available to meet.

Assignments

Throughout the semester you will complete 4 assignments and a final project designed to engage the concepts presented in the course. Each assignment will be somewhat tailored to the individual student's planning and development interests, so the precise format of the assignment will be discussed and agreed upon with the instructor. You will work on a proposal or manual throughout the semester that will culminate in your final project. The first assignment is a logic model for a planning or development program. For the second assignment, you will write a literature review (3 to 5 pages) related to your proposal or manual. The third assignment is an interview guide (3 pages). The fourth assignment is a draft proposal or manual, and the final project is a revised proposal or manual (8 to 10 pages). Your proposal or manual should include a complete list of references cited. Below is list of due dates for each assignment.

Schedule

Assignment	Due Date
1. Logic model	Tuesday, October 7
2. Literature review	Tuesday, October 21
3. Interview guide	Tuesday, November 4
4. Draft proposal or manual	Tuesday, November 11
5. Final proposal or manual	Thursday, December 4

All assignments are due in hard copy on or before the beginning of class on the designated due date. Emailed assignments will not be accepted. After the beginning of class, late assignments will be marked down half a grade for each day the assignment is late.

Evaluation and Grades

Your grade is based on three areas of evaluation: (1) participation in class activities, discussions, and presentations; (2) performance on the assignments; and (3) performance on the final project.

Course Grade

Area of evaluation	Percentage of course grade
Participation, discussions, presentations	30%
4 Assignments	40% (10% each)
Final proposal or manual	30%

Because part of your grade is based on participation, you cannot receive full credit for classes you miss.

Course Materials

The syllabus lists the required readings for each week. These readings should be completed before the first class meeting of each week to facilitate informed discussion. Students will be asked to present the readings and actively engage in discussion in class. The required readings are on Blackboard (<http://blackboard.cornell.edu/>) organized by week.

Academic Integrity

Each student in the course is expected to abide by the Cornell University Code of Academic Integrity. It is your responsibility to familiarize yourself with the code, (<http://cuinfo.cornell.edu/Academic/AIC.html>). Any work submitted by a student in the course should be the student's own, original work.

Course Outline

Week	Date	Topic
I. Paradigms		
Week 1	8/26	Introduction
Week 2	9/2	Social science research
Week 3	9/9	Monitoring and evaluation
Week 4	9/16	Action research
II. Strategies		
Week 5	9/23	Ethnography and case studies
Week 6	9/30	Logic modeling and program evaluation
Week 7	10/7	Participatory action research and appraisal
III. Methods and Data		
Week 8	10/16	Secondary data and meta-analysis
Week 9	10/21	Observation and visual information
Week 10	10/28	Interviews, narratives and oral histories
Week 11	11/4	Timelines and questionnaires
IV. Analysis, Communication and Ethics		
Week 12	11/11	Coding and interpreting
Week 13	11/18	Validity, replication and generalization
Week 14	11/25	Communication and representation
Week 15	12/2	Ethics

I. Paradigms

Week 1—Introduction

Hoover, Kenneth and Todd Donovan. 2001. *The Elements of Social Science Thinking*. Boston: Bedford/St. Martin's, pp. 13-61.

Babbie, Earl. 1998. Chapter 2: Paradigm, Theory and Research. *The Practice of Social Science Research*. Belmont: Wadsworth Publishing Company, pp. 41-67.

Week 2—Social science research

Law, John. 2004. *After method: mess in social science research*. London: Routledge, pp. 18-44.

Calhoun, Craig. 1995. Rethinking Critical Theory. *Rethinking Critical Social Theory: Culture, History and the Challenge of Difference*. Oxford: Blackwell, pp. 1-42.

Week 3—Monitoring and evaluation

Pawson, Ray and Nick Tilley. 2011. A history of evaluation in 28½ pages. *Realistic Evaluation*. Los Angeles: Sage, pp. 1-29.

Imas, Linda G. Morra and Ray C. Rist. 2009. Chapter 2: Understanding the Issues Driving Development Evaluation. *The Road to Results: Designing and Conducting Effective Development Evaluations*, Washington, D.C.; The World Bank, pp. 49-102.

Week 4—Action research

Stringer, Ernest T. 1999. *Action Research*. Second edition. Thousand Oaks: Sage Publications, pp. 17-64.

Kindon, Sara, Pain, Rachel, and Mike Kesby. 2007. *Participatory action research and approaches and methods: connecting people, participation and place*. London: Routledge, pp. 9-40.

II. Strategies

Week 5—Ethnography and case studies

Tedlock, Barbara. 2003. Ethnography and ethnographic representation. In Norman K. Denzin and Yvonna S. Lincoln (Eds.), *Strategies of qualitative inquiry*. Thousand Oaks: Sage, pp. 112-133.

Yin, Robert K. 2009. How to do better case studies (with illustrations from 20 exemplary case studies). In Leonard Bickman and Debra J. Rog. (Eds.), *Applied Social Research Methods*. Los Angeles: Sage, pp. 254-282.

Flyvbjerg, Bent. 2006. Five Misunderstandings About Case-Study Research. *Qualitative Inquiry*, 12(2): pp. 219-245.

Innovations for Successful Societies uses case studies to support public servants, citizens and scholars <http://www.princeton.edu/successfulsocieties/index.xml>

Week 6—Logical modeling and program evaluation

Knowlton, Lisa Wyatt and Cynthia C. Phillips. 2009. *The logic model guidebook*. Los Angeles: Sage, pp. 3-48.

McDavis, James C. and Laura R.L. Hawthorn. 2006. *Program evaluation & performance measurement*. Thousand Oaks: Sage, pp. 1-36 and 79- 127.

Kusek, Jody Zall and Ray C. Rist. 2004. Ten Steps to a results-based monitoring and evaluation system. Washington, D.C.: The World Bank, pp. 1-38.

Week 7— Participatory action research and appraisal

Moser, Caroline and Alfredo Stein. 2011. Implementing urban participatory climate change adaptation appraisals: a methodological guideline. *Environment and Urbanization*, 23(2): pp. 463-485.

Narayanasamy, N. 2009. *Participatory rural appraisal: principles, methods and application*. Los Angeles: Sage, pp. 25-96.

III. Methods and Data

Week 8—Secondary information and meta-analysis

Becker, Howard. 1986. Terrorized by the literature. *Writing for social scientists*. Chicago: University of Chicago Press, pp. 135-149.

Card, Noel. A. 2012. *Applied meta-analysis for social science research*. New York: The Guilford Press, pp. 3-60.

Week 9—Observation and visual information

Bernard, Russel. H. 1995. *Research Methods in Anthropology: qualitative and quantitative approaches*. Walnut Creek: AltaMira, pp. 136-164 and 310-359.

Prosser, Jon and Andrew Loxley. 2008. *Introducing visual methods*. Southampton: National Centre for Research Methods Review Paper. Retrieved from <http://eprints.ncrm.ac.uk/420/1/MethodsReviewPaperNCRM-010.pdf>

Week 10—Interviews, narratives and oral histories

Bernard, Russel. H. 1995. *Research Methods in Anthropology: qualitative and quantitative approaches*. Walnut Creek: AltaMira, pp. 208-255.

Elliot, Jane. 2005. *Using narrative in social research: qualitative and quantitative approaches*. London: Sage, pp. 1-35.

Week 11—Timelines and questionnaires

Narayanasamy, N. 2009. *Participatory rural appraisal: principles, methods and application*. Los Angeles: Sage, pp. 143-155.

Grosh, Margaret and Paul Glewwe (Eds.) 2000. *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 years of the Living Standards Measurement Survey. Volume One*. Washington, D.C.: World Bank, pp. 21-74.

IV. Analysis, Communication and Ethics

Week 12—Coding and interpreting

Coffey, Amanda and Paul Atkinson. 1996. Narratives and stories. *Making sense of qualitative data*. Thousand Oaks: Sage, pp. 26-53.

Bernard, Russel. H. 1995. *Research Methods in Anthropology: qualitative and quantitative approaches*. Walnut Creek: AltaMira, pp. 360-402.

LeCompte, Margaret. D. and Jean J. Schensul. 2010. Data analysis: how ethnographers make sense of their data. *Designing and conducting ethnographic research: An introduction*. Lanham: Rowman & Littlefield Publishers, Inc., pp. 195-225.

Week 13—Validity, replication and generalization

Seale, Clive. 1999. Reliability and replicability. *The quality of qualitative research*. London: Sage publications, pp. 140-158.

Maxwell, Joseph A. 1996. Validity: how might you be wrong? *Qualitative research design: an interactive approach*. Thousand Oaks: Sage, pp. 86-98.

Week 14—Communication and representation

Coffey, Amanda and Paul Atkinson. 1996. Writing and representation. *Making sense of qualitative data*. Thousand Oaks: Sage, pp. 108-138.

Cahill, Caitlin and Mari Elena Torre. 2007. Beyond the journal article: representation, audience, and the presentation of Participatory Action Research. In Sara Kindon, Rachel Pain and Mike Kesby (Eds.), *Participatory action research and approaches and methods: connecting people, participation and place*. London: Routledge, pp. 196-205.

Week 15—Ethics

Sieber, Joan. E. 2009. Planning ethically responsible research. In Leonard Bickman and Debra J. Rog (Eds.), *Applied social research methods*. Thousand Oaks: Sage, pp. 106-142.

Manzo, Lynne C. and Nathan Brightbill. 2007. Toward a participatory ethics. In Sara Kindon, Rachel Pain and Mike Kesby (Eds.), *Participatory action research and approaches and methods: connecting people, participation and place*. London: Routledge, pp. 33-40.