This course introduces class-members to the principle research methods and techniques used primarily in International Development. Since development research and policy agendas are undergoing considerable evolution and change, it focuses on the more practical issues and problems of researching development policies, programs, and projects. In addition to introducing research methods commonly used in the Social Sciences, this course aims to aid class-members in learning about applied research methods and evaluation practices, both qualitative and quantitative, especially the tools/frameworks that are promoted by the international donor community. The goal is to develop a solid understanding of the processes by which the successes and failures of development interventions are now measured by development agencies. The class will explore key methods, concepts and practices that are associated with impact assessment/outcome mapping.

STRUCTURE OF THE CLASS
The course will be organized around a three-hour daily session consisting of primarily lectures and presentations by class-members. In the first half, the class will meet for lectures on the topic at hand that will serve as the basis for developing a better understanding of relevant methodical issues. The second half will be devoted mainly to presentations, where the class-members will have the opportunity to present group/individual projects pertinent to the issues, themes, and concepts that are included in the course outline.

The course director will use the last few minutes to summarize the topic of the day. In both sessions, the class-members will be able to respond to a broad range of methodological issues.

COURSE REQUIREMENTS
Class-members are expected to make efforts to do all assigned readings in advance of class and to submit the assignments on time. You will also need to demonstrate your serious interest in the field of development studies.
Participation
Based on careful reading of source materials listed in the course outline, everyone is required to participate in and contribute to both class discussions and presentations. Participation grades will be based on contributions to class discussions and attendance records. More than four absences in the entire summer session will result in a failure in the participation mark.

Group Presentations
Each of you will be required to make at least two oral presentations to the class. The first presentation will aim at offering a critical evaluation of a published research. I would strongly encourage you to choose an article/book chapter to identify methodological/ ethical errors. You are asked to consult your course director before finalizing your topic.

The main purpose of your presentation will be to identify the key research method/technique used in your chosen article/chapter: How data/information/insights are collected? What procedure is used to construct key concepts? How reliable is the data? To what extent do the information/data represent the population? How the conclusion is written? Are the variables logically connected? Can you identify the strengths and weaknesses of the research methods used in your selected study?

The goal of the second presentation will be to develop a deeper understanding of evaluation methods and/or practices that are widely used by key development agencies and/or organizations. You will be required to find a recent evaluation report on any relevant development projects published by such major donor countries and organizations as the World Bank, UN, WHO, ILO, WFP, UNDP, UNESCO, CIDA, and USAID. Most of their assessments can be accessed through their web sites. The main goals of your presentation will be to:

i) Outline how the study was conducted? In other words, specify the method used in that study;
ii) Thoroughly review the evaluation method and explain the logic behind the use of that specific method. What are the strengths of the study?
iii) Critique different aspects of the report. Does it look artificial? To what extent can the report provide a full sense of assessment? In other words, does it offer a satisfactory explanation of the entire socio-economic processes?
iv) Use a case study, preferably a documentary, to either support or dispute the findings of your chosen report.

When preparing for your presentation, I would strongly encourage you to follow the guidelines noted below:

- Regardless of the size of your group, you must not spend more than 45 minutes on presenting your analysis. The class is expected to use the remaining 30+ minutes to discuss various issues critical to your presentation. In other words, you have to manage time well, giving others an opportunity either to raise questions or to
make meaningful comments. Be sure to distribute the allocated time equality among all the presenters;

- You will be required to provide evidence that you have worked together, as a team rather than as an individual, on your presentation. Several weeks prior to the presentation, the group will meet to discuss, among other things, how the workloads will be distributed equally among all the team members. Please keep in mind that this assignment should provide you with an opportunity not only to get to know each other well, it also should allow you to learn from each other’s knowledge and experiences.

- You will have to engage the other class-members in such ways that everyone gets an opportunity to actively participate in debates/discussions.

The presenters will be encouraged to use overheads, videos, and other audio-visual aids simply to make the presentation both stimulating and interesting. **The presenters will also be required to submit a 2-page written summary (double spaced) of the presentation topic in advance**, which will include, among other things, a brief summary of the arguments used in the chosen article/report, an assessment of the author’s arguments, and a bibliography of the works consulted.

**In order to facilitate debates and/or discussions, the written summary must be submitted to the instructor via the Internet at least two days prior to the class at which it will be presented.**

The presentation schedule will be finalized by the second day of this summer term.

**Survey-based essay:**
The goal of this assignment is to help class-members become familiar with the process of carrying out an academic study.

Using the survey research method, you will be required to carry out a research study on a topic of your choice. For the purpose of this rather intensive course, the assignment will be carried out in two separate stages. In the initial stage, you will be required to put together a short questionnaire designed to test a hypothesis/assumption. In particular, you will design a questionnaire that can be self-administered to prove or disprove the relationship of the variables stated in the hypothesis/assumption. Your specific task would be to choose a suitable topic, break it down into different kinds of variables, develop an ethical code of conduct, and prepare a set of questions for use in a self-administered questionnaire.

This initial assignment would be no more than 5 pages in length (double-spaced, the font size must be 12 points or higher) which will include a statement of the problem, the identification of the key variables chosen for your research, the questionnaire, and a brief description of how will you address ethical concerns. This short assignment will be due on or before May 17, 2012. **Late submissions will be marked down 5% per day.**
The second stage will involve you to administer the questionnaire, compile the data and write an essay based on the findings of your study. The questionnaire should be administered among a group of selected students/participants. The essay will be no more than 10 pages in length (double-spaced, the font size must be 12 points or higher) which will be due on or before June 11, 2012. Late submissions will be marked down 5% per day.

Both of the assignments will be graded on the basis of the content (relevance, accuracy, comprehensiveness and concepts will be examined very carefully), research (issues that will be examined: quality of research, the effectiveness of your questionnaire in soliciting information/data), and presentation/organization (be sure to aim for clarity, use a standard academic format and avoid grammatical mistakes).

The following guidelines are likely to help you meet the expectations of carrying out a survey-based research project:

- **Choosing the topic:**
  Choose a topic that you would like to explore in your research. While I would encourage you to focus on a development issue in your research, you may also want to pick up a topic that does not fit easily into the development category but the topic has some relevance for our methodology course.

- **Develop a hypothesis:**
  Identify the key assumptions that you would like to explore in your research. You will need to do some research on your chosen topic not only to make you familiar with the literature, but also to develop a hypothesis. Instead of developing new assumptions/hypotheses, you may want to use a prevailing assumption that can be obtained from the writings of an author/scholar.

- **Breaking the topic down into a few variables:**
  You will need to identify the broad categories that reflect the theme of your research. In other words, you will have to break the topic down into a few variables that can be measured/analyzed through the administration of your survey.

- **Preparing the questionnaire:**
  Each of the categories should generate a list of questions for your survey. Before you select a question, think about its effectiveness in generating clear response from the participants. If the question seems relevant, then, find a creative way of phrasing it, making sure that it avoids all kinds of ambiguity. Keep in mind that an ambiguous, long question can easily produce flawed data.

- **Selecting your samples**
  Based on a systematic technique (that we plan to discuss this week), select your samples. Make sure that the samples do represent the characteristics of the population.
Testing the questionnaire
Once the questionnaire is prepared and the samples are selected, you will make an effort to pre-test the questionnaire to determine its effectiveness in eliciting useful information. If necessary, make changes to your questionnaire before you start administering it.

Processing your data
After completing your survey, you will need to process the data based on the broad category of your study. Now is also the time for you to analyze the data and think about the way you would to present them.

Writing the report
Based on the findings of your study, you will be writing the report. Be sure to use a standard academic style for your essay and include the bibliography. Do not go beyond the page limit. Add the questionnaire to your appendix.

Examinations:
There will be a mid-term and a final examination. Both the mid-term and final exams will be held in class on May 24, 2012 and June 14, 2012 respectively. Please note that I will not be in a position to organize any make-up examination for any class-members.

Academic Integrity Tutorial
Please note that plagiarism is an academic crime. No one will be allowed to paraphrase or copy the words of other authors without providing appropriate citations.

All class-members are strongly encouraged to become familiar with appropriate academic practices by visiting the University’s Academic Integrity web site at http://www.yorku.ca/academicintegrity. You must read the section ‘For Students’ and complete the Academic Integrity Tutorial: http://www.yorku.ca/tutorial/academic_integrity/. In addition to helping class-members understand various aspects of academic integrity, this tutorial would play an important role in assuring that class-members do not breach the Senate Policy on Academic Honesty.

GRADE DISTRIBUTION

Survey-based essay:
  Part I: Constructing a questionnaire/Proposal: 10%
  Part II: survey-based essay 20%
Mid-term: 15%
Final Exam: 20%
Oral presentation (10x2): 20%
Participation and Attendance: 15%
Please note that non-submission of work without an approved extension from the instructor will be accredited with the mark of "0". In order to receive a final grade, the class-members will have to receive a grade in each of the distributions noted above.

Missed Exam policies

The class will adopt Professor Canel’s missed exam guidelines which can be found at http://www.arts.yorku.ca/sosc/ecanel/policies.html.

REQUIRED TEXT


A Course Kit

A copy of the course kit will be put on Scott’s Reserve section.

OTHER READINGS

In addition to the assigned course reader, this course will also use the following books as supplementary texts (alphabetically organized):

- Berg, Bruce L., Qualitative Research Methods for the Social Sciences (Boston: Allyn and Bacon, 1995);
- Brown, Kathleen et. al., Research Methods in Human Development, 2nd edition (CA: California State University, 1999);
- CIDA, Results-Based Management Policy Statement (Hull: CIDA, 1996);
- DANIDA, Logical Framework Approach: A Flexible Tool for Participatory Development (Copenhagen :DANIDA, May 1995);
- Eade, Deborah (ed.), Development Methods and Approaches: critical reflections (London: Oxfam, 2003);
- Nachmias, David and Chava Nachmias, Research Methods in the Social Sciences (New York: St. Martin’s Press, 1976);
OECD, Development Assistance Manual: DAC Principles for Effective Aid (Paris, OECD, 1992);
Posavac, Emil and Raymond G. Carey, Program Evaluation Methods 5th edition (NJ: Prentice Hall, 1997);
Rahman, Muhammad Anisur, People’s Self-Development: Perspectives on Participatory Action Research (London: Zed Books, 1995);
Rao, Aruna and Catherine Overholt, Gender Analysis in Development Planning: A Case Book (West Hartford, CT: Kumarian Press, 1991);
Rubin, Frances, A Basic Guide to Evaluation for Development Workers (London, Oxfam, 1995);
Williams, Suzanne, The Oxfam Gender Training Manual (Oxford: Oxfam, 1994);
World Bank, Getting Results: The World Bank’s Agenda for Improving Development Effectiveness (Washington, DC: World Bank, 1994) and

Section One: Basic Issues in Development Research

Day One (May 7): What is Development Research?


Recommended:
Day Two (May 8): Evaluation Research: understanding the performance of development intervention programs


Strongly Recommended:

Recommended:

Day Three (May 9): The Scientific Method

- Babbie and Benaquisto, Chapter 1 (pp. 5-26).

Recommended:
Day Four (May 10): Varieties of Social Science Research

- Babbie and Benaquisto, Chapter 2 (pp. 32-41).

Day Five (May 14): Basic Elements of Research

- Babbie and Benaquisto, Chapter 2 (pp. 41-56) & Chapter 5 (pp. 116-132).

Strongly Recommended:


Recommended:


Day Six (May 15): The Research Design

- Babbie and Benaquisto, Chapter 4 (pp.79-112).

Strongly recommended:


Recommended:

Section Two: The Methods of Development Research—qualitative techniques

Day Seven (May 16): Survey and Field Research: questionnaire and interview

- Babbie and Benaquisto, Chapter 9.

Recommended:

Day Eight (May 17): The Logic of Sampling

- Babbie and Benaquisto, Chapter 7.

Recommended:

Part I of the survey-based essay (the questionnaire/proposal) is due.
Day Nine (May 21): Victoria Day—No class meeting

Day Ten (May 22): Ethnographic Research

Ethnographic Research


Strongly Recommended:


- Berg, Bruce, Qualitative Research Methods for the Social Sciences, 2nd edition (Toronto: Allyn and Bacon, 1998), pp. 120-159. (This book can be accessed through Scott’s Reserve Section)

Recommended:


Day Eleven (May 23): Understanding Focus Group Research


Strongly Recommended:

Recommended:

Day Twelve (May 24): Mid-term Exam.

Day Thirteen (May 28): Ethical Issues in Social Research

- Babbie and Benaquisto, Chapter 3.

Strongly Recommended:

Recommended:
Section Three: The New Development Reality--- applied and evaluation research

Day Fourteen (May 29): Evaluation Research

Babbie and Benaquisto, Chapter 13; pp. 347-366

Recommended:


Second round of presentation begins

Day Fifteen (May 30): Participatory Development


Strongly Recommended:

Recommended:


**Day Sixteen (May 31): Participatory Action Research**


**Strongly Recommended:**

**Recommended:**


**Day Seventeen (June 4): Participatory Rural Appraisal/Rapid Rural Appraisal**


**Recommended:**


**Day Eighteen (June 5): Participatory Poverty Assessments: conceptual and methodological issues**


**Strongly Recommended:**

**Recommended:**


Day Nineteen (June 6): (Strategic) Environmental Impact Assessment (EIA)


Recommended


Day Twenty (June 7): Gender Mainstreaming in Development Agencies


Strongly Recommended:

Tiessen, Rebecca, Everywhere/Nowhere: gender mainstreaming in development agencies (Bloomfield, CT: Kumarian Press, 2007) (chapter 2).

Recommended:


Day Twenty One (June 11): Evidence-based Policy-Making I: the logical framework approach

AusAID, The Logical Framework Approach


Strongly Recommend


Recommended
Casley, Dennis J. and Denis A. Lury, Monitoring and Evaluation of Agriculture and Rural Development Projects (Baltimore, MD: Johns Hopkins University Press, 1982).


Survey-based essay is due.

Day Twenty Two (June 12): Evidence-based Policy-Making II: Results-Based Management

Hatton, Michael J. and Kent Schroeder, “Results-based management: friend or foe?”, Development in Practice, 17(3), June 2007: 426 -432 (Available online via Scott)
Lavergne, Real, Results-Based Management and Accountability for Enhanced Aid Effectiveness, Mimeo, CIDA, 2002. 
http://www.swisstph.ch/fileadmin/user_upload/Pdfs/swap/swap052e.pdf

**Strongly Recommended:**
Mayne, John, “Challenges and Lessons in Implementing Results-Based Management”, 
*Evaluation*, 13(1), January 2007: 87-109 (available online via Scott)


**Recommended:**

CIDA, Results-Based Management in CIDA—a policy statement, CIDA 2008, 

**Day Twenty Three (June 13): Data Preparation, Analysis, and Computerization**

Babbie and Benaquisto, chapter 15: 397-408 (I would encourage you to read chapter 14 as well)

**Day Twenty Four (June 14): FINAL EXAM**

*Please note that articles/book chapters with an asterisk mark are included in the Course Kit.*