

DRAFT SYLLABUS

International Development

University of California, Washington Center

Instructor: Dr. Loubna Skalli Hanna

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Course Description

This is an introductory course to the international development field. The focus is on some of the key questions, challenges and achievements in this field. Materials from the course (readings, documentaries, discussions of current events) will enhance your understanding of the dominant approaches to poverty alleviation, the role of inter/national development actors, organizations and institutions, the promises of post-2015 Development Goals including the empowerment of women and youth. You will be exposed to the theoretical foundations of the field and will be required to make sense of these by following current events and drawing on your internship experiences in the nation's Capital as well as your interactions with various experts, policy makers and development practitioners. The ultimate goal of the course is to enhance your understanding of the various causes and consequences of development problems and encourage you to develop individual perspective on effective strategies for change.

Course Instructor

I am a teacher, scholar and practitioner with subject area expertise in development, gender, youth and communication. I taught at numerous universities in Morocco and the United States, including the American University (2003-2015). I am the author, coauthor and editor of numerous peer reviewed journal articles, book chapters and books. As a practitioner, I co-founded many women's organizations and participated in the activities of a few others. I also consulted with numerous intern/national development organizations and agencies including USAID, World Learning, U.S. Department of Labor and U.S. Department of State. I earned my BA from Mohamed V University in Rabat (Morocco), my MA in social and cultural anthropology from Essex University (England) and my PhD in International Communication from the Pennsylvania State University.

Course Objectives

1. Introduce you to the key principles, assumptions and goals of international development
2. Stimulate your thinking and questions about development goals, problems and solutions
3. Build on your knowledge of and experiences with international organizations, institutions and actors
4. Encourage you to develop your own areas of interest in this field

Learning Outcomes

By the end of the course, you should be able to:

1. Demonstrate an understanding of key principles, actors and goals of international development, and communicate these in speech and writing
2. Critically analyze current development questions (successes and failures) by pulling from the theory and practice in the field
3. Understand the merits of different approaches to development problems and their potential ramifications at the social, cultural, political and economic levels.
4. Articulate a personal perspective on international development practice based on your academic and experiential knowledge.

Teaching Style

To achieve learning objectives and outcomes of this course, I will combine numerous methodologies and activities that call for your active presence and continuous participation. I will use class for small group activities, short weekly presentations and discussion, and mini lectures. Prior to classes, you are expected to follow current global events, reflect on them and relate them to our class discussions. Class discussions should be informed by your reading of assigned chapters and articles and your viewing of selected videos.

As you read the weekly resources and watch the videos, ask yourself questions like:

- What ideas, facts, or examples do I find intriguing in this article/chapter?
- What do I agree/disagree with? Why?
- Does this article/chapter relate to anything I have read or heard lately?
- What additional questions need to be raised and answered?

Required books

No books are required for this course. Readings for each class are scanned and made available on Blackboard.

Course Requirements

Participation	15% of Final Grade
Analytical Reports (3)	30% of Final Grade
Presentation/ Current Event	30% of Final Grade
Final Project	25% of Final Grade

***Semester students:** These requirements will account for 85% of your final course grade. The remaining 15% of your grade will be earned in the four-week module at the end of the term taught by Professor Diascro (see syllabus below). I will remain your instructor of record; as such, I will add your module grade from Professor Diascro to your seminar grade, and submit your final course grade at the end of the term.

1. Participation and Presence: 15% of final grade

Your active participation in class is a very important requirement for achieving the learning goals of this course. You are expected to come to class prepared to a) comment on the assigned readings and/or videos; b) ask questions that advance thinking and discussion; and c) draw on your knowledge, observations and experiences to illustrate the issues and questions raised. Regular attendance and contribution to group meetings, discussions and presentations are mandatory.

2. Analytical Reports: 30% of the Grade (**3 reports total**)

Analytical reports are two pages long reports that focus on two assigned readings of the week. A detailed guideline will be provided and explained in class in the first weeks of the semester.

3. Presenting a Current Event: 20% of final grade

For this assignment, each student will work in a small group to:

1. Select a current global event of relevance to the focus of the course
2. Give an engaging presentation that provides different angles of analysis for understanding the event
3. Write a short individual report (3 pages long) that combines materials from the presentation with your personal opinions, experiences and interpretations of the readings.

Detailed guidelines will be posted on Blackboard and discussed in class

4. Final Project: 25% of final grade

You are to choose ONE of the following options for the final project:

1. DC as a development zone
2. Policy brief
3. Case study analysis

Detailed guidelines for each will be posted on Blackboard and discussed in class

Grading Scheme

Each assignment will be graded on the basis of the following:

- a) Understanding of the key concepts and debates related to the topic,
- b) Critical and analytical skills
- c) Ability to integrate ideas from the readings with personal views/voice
- d) Clarity, coherence and readability
- e) Overall organization

You are advised to carefully edit and proof-read each written assignment before submitting it.

The following grading scale will be used for all assignments:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	67-69
F	Below 67, Failure

Course Policies

- Deadlines in this course are firm. No late work will be accepted unless there is a crisis about which I am notified before the deadline.
- Be a courteous and respectful listener/participant: this is the only way to encourage all others to participate and learn in this class.
- The course schedule is tentative. If changes are made you will be notified verbally and in writing in a timely manner.
- *Laptops, mobile phones and devices may not be used in class.*

UCDC Policies

- **Statement on Weather Emergencies**

In the event of a weather emergency, UCDC follows the [federal government's decisions](#) about delays and closures. We will cross that bridge if/when we get there!

- **Policy on Academic Misconduct**

UCDC has a zero-tolerance policy for cheating, plagiarism, and any other form of dishonesty. Students should refer to their home campus Student Code of Conduct for the regulations that apply to them. The burden is on each student to know what behaviors constitute cheating and plagiarism. Ignorance of these behaviors is not an adequate defense.

- **[Statement on Sexual Harassment and Sexual Violence](#)**

The University of California is committed to creating and maintaining a community where all individuals who participate in University programs and activities can work and learn together in an atmosphere free of harassment, exploitation, or intimidation. Every member of the community should be aware that the University prohibits sexual harassment and sexual violence, and that such behavior violates both law and University policy. The University will respond promptly and effectively to reports of sexual harassment and sexual violence, and will take appropriate action to prevent, to correct, and when necessary, to discipline behavior that violates this policy on Sexual Harassment and Sexual Violence.

Students who wish to speak confidentially about an incident of sexual misconduct should contact UCDC's Counseling Services at UCDCCounseling@gmail.com. To report sexual misconduct to ask questions about UCDC policies and procedures regarding sexual misconduct, please contact the UCDC Title IX administrator, Josh Brimmeier (202-974-6214 or josh.brimmeier@ucdc.edu). Because the University of California is legally obligated to investigate reports of sexual misconduct, the confidentiality of reported misconduct cannot be guaranteed.

- **[Statement on Accommodations for Students with Disabilities](#)**

In compliance with the Federal Rehabilitation Act of 1973, as amended (Public Law 93- 112) and the Americans with Disabilities Act of 1990 (Public Law 101-336), University of California policy prohibits unlawful discrimination on the basis of disability in its programs, services, and activities.

If you require accommodation for class, please let me know at our first meeting (if not earlier) so the necessary arrangements can be made.

COURSE OUTLINE AND READINGS

Development Goals: Prosperity, Peace and Sustainability

Class 1: Introduction, Development and Sustainability

[Matthew Clarke & Simon Feeny](#). 2011. "Old challenges and new opportunities for the MDGs: now and beyond 2015," [Journal of the Asia Pacific Economy](#), V. 16, Issue 4, November, 509-519.

Jan Vandemoortele. 2014. "Post-2015 agenda: mission impossible?" *Development Studies Research*, 1:1, 223-232

Recommended

Dichter, Thomas W. (2003). "The Evolution of the Idea of Development" in *Despite Good Intentions: Why Development Assistance to the Third World has Failed*. Amherst: University of Massachusetts Press, Chapter 2, pp. 48-74

Class 2: Ending poverty: the Promise of Economic Growth

Ted Talk: Gary Haugen: The hidden reason for poverty the world needs to address now

https://www.ted.com/talks/gary_haugen_the_hidden_reason_for_poverty_the_world_needs_to_address_now

Andrew Sumner. 2007. “[Meaning versus measurement: why do ‘economic’ indicators of poverty still predominate?](#)”

Development in Practice, Volume 17, Issue 1, February 2007, pages 4-13

Edward R. Carr. 2008. “[Rethinking poverty alleviation: a ‘poverties’ approach](#)” Development in Practice, Volume 18, Issue 6, November: 726-734

Recommended

Hanlon, Joseph (2011). Mozambique: ‘The War Ended 17 Years Ago but We Are Still Poor’. *Conflict, Security and Development*. 10:1.

Class 3: Post/Conflict and Development

Helen Clark, UNDP Administrator. 2013. “Conflict and Development: Breaking the Cycle of Fragility, Violence, and Poverty” Speech at the Annual Foreign Policy Lecture

<http://www.undp.org/content/undp/en/home/presscenter/speeches/2013/08/12/-conflict-and-development-breaking-the-cycle-of-fragility-violence-and-poverty-.html>

Shannon, Roisin, (2009). “Playing with Principles in an Era of Securitized Aid. Humanitarian Space in Afghanistan.” *Progress in Development Studies* 9:1 (VC).

Recommended

World Bank (2011). Conflict, Development and Security. World Development Report 2011. Washington: World Bank.
<http://wdr2011.worldbank.org/fulltext>

Actors, Organizations and Institutions

Class 4: Institutions and Development

Rodrik, D. and Subramanian, A., and Trebbi, F. “Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development” in Seligson and Passé Smith, *Development and Underdevelopment*, pp. 91-98.

Indra de Soysa and Johannes Jütting. 2007. “[Informal institutions and development: How they matter and what makes them change](#),” In I. S. and Johannes Jütting. *Informal institutions: How social norms help or hinder development*.

Khan, Mushtaq (2004), State Failure in Developing Countries and Institutional Reform Strategies,” Oxford: Washington, DC: The World Bank, pp. 165-195.

<http://core.ac.uk/download/pdf/2786928.pdf>

Class 5: Foreign Aid & Donors (multi-lateral, bi-lateral etc)

A. Alesina, D. Dollar. 2000. “[Who gives foreign aid to whom and why?](#)” *Journal of Economic Growth*, 2000.

Campbell, Horace. 2008. “China in Africa: challenging US global hegemony,” *Third World Quarterly* 29(1), pp. 89-105.

Recommended

Shiffman, Jeremy (2006), Donor funding priorities for communicable disease control in the developing world, *Health Policy and Planning* 21(6), pp. 411-420.

Class 6: Development NGOs

Video: SEWA

Nicola banks and D. Hulme. 2012. The Role of NGOs and Civil Society in Development and Poverty Reduction.

[Brooks World Poverty Institute Working Paper No. 171.](#)

http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2072157

D.J. Smith. “[Corruption, NGOs, and development in Nigeria](#)” *Third World Quarterly*, 31(2): 10

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3832995/>

Development with Equity

Class 7: Women's Empowerment

Video: Why Women Matter (3:21)

<https://www.youtube.com/watch?v=1S0eHdHDo6U&feature=related>

Gita Sen & [Avanti Mukherjee](#). “[No Empowerment without Rights, No Rights without Politics: Gender-equality, MDGs and the post-2015 Development Agenda](#),” *Journal of Human Development and Capabilities*, V. 15, Issue 2-3, July 2014, pages 188-202.

Naila Kabeer. 2005. “Gender equality and women's empowerment: A critical analysis of the third millennium development goal 1”, *Gender & Development*, 13:1, 13-24

A Malhotra, SR Schuler. 2005. “[Women's empowerment as a variable in international development](#).” www.empowerwomen.org/.../measuring-womens-empowerment-as-a-

Class 8: Youth and/in Development

Video

USAID. 2012. Youth in Development Policy. <https://www.usaid.gov/policy/youth>

AIYD. 2013. [Guiding Principles for International Youth Development](#). Alliance for International Youth Development. 2013.

Recommended:

World Bank. 2007. *Development and the Next Generation*.

IRC. 2012. *Investing in a Youth Dividend: An analysis of donor strategies, programs and funding for youth and livelihoods in conflict- and crisis-affected contexts*

Information Communication Technologies (ICTs) for Development

Class 9: ICT4D

Video

G Walsham. 2010. [ICTs for the broader development of India: An analysis of the literature](#). *The Electronic Journal of Information Systems*.

[E. N. Ajani](#). 2014. “[Promoting the Use of Information and Communication Technologies \(ICTs\) for Agricultural Transformation in Sub-Saharan Africa: Implications for Policy](#).” *Journal of Agricultural & Food Information*, Volume 15, Issue 1

Taiane Coelho, Andréa Segatto, José Frega. 2015. “Analysing ICT and Development from the Perspective of the Capabilities Approach: A Study in South Brazil.” *The Electronic Journal of Information Systems in Developing Countries*. Vol 67

Class 10: E-Government and E-governance

SH Bhuiyan. 2011. “Modernizing Bangladesh public administration through e-governance: Benefits and challenges.” *Government Information Quarterly*

Shailendra C. Jain Palvia1 * and Sushil S. Sharma. “E-Government and E-Governance: Definitions/Domain Framework and Status around the World.”

