

University of California, Washington Program

Reducing Poverty and Inequality: Lessons from International Development

Tuesday 1:00pm EST– 4:00pm EST

Instructor: Dr. Loubna Skalli Hanna

E-mail: loubna.hanna@ucdc.edu

Office Hours: Mondays 4:00pm-6:00pm

Wednesday 4:00pm-6:00pm

Please email me for an appointment and use the Zoom link for office hours

Course Description

This is an introductory course to the international development field. The focus is on introducing you to 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, Global Fund for Women, 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 theories and practices 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 dilemmas and practices based on your academic and experiential knowledge.

Teaching Style & Expectations

To achieve learning objectives and outcomes of this course, I will combine numerous methodologies and activities that call for your active investment and continuous participation. I will use class time for various activities, including discussions, breakout sessions, reflections on documentaries, and for delivering mini summary lectures. Prior to classes, you are expected to read assigned materials for the week, follow current global events, reflect on them, and relate them to our class discussions.

Required books

No books are required for this course. Readings for each class are available in Canvas under modules corresponding to our weekly sessions. If a PDF for a reading is not available in Canvas, it means you should use the weblink provided on the syllabus to access the specific reading. Please email me prior to class if you have any question about difficulties access to the readings

Additional Resources and useful web sources:

Center for Global Development: <http://www.cgdev.org/> (Links to an external site.)

Eldis, "Gateway to Development Information": <http://www.eldis.org/> (Links to an external site.)

OECD/Development Co-Operation Directorate: www.oecd.org/dac (Links to an external site.)

Poverty-wellbeing.net

Aid Watch blog

E-journals available at your university library:

World Development

Finance and Development

Development and Change

Gender and Development

Third World Quarterly

Studies in Comparative International Development

Course Requirements

Participation	15% of Final Grade	
Presentation DC-CA	20% of Final Grade	Due: April 5
Current Event (1)	15% of Final Grade	Due April 12
Final Project Proposal	10% of Final Grade	Due April 26
Literature Review	15% of Final Grade	Due May 17
Final Project	25% of Final Grade	

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 assigned for the day; b) ask questions that advance thinking and discussion; and c) draw on your knowledge, observations and experiences to illustrate the issues and questions raised.

Any absence from class should be justified. You are expected to notify me about your absence at least 24 hours prior to class. Failure to do will affect your grade.

2. Class Presentation: 20% of final grade

For this assignment, each student will work in a dyad to collect recent development data related to Washington D.C. and California in such areas as: poverty, education, homelessness, health issues, violence, etc. The specifics of this assignment will be discussed in our zoom class and additional guidelines will be posted in Canvas.

3. Analytical Report on Current Events: 15% of the final Grade

Analytical reports are short reflection papers on a current event that is linked to the core themes of this class. This assignment requires you to be:

- 1) informed about news reporting/coverage of current events in the world; and
- 2) thinking about how these have impact on or implications for reducing poverty and inequality. You should demonstrate your ability to use class materials to understand and analyze current events.

A detailed guideline is provided in Canvas/Assignments

Final Project: 30% of final grade

For your final project, you will produce an analytical paper answering a very specific research question in the development field. To be focused, your question should be about a very focused sector or thematic area (health, education, corruption, etc.) within a specific context (Ghana, Brazil, Angola etc.) within a reasonable time frame (since 2008 financial crisis or over the last decade, etc.)

Your proposal draft, due: XXXX 22

Proposal Revised and finalized by XXX

Final submission, due: TBD

Detailed guidelines for each will be posted in Canvas and discussed in class

Grading Scheme

Please see the Rubric in the Assignment Folder to understand how I assign the grades for each assignment. 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

Policy on Late Assignments

Keeping up with the work in a class like this is very important. The assignments are scaffolded, which means they build on each other and rely on the completion of the one before.

Assignment deadlines are firm to keep us on track, but also to provide predictability in your schedules. Still, life happens and you may find that you miss a deadline. Been there, done that.

I encourage you to submit late assignments rather than not submit at all. While you are likely to be docked points for lateness *if you haven't provided an excuse*, I don't judge! You are much better off with some points than no points, and you're definitely better off with feedback than no feedback. So, get in your work even if you take a bit of a hit on points.

For every 24 hour period after the date and time that the assignment is due, the grade received for the assignment will be decreased by one (1) part of a grade. The 24 hour periods include weekends. For example, if you turn in an A quality assignment on Wednesday before 11:59p, after it was due on Monday at 11:59p, then the assignment will be 2 days late and you will earn a B+ on that assignment. If you turn in a B quality assignment at that same time, you will earn a C+.

You may submit assignments early, but I don't grade assignments early.

- **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](#) ([Links to an external site.](#))

Click on this link for the University of California statement on sexual harassment and sexual violence. Students who wish to report sexual misconduct or to ask questions about UCDC policies and procedures regarding sexual misconduct may do so with any UCDC faculty or staff, or contact Debbie Deas, Director of Student Services (debbie.deas@ucdc.edu, 202-872- 8937). *Please note that because the University 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](#) ([Links to an external site.](#))**

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

March 22: Introduction

What is International Development?
What are the objectives and priorities of the field?
Class Activity: Dilemmas of ID

March 29: MDGs and SDGs

[Matthew Clarke \(Links to an external site.\)](#) & [Simon Feeny \(Links to an external site.\)](#). 2011. "Old challenges and new opportunities for the MDGs: now and beyond 2015 ([Links to an external site.](#))," *Journal of the Asia Pacific Economy (Links to an external site.)*, 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 \(Links to an external site.\)](#)" in *Despite Good Intentions: Why Development Assistance to the Third World has Failed*. Amherst: University of Massachusetts Press, Chapter 2, pp. 48-74

April 5: DC-CA as a Development Zone?

Presentations

Eve Bratman (2011): Development's Paradox: is Washington DC a Third World city? *Third World Quarterly*, 32:9, 1541-1556

We will discuss D.C. in light of the Millennium Development Goals. Students will collect/share and discuss in class the most recent data on such issues as education/school drop-out, transportation, Gun homicides, HIV/AIDs, and affordable housing/homelessness.

Guidelines for this activity will be discussed in class and posted in Canvas

April 12: Poverty & Inequality -Causes and Challenges

Current event: paper due today

[Andrew Sumner \(Links to an external site.\)](#). 2007. "[Meaning versus measurement: why do 'economic' indicators of poverty still predominate? \(Links to an external site.\)](#)" *Development in Practice (Links to an external site.)*, Volume 17, Issue 1, February 2007, pages 4-13.

Video: Puzzle of Growth: Rich Countries and Poor Countries (8:32 minutes). Youtube

The 2020 Global Multidimensional Poverty Index Launch Event:

<http://hdr.undp.org/en/2020-MPI> (Links to an external site.) (0-14:30 mn)

Katherine Schaeffer. 2020. "6 facts about economic inequality in the U.S." Pew Research Center

[www.pewresearch.org > fact-tank > 2020/02/07 > 6-facts-..](http://www.pewresearch.org/fact-tank/2020/02/07/6-facts-..) (Links to an external site.)

Recommended:

Poverty around the world (excellent overview of global poverty and inequality within the US and beyond)

<https://www.globalissues.org/article/4/poverty-around-the-world> (Links to an external site.)

April 19: Development in Conflicted Affected Areas

Guest Speaker: Chemonics International

ID Memo due today

USAID. Working in Conflict and Crisis Areas

<https://www.usaid.gov/what-we-do/working-crises-and-conflict>

Humanitarian Aid versus Development Aid: the differences

<https://humanitariancareers.com/humanitarian-aid-vs-development-aid-the-differences>

Recommended

Brigitte Rohwerder. 2014. "The Impact of Conflict on Poverty." GSDRC

<http://gsdrc.org/docs/open/hdq1118.pdf> (Links to an external site.)

Actors, Organizations, and Institutions

April 26: Institutions for Development

End of the Semester paper proposal due today

1. Andrew Rathmell. 2016. "Building Effective Institutions." UNA-UK

<https://www.sustainablegoals.org.uk/building-effective-institutions/> (Links to an external site.)

2. Verena Fritz. 2013. To end poverty, we need to get better at improving institutions. World Bank Blog.

<https://blogs.worldbank.org/governance/to-end-poverty-we-need-to-get-better-at-improving-institutions> (Links to an external site.)

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

May 3: NO CLASS

May 10: Foreign Aid & Donors (multi-lateral, bi-lateral etc.)

Video 1: Esther Duflo

https://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty#t-19422 (Links to an external site.) (Links to an external site.)

Video 2: Dambisa Moyo: <https://www.youtube.com/watch?v=HIPvIQOCfAQ>

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

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

The Borgen Project. Don’t Tell Me What You Value: Show me Your Budget and I will Tell You What you Value.”

<https://borgenproject.org/foreign-aid/> (Links to an external site.)

May 17: Development NGOs

Section 1 of paper: Literature review due today

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 \(Links to an external site.\)](#).
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2072157 (Links to an external site.)

Seelos C. and Mair J. 2005. “Sustainable Development: How Social Entrepreneurs make it Happen.” IESE-Working Paper 611.

Recommended:

Mansour Ismaeil. The Role of NGOs in Development

<https://www.slideshare.net/MansourEsmailZaei/role-of-ngos-in-development>

May 24: Women's Empowerment

Video: Why Women Matter (3:21)

[Gita Sen \(Links to an external site.\)](#) & [Avanti Mukherjee \(Links to an external site.\)](#). “No Empowerment without Rights, No Rights without Politics: Gender-equality, MDGs and the post-2015 Development Agenda (Links to an external site.),” *Journal of Human Development and Capabilities (Links to an external site.)*, 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 \(Links to an external site.\)](#).”

May 31: Wrap up

End of semester project -due date TBD