

University of California, Washington Program

Reducing Poverty and Inequality: Lessons from International Development

Winter Quarter: January 7– March 11, 2020

Thursdays 10:00 am PST– 1:00pm PST

Zoom Link: <https://ucdc-edu.zoom.us/j/7705907853>

Instructor: Dr. Loubna Skalli Hanna

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Office Hours: email me for an appointment

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

This course is conducted entirely online through zoom classes: <https://ucdc-edu.zoom.us/j/7705907853>

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/>
 Eldis, "Gateway to Development Information": <http://www.eldis.org/>
 OECD/Development Co-Operation Directorate: www.oecd.org/dac
 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
Weekly Current Events (2)	10% first report, then 20% (total of 30% of Final Grade)
Presentation DC-CA	20% of Final Grade
Final Project Proposal	5% of Final Grade
Final Project	30% 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.

2. Analytical Reports on Weekly Current Events: 30% of the final Grade

Analytical reports are no more than two-pages long (double space) reflections 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. You will have a total of 2 reports to be submitted **24** hours before class meets on Thursday

Reports are due on the following dates:

1. January 28
2. February 11

A detailed guideline is provided in Canvas/Assignments

3. 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.

1. 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: February 25

Proposal Revised and finalized by March 4

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

Course Expectations & Policies: Please read the below carefully!

- Your well-being is my **top** priority.
- We are ALL living, working, and trying to function in unprecedented times. However, I know these times are harder for some of us more than for others. There are undoubtedly those whose home situations make it more challenging to be as invested in the course as would be the case if we were all back on campus. I will be as accommodating as possible on all fronts without sacrificing the quality of teaching and learning I typically expect!
- I encourage you to reach out to me with any questions and/concerns throughout the quarter. The earlier you let me know, the easier for both of us to find ways to make you get the most out of this class.
- Canvas is our main platform for course details and materials. Make sure you read messages, announcements, etc.
- All class meetings will occur in Zoom. Do **NOT** share our course Zoom links or meeting passwords with anyone outside of our course. This is critical to protect the privacy of everyone in attendance.
- This course is interactive and expects you to be fully involved in your learning. I ask that you keep your video **turned on** throughout our meetings. We communicate better if we can see each other. I understand; however, that, for a range of reasons, some may feel less comfortable keeping video on, or various technology issues may prevent you from having video during a given session. That's understandable. I encourage you to have video on as the default, but trust that you will make the decision that works best for you. And, of course, feel free to turn your video off if you need to step away or take a short break.
- Attendance is mandatory for this class! However, if you are unable to make it to our zoom class, please notify me as early as possible and preferably before class. If you cannot do it before class, make sure I hear from you after class so we can agree on the make-up assignments.
- Weeks in the Quarter move rather fast; therefore, assignment deadlines are firm. Do your very best to meet your deadlines so you can get feedback in a timely fashion. Late work will be accepted **ONLY** if you communicate to me the circumstances of the delay prior to the deadline.
- Be a courteous and respectful listener/participant: this is the only way to encourage all others to participate and learn from each other in this class. **SPECIFICALLY**, we need to listen to each other and acknowledge ideas and positions on issues that are different from the ones we hold. This is the only way to embrace, foster and celebrate diversity.
- The course schedule is tentative. While no change is expected in the substantive materials we cover, we could, if necessary, have to change the order of sessions to accommodate the speakers I invite to class. If change is made, you will be notified in writing in a timely manner.

- **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

January 7: Introduction

What is International Development?

What are the objectives and priorities of the field?

Class Activity: Dilemmas of ID

January 14: MDGs and SDGs

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

January 21: DC-CA as a Development Zone?

Dyad 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

January 28: Poverty & Inequality -Causes and Challenges

Current event: paper 1 due today

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.

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

<https://www.youtube.com/watch?v=u5P8AZRBLac>

The 2020 Global Multidimensional Poverty Index Launch Event:

<http://hdr.undp.org/en/2020-MPI> (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-..)

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>

February 4: Post/Conflict and Development

Guest Speaker

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).

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

Recommended

Amelia Branszick. Humanitarian Aid and Development Assistance.

https://www.beyondintractability.org/essay/humanitarian_aid

World Vision. 2016. Syrian Refugee Crisis.

<https://www.worldvision.org/refugees-news-stories/syria-refugee-crisis-faq-war-affecting-children>

Actors, Organizations, and Institutions

February 11: Institutions for Development

Guest Speaker

Current Event: paper 2 due today

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*.

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*.

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

<https://www.sustainablegoals.org.uk/building-effective-institutions/>

February 18: 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.

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/>

Recommended

M. Bearak and L. Gamio. 2016. "The US Foreign Aid Visualized." September 26.

https://www.washingtonpost.com/news/worldviews/wp/2016/09/26/the-u-s-foreign-aid-budget-visualized/?utm_term=.5179242c4ccf

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

February 25: Development NGOs

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

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

YouTube: Banking on the Poor-Bangladesh
<https://www.youtube.com/watch?v=MrUQKuvsmvw>

Recommended:

Mansour Ismaeil. The Role of NGOs in Development
<https://www.slideshare.net/MansourEsmaeilZaei/role-of-ngos-in-development>

March 4: Women's Empowerment

Proposal finalized today

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."

March 11: Wrap up

End of semester project