

## **University of California, Washington Program**

### **Reducing Poverty and Inequality: Lessons from International Development**

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Office Hours: all meetings will be via zoom. Please 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 professor, 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's School of International Service (2003-2015) and the George Washington University's Elliott School of International Affairs. 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 consult with numerous intern/national development organizations and agencies including USAID, World Bank, 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. I am twice a recipient of the Fulbright Scholarship, among other awards.

#### **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, brief presentations, 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 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 questions and/or difficulties accessing 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](http://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

Current Events (2)	<b>30%</b> of Final Grade
Presentation DC-CA	<b>20%</b> of Final Grade
Final Project Proposal	<b>5%</b> of Final Grade
Final Project	<b>30%</b> 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, in which case you can choose to join class via zoom. You are expected to notify me about your absence **at least 24 hours prior to class**. Failure to do will affect your final grade.

### **2. Analytical Reports on Weekly Current Events: 30% 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:

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

You will have a total of 2 reports to be submitted **before** class meets on Tuesday  
Reports are due on the following dates:

1. Report 1: two-pages long, double space: October 11 (**10% grade**)
2. Report 2: three-pages long, double space: October 25 (**20% grade**)

A detailed guideline is provided in Canvas/Assignments

### **3. Class Presentation: DC-California and Development Dilemmas 20% of final grade**

For this assignment, each student will work in a small group to collect recent data related to Washington D.C. and California in such areas as: poverty, education, homelessness, health issues, violence, etc. Presentations are scheduled for October 4. The specifics of this assignment will be discussed in class and additional guidelines will be posted in Canvas.

### **4. Final Project: 30% of final grade + 5% proposal**

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: **November 1**

Proposal Revised and finalized by: **November 15 (5% on the finalized)**

Final paper 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. If your assignment is submitted late, your grade will be delayed.

- **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**

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 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**

#### **September 20: Introduction**

What is International Development?

What are the objectives and priorities of the field?

Class Activity

#### **September 27: 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.

Eisenmenger, N., Pichler, M., Krenmayr, N. *et al.* 2020. The Sustainable Development Goals prioritize economic growth over sustainable resource use: a critical reflection on the SDGs from a socio-ecological perspective. *Sustain Sci* **15**, 1101–1110 (2020).

<https://link.springer.com/article/10.1007/s11625-020-00813-x#citeas>

### Recommended

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

### **October 4: DC-CA as a Development Zone?** **Group 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

### **October 11: Poverty & Inequality -Causes and Challenges** **Current event: paper 1 due today**

Video 1: Esther Duflo

[https://www.ted.com/talks/esther\\_duflo\\_social\\_experiments\\_to\\_fight\\_poverty#t-19422](https://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty#t-19422) (Links to an external site.)

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.

Katherine Schaeffer. 2020. "6 facts about economic inequality in the U.S." Pew Research Center [www.pewresearch.org](http://www.pewresearch.org) > fact-tank > 2020/02/07 > 6-facts-..

The 2020 Global Multidimensional Poverty Index Launch Event:  
<http://hdr.undp.org/en/2020-MPI> (0-14:30 mn)

### **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>

### **October 18: Post/Conflict and Development** **Guest Speaker**

Brigitte Rohwerder. 2014. "The Impact of Conflict on Poverty." GSDRC  
<http://gsdrc.org/docs/open/hdq1118.pdf>

Bianca S Auriemo. 2022. Why Conflict Analysis Matters for Economic Development.

<https://chemonics.com/blog/why-conflict-analysis-matters-for-economic-development/>

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](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**

### **October 25: Institutions for Development**

Event paper 2: due today

Andrew Rathmell. 2016. “Building Effective Institutions.” UNA-UK

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

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>

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.

### **November 1 Foreign Aid & Donors (multi-lateral, bi-lateral etc.)**

Project proposal draft due today

Video 1: Dambisa Moyo: <https://www.youtube.com/watch?v=HIPvIQOCfAQ>

Akihiko Nishio and Gaiv Tata. 2021. How the structure of global aid and development finance is changing.

<https://www.brookings.edu/blog/future-development/2021/11/03/how-the-structure-of-global-aid-and-development-finance-is-changing/>

Olusanya, J.O., Ubogu, O.I., Njokanma, F.O. *et al.* Transforming global health through equity-driven funding. *Nat Med* **27**, 1136–1138 (2021).

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**

2016. [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=.5179242c4cf](https://www.washingtonpost.com/news/worldviews/wp/2016/09/26/the-u-s-foreign-aid-budget-visualized/?utm_term=.5179242c4cf)

## **November 8: Development NGOs**

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](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. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=876404](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=876404)

**Recommended:**

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

**November 15: Research Lab 1**

Finalized proposals

Research steps for the final project: literature review and case study

**November 22: Gender, Development & Empowerment**

[Gita Sen & Avanti Mukherjee](#). 2014. "[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