

POLS 30595
International Development in Practice: What Works in Development?
Fall 2013

Location: DeBartolo Hall 232
Class: Monday and Wednesday 9:30 – 10:45 a.m.
Office Hours: Tuesdays 3:30-5 p.m. and Fridays 1-3:30 p.m.,
also available by appointment

Instructor: Steve Reifenberg,
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This class aspires to develop relevant knowledge and practical skills for students interested in engaging in positive change in a complex world. In this course on international development, students will:

- 1) examine the processes that bring about individual and societal change in an international context;
- 2) explore the roles, complexities, opportunities and constraints of development projects in areas such as poverty reduction, social development, health and education; and,
- 3) develop practical skills related to project design, planning, management, negotiations, communications, and the evaluation of international development projects.

A central theme of the course is to understand what have we learned over the past decades from systematic research and from experience in the field about “what works.” The course makes use of cases studies and draws lessons from instructive stories of failure as well as inspirational stories of change. The course focuses significant attention on “bright spots” in development–specific interventions that have made meaningful contributions. The course aspires to help train students to think like creative, effective, and thoughtful development professionals.

A central feature of the course will be the opportunity to work throughout the semester as a member of team – “Development Advisory Team” -- directly with a development organization “client” that has identified a specific problem or opportunity. Development clients are in Argentina, Bangladesh, Chile, Haiti, India, Kenya, Mali, and Zambia, as well as two organizations that have presented projects across a multiple countries.

The course is highly interactive and will require active participation in class discussions, as well as in multiple exercises and group projects.

Required course books (each will be read in its entirety): Books will be available at the ND Bookstore.

- Fisher, Roger and William L. Ury. *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin, 3rd edition. ISBN 978-1101-539-545
- Kidder, Tracy. *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*. Random House Trade Paperbacks, 2004. ISBN 0-8129-7301-1
- Novogratz, Jacqueline. *The Blue Sweater: Bridging the Gap between Rich and Poor in an Interconnected World*. Rodale Books, 2010. ISBN 978-1-60529-476-6
- Reifenberg, Steve. *Santiago's Children: What I Learned about Life at an Orphanage in Chile*. University of Texas Press, 2008. ISBN 978-0-292-71742-8

All additional readings (listed on the syllabus) are available through the **electronic reserve system at the library**.

Expectations, Course Requirements and Grading

Students must come to class prepared to contribute to class discussions and exercises.

1. Class participation (20%)
This is based on quality, not quantity. Students who prepare well, regularly participate, and make contributions to the learning experience of others through their class contributions and in their group projects will do well in this category. Students will have a chance to give feedback on their peers as well as evaluate their own participation.
2. Quizzes, negotiation exercises, and short assignments (20%)
3. Two short essays, maximum four pages each (20%)
 - a) Examine and provide evidence for a specific example of what “works” in development.
 - due at beginning of Class #10 (**Sept. 30**)
 - b) Identify a development organization (or project) whose work is relevant for your DAT and draw explicit lessons for your client.
 - due at beginning of Class #18 (**Nov. 4**)
4. Development Advisory Team Project (DAT) (25%)
 - Project summary (prepared by group) due at Class #21 (**Nov. 13**)
 - Group presentation on the evening of Class #26B (**Dec. 4**)
 - Final written presentation on Class #27 (**Dec. 9**)
 - DAT blog: <http://intldevelopmentinpractice.wordpress.com/>
5. Final paper – “development checklist” (15%) Due during exam period (**Dec. 16**)
6. Possibilities for extra credit (up to an additional 4%)

THERE ARE TWO REQUIRED EVENING SESSIONS: The first is **Wednesday, October 9th, 6:00-9:00p.m.** (Debartolo 240, 241, and 242). This session is in addition to class that day

and will include an interactive negotiation exercise. Dinner will be provided. Because of this evening session, we will not have a formal class on **Monday, October 14th**.

The second evening session is **December 4th, 6:15-9:00p.m.** (Hesburgh C103) for the final presentation of your group projects. There will not be class at the regularly scheduled time (i.e., at 9:30 -10:45 a.m. on Dec. 4th). **If you have any concerns about being able to attend these two evening sessions on October 9th or December 4th, please speak to me.**

Assignments: Please pay attention to deadlines and to questions that accompany the readings. These questions form the core of class discussions. For written assignments, I will deduct 1/3 of a grade (e.g., from A- to B+) for every day late. No credit is allotted once assignments have been returned.

Development Advisory Team project: Teams of students (typically of 3 or 4 students) will be paired over the fall 2013 semester with an international development “client.” Students will address a specific problem or opportunity defined by the client.

Attendance Policy: This class is to prepare professionals interested in international development. You will often be part of a team working together on a common project. Just as if you were working as a professional, I expect you to attend class and come prepared to participate. If you anticipate missing a class or are ill, I expect you to communicate with me (ideally before class) at sreifenb@nd.edu

Laptops and Cell Phones are not allowed to be used in class. I believe it makes it difficult to concentrate and fully engage in the class activities.

Office Hours: Tuesdays 3-5 p.m. & Fridays 1-3 p.m. If these hours are not convenient, I will be happy to arrange an alternative time. Please email or talk with me after class for an appointment at another time.

Code of Honor: Today, as a precondition for admission to the University, all undergraduates pledge: ***“As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.”*** The website www.nd.edu/~hnr/code/docs/handbook.htm describes the principles, policies and procedures of the Academic Code of Honor. Students will receive a zero for an assignment for which there is an infringement of the honor code.

Disabilities: Any student who is registered with Disability Services should speak with me as soon as possible regarding any necessary accommodations.

International Opportunities: Some of you might be interested in exploring ways to work, study, do research, or have internships in different parts of Africa, Asia, or Latin America. I would be happy to suggest some options. The Kellogg Institute for International Studies (where I am Executive Director) has many opportunities for international internships and research. Our class will also put you in touch with many development professionals over the course of the semester. If I can be helpful to you in other ways, do not hesitate to be in touch. A number of students have also found opportunities for internships or other ways to engage with their “client” organization after the class is over.

08/28/13

Class #1) The Starting Point: What is Development?

We all seek magic to avoid hard slog to make the world right.

- V.S. Naipaul

Reading:

Review class syllabus

- How would *you* define human development? International development?
- What are the instructor's objectives for this class?
- What are your personal objectives for this class?

09/02/13

Class #2) Is the World Making Progress in Human Development? Is International Aid Making a Meaningful Contribution?

"...in search of places where change does not mean ruin and where time and men and deeds connected."

- William Least Heat-Moon, *Blue Highways*

Reading:

Easterly, William. *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. Penguin, 2007. Chapter 1 (pages 3-33)

Kenny, Charles. *Getting Better: Why Global Development Is Succeeding – and How We Can Improve the World Even More*. Basic Books, 2012. Prologue (xiii-xiv) Chapter 1 (pages 1-14) and Chapter 7 (pages 113-148)

- What is Easterly's critique of international aid? What evidence does he provide that development has done "so much ill and so little good?"
- What is Kenny's argument? What evidence does Kenny present to suggest things are "getting better?"

Assignment due for class on #2:

You have been asked to make a brief statement for a conference titled: *Does Development Work?* Respond to the question the conference proposes: *In 2013, do you believe international development aid is making significant contributions in addressing the world's most critical issues related to human development?* If your last name begins with A to K, prepare to answer "No." If your last name begins with L to Z, prepare to answer "Yes." Write your remarks on one sheet. Use at least three specific examples of evidence to support your case. You can use bullet points. Bring two copies, one for me and one for you. We will discuss the assignment in class.

09/04/13

Class #3) What Works in Development? The Role of Evidence

In the middle of difficulty lies opportunity

- Albert Einstein

Reading:

Karlan, Dean and Jacob Appel. *More Than Good Intentions: Improving the Ways the World's Poor Borrow, Save, Farm, Learn, and Stay Healthy*. Plume, 2012. Chapters 1-3 (pages 1-54)

Case study: Drug Abuse Resistance Education: [DARE Resources](#)

- In what way do Karlan and Appel propose to move beyond “good intentions”?
- What is experimental design? Why do its proponents believe it is so important for evaluating impact? What are its limitations?
- Examine the Drug Abuse Resistance Education (DARE) program. What evidence is there to suggest it is a successful program? Is there evidence to suggest otherwise?

Discussion of DAT Project Opportunities

09/09/13

Class #4) Development in Context: Studying Haiti

Beyond mountains there are mountains. - Haitian proverb

Reading:

Kidder, Tracy. *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who Would Cure the World*. Parts I and II (pages 1-122)

- What are the historical and development contexts for Haiti?
- How does Farmer approach learning about Haiti?
- Why is the Peligre Dam so important in Farmer’s understanding of Haiti?

Opportunity to express preference for different DAT clients

09/11/13

Class #5) Development in Context: *Medicos Aventureros* in Peru

Never underestimate the ability of a small group of committed individuals to change the world. Indeed, it is the only thing that ever has. - Margaret Meade

Readings:

Kidder, Tracy. *Mountains Beyond Mountains*. Part III (pages 123-178)

Sen, Amartya. *Development as Freedom*. Anchor, 2000. Introduction (pages 3-11)

- What is the historical and development context for *Socios en Salud* in Peru? How does the Peru experience influence what PIH aspires to do in other parts of the world?
- What is Sen’s concept of *Development as Freedom*? What insights does it contribute to this discussion?

Assignment of DAT Projects and discussion of Essay #1 (due 9/30)

09/16/13

Class #6) Development in Context: Becoming a “Player” in International Health Policy

*...And right action is freedom
From past and future also
For most of us, this is the aim
Never here to be realised;
Who are only undefeated
Because we have gone on trying...*

- T.S. Eliot, “The Dry Salvages”

Readings:

Kidder, Tracy. *Mountains Beyond Mountains*, Parts IV and V (pages 180-301)

- What is the PIH strategy for engaging on international policy? How effective is it? What are its limitations?
- What is the relationship between dealing with individual patients and trying to shape international health policy? What are the similarities? The differences?

09/18/13

Class #7) Accompaniment as a Conceptual Framework for International Development

When I feed people they call me a saint. When I ask why there is poverty, people call me a communist.

- Dom Hélder Câmara, Archbishop of Recife, Brazil

Readings:

Farmer, Paul. “Partners in Help: Assisting the Poor Over the Long Term,” *Foreign Affairs*, July 29, 2011

Farmer, Paul. *Pathologies of Power: Healing and Social Justice: Insights from Liberation Theology*. University of California Press, 2004. Chapter 5 (pages 139-159)

Reifenberg, Steve. *In the Company of the Poor: Conversations with Dr. Paul Farmer and Fr. Gustavo Gutierrez*. Orbis Press (forthcoming November 2013) (Epilogue, pages 191-199)

- What are the insights from liberation theology for development? What are the constraints, limitations and challenges?
- What is the accompaniment model? What are the implications for thinking about “international aid”? What are the implications for policy?

Paul Farmer will be at Notre Dame and will discuss his work on the evening of November 19th

09/23/13

Class #8) Setting Goals, Evaluating Impact and Theories of Change

I like a man who smiles when he fights.

- Winston Churchill

Reading:

Heath, Chip and Dan Heath. *Switch: How to Change Things When Change is Hard*. Crown Publishing, 2010. Chapters 1 and 2 (pages 1-48)

- What do Chip and Dan Heath have to say about trying to bring about change?
- What is a theory of change?
- How does one really know that development is “working”?

09/25/13

Class #9) Taking Ideas to Scale

Small is beautiful, but big is necessary. - Fazle Hasan Abed, Founder of BRAC

Readings:

Smilie, Ian. *Freedom from Want: The Remarkable Success Story of BRAC, the Global Grassroots Organization That's Winning the Fight Against Poverty*. Kumarian Press, 2009. Preface (pages xi-xiii) and Chapter 9 (pages 103-115)

Misiti, Amanda J. and Maria A. May, *Tackling Extreme Poverty: From Bangladesh to a Global Agenda*, BRAC Social Innovation Lab's “Doing While Learning” initiative. 2013, (pages 1-10) http://www.brac.net/content/doing-while-learning-case-studies#.Ug_tAn9Uwgp

- In the Smilie chapter, was a “simple solution” really simple? What is ORT?
- Are there lessons you can draw for scaling up from BRAC's experiences in Bangladesh?
- What are the strategies and lessons for scaling globally?

09/30/13

Class #10) The Daunting Challenge of Figuring Out What Works

I would not give a fig for the simplicity this side of complexity, but I would give my life for the simplicity on the other side of complexity.

- Oliver Wendell Holmes

Individual Essay #1: Write a four-page essay describing at least one specific example that you believe has “worked” and made a significant contribution to development. Ideally, you will pick an example in some way connected with your DAT project thematic area. What were the goals of the particular initiative? What evidence supports your choice? Are there potential challenges or critiques to this example? You need to use at least three different sources for your essay. Please use no more than one source that was published or directly affiliated with the implementing organization itself.

(Possible) background resources for essay (to get you started):

[Proven Impact Website](http://www.poverty-action.org/provenimpact) <http://www.poverty-action.org/provenimpact>

[Center for Global Development](http://www.cgdev.org/section/initiatives/_active/millionsaved) http://www.cgdev.org/section/initiatives/_active/millionsaved

[International Initiative for Impact Evaluation](http://www.3ieimpact.org/en/evidence/) <http://www.3ieimpact.org/en/evidence/>

Discussion of Essay #2 and opportunity to meet in class with Development Advisory Team

10/02/13

Class #11) Negotiation in Theory and Practice

Nothing endures but change - Heraclitus

Reading:

Fisher, Roger and William Ury. *Getting to Yes*, Chapters 1-5 (pages 1-94)

- What is principled negotiation? Does it work?
- What are the seven elements of “Getting to Yes”
- How does negotiation relate to international development?

10/07/13

Class #12) Development as Negotiations: Negotiations as Development

Power is the ability to influence the decisions of others. - Roger Fisher

Reading:

Fisher, Roger and William Ury. *Getting to Yes*, Chapters 6-8 (pages 95-144)

Reifenberg, Steve and Elizabeth Simpson. *Negotiating Water Systems in Bangladesh: A two-party international development negotiation exercise*. Copyright 2012

10/09/13

Class #13.A) Development as Negotiation: Peace Accords in Bellicoso

Diplomacy is the art of saying “Nice Doggie!” till you can find a stick.
- Will Rogers

Reading:

Reifenberg, Steve and Michael Watkins. “*Negotiating Peace Accords in Bellicoso: General Instructions for all Participants*,” Harvard Business School: 1998.

Read the General Instructions and Your Confidential Role Instructions. Time in class to meet with your team (government, opposition, and UN mediators) to plan your strategy.

10/09/13

Class #13.B) Development as Negotiation

EVENING SESSION at Hesburgh Center, C103 – 6:00-9:00p.m. – Dinner is included

10/14/13

Class #14) NO FORMAL CLASS: Opportunity to meet with DAT, client, or instructor

10/16/13

Class #15) The Big Picture and Some Big-Picture Goals

Time is short. We must seize this historic moment to act responsibly and decisively for the common good.

- UN Secretary-General Ban Ki-Moon,
Speaking of the 2015 deadline to achieve the
Millennium Development Goals

Reading:

United Nations, The Millennium Development Goals Report, 2010.

The Making of the Millennium Development Goals: Human Development Meets Results-based Management in an Imperfect World. David Hulme, Brooks World Poverty Institute, December 2007, BWPI Working Paper 16. ISBN 978-1-906518-15-8

- What are the Millennium Development Goals?
- What role does negotiation play in their outcome?
- What impact have they had? What challenges do they face?
- What are the Sustainable Development Goals?

Happy Fall Break! (October 19-27)

10/28/13

Class #16: Business as Development & Development as Business

They say a journey of a thousand miles begins with a single step. I took mine and fell flat on my face.

- Jacqueline Novogratz, *The Blue Sweater*

Reading:

Novogratz, Jacqueline. *The Blue Sweater*. Prologue & Chapters 1-9 (pages xi-xiv, 1-146)

- What's the significance of the blue sweater?
- What is Novogratz's theory of change? How did Rwanda change her?
- How does she see the role of business in development?

10/30/13

Class # 17) Bridging the Gap Between Rich and Poor in an Interconnected World

There are only two mistakes one can make along the road to truth; not going all the way and not starting.

- Buddha

Reading:

Novogratz, Jacqueline. *The Blue Sweater*. Chapters 10-16 (pages 147-254)

- What is the Acumen Fund and what are its principles?
- What insights does this book give to the projects you are working on?

Jacqueline Novogratz will be at Notre Dame and will give a talk on her work at 4:15 p.m., and again at 7.30 p.m. on October 31st.

11/4/13

Class #18) Project Design and Strategy: What Works?

... All projects are problem ridden; the only valid distinction appears to be between those that are more or less successful in overcoming their troubles and those that are not.

- Albert O. Hirschman, *Development Projects Observed*

Readings:

Stetson, Valerie, Guy Sharrock and Susan Hahn. *ProPack: The CRS Project Package. Project Design and Proposal for CRS Project and Program Managers*. Catholic Relief Services, Chapter 1-3.1 (pages 1-36). For your reference, I have included the entire document (pg. 1-203) on e-reserve.

Hirschman, Albert O. and Kermit Gordon. *Development Projects Observed*. Brookings, 1967, Pages 9-23

- Do you believe all projects are problem-ridden? What are the best strategies for addressing these kinds of challenges?
- What insights does the CRS ProPack give you for thinking about project design?

Individual essay #2 due: Comparative Analysis

Compare a development organization or project whose work is relevant to your DAT project and that provides insights for your client. (Each member of the team should choose a different organization or project). What are their objectives? What is their theory of change? Be explicit about interesting lessons for how they approach their work and what you are proposing to do. What are the most relevant lessons for your client from your case?

11/6/13

Class #19) The Complex Worlds of Foreign Aid

'Well, I never heard it before,' said the Mock Turtle; 'but it sounds uncommon nonsense.'

- Lewis Carroll, *Alice in Wonderland*

Reading:

Mortenson, Greg. *Stones into Schools: Promoting Peace through Education in Afghanistan and Pakistan*. Penguin Books, 2009, Introduction, Chapter 1 (pages 3-48), and Prologue. You should do the reading before watching the video.

60 Minutes program on Three Cups of Tea

- What is Mortenson's model for development?
- What has Mortenson contributed our understanding of the development process?
- What happened to his successful organization?

11/11/13

Class #20) Half the Sky: Gender and Development

Women hold up half the sky. - Chinese proverb

Readings:

Kristof, Nicholas and Sheryl WuDunn. *Half the Sky: Turning Oppression into Opportunity for Women Worldwide*. Vintage Books, 2009. Introduction and Chapter 1 (pages xi -21) and Chapter 14 (pages 233 -254)

Sen, Amartya. "More Than 100 Million Women are Missing," *The New York Review of Books*, December 20, 1990.

- What evidence do Kristof and WuDunn give to argue that oppression of women is "the central moral challenge" of our time? Where do they see progress?
- How does Sen explain the "mistaken belief" that women make up the majority of the world's population?
- What is the argument for why programs should (uniquely) target girls and women? Is it compelling? Is it discriminatory?

11/13/13

Class #21) What About Happiness?

Happiness is the ultimate currency. - Tal Ben-Shahar

Reading:

Ben-Shahar, Tal. *Happier: Learn the Secrets to Daily Joy and Lasting Fulfillment*. McGraw-Hill, 2007. Chapters 1 and 2 (pages 3-29) and Chapter 4 (pages 51-63)

Revkin, Andrew C. "A New Measure of Well-Being From a Happy Little Kingdom," *The New York Times*, October 4, 2005.

- How does Ben-Shahar define happiness? How is it defined in Bhutan? How do you define it?
- Should "happiness" be a central part of our definition of human development? Of international development?

Submit to Instructor your DAT three-page summary (prepared by group): What is the central issue your client is trying to resolve? What progress are you making? What are the challenges? What elements of your individual comparative analysis are most relevant? What strategies are you using to address this issue?

11/18/13

Class #22) Development Advisory Team Project Preparation

In class, each group will give a short overview of their DAT project plan. During this class, you will have an opportunity to discuss your project with others.

11/20/13

Class #23) Aid to the Rescue?

If you don't know where you are going, any road will get you there.

- Lewis Carroll, *Alice in Wonderland*

Readings:

Philip Gourevitch. "Alms Dealers: Can you provide humanitarian aid without facilitating conflicts?" *The New Yorker*, October 11, 2010.

Frank, Leonard. "The Development Game," *Granta 20: In Trouble Again*, 1986.

- In what ways might humanitarian aid facilitate conflicts? Are there ways to mitigate it?
- What is the "development game"?
- Do these concerns throw into question the entire international aid system?

11/25/13

Class #24) James Grant and the Child Survival Revolution

Ours is the first generation in history in which it is possible to think of bringing the benefits of civilization to all people.

- James Grant quoting Arnold Toynbee

Readings:

Bornstein, David. *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford University Press, 2007, Preface (pages ix-xvii), Chapter 1 (pages 1-10) and Chapter 19 (pages 247-261)

Adamson, Peter, "The mad American," in *Jim Grant, UNICEF Visionary*. Richard Jolly, ed. UNICEF, pages 19-36.

- What is the child survival revolution? What role did Jim Grant play in bringing it about?
- What obstacles does he have to overcome? Are there lessons from his experience?

11/27/13: NO CLASS: Happy Thanksgiving!

12/02/13

Class #25) Parachuting In

The problem with common sense is it is not very common.

- Mark Twain

Reading:

Reifenberg, Steve. *Santiago's Children: What I Learned about Life at an Orphanage in Chile* (entire book)

- What is the historical and development context of Chile in the early 1980s?
- What can be learned from the multiple projects that failed in *Santiago's Children*?
- If you were a mentor to the protagonist, what advice would you give him?

12/04/13

Class #26.A) DAT project

9:30 a.m. to 10:45 a.m. Regular class period is free for preparation

12/04/13

Class #26.B) DAT Project Presentation

EVENING SESSION – DECEMBER 4th – 6:15-9:00 p.m.

- Frame the broad development challenge or issue. Why should someone care about this issue? What problem/issue specifically did you address?
- What are you proposing the organization do to address the issue?
- What difference do you think your recommendations will make?

12/09/13

Class #27) Review of DAT Project

- What did you learn from this DAT project?
- What ways were you able to contribute to the organization?
- In what ways were you limited in your contribution?
- What was more difficult than anticipated?
- If you were advising another team beginning this exercise, what advice would you give them?

Feedback and Evaluation of DAT Experience

Written DAT Project Report due

12/11/13

Class #28) Summary: Going Forward

Failures of imagination are the costliest failures. - Paul Farmer

The problem with the world is that we draw the circle of the family too small.
- Mother Teresa

12/16/13: 8:00-10:00 a.m.

Meeting with DAT Project Groups during final exam time in instructor's office, Hesburgh 130. Also, students will submit development checklist.