

**POLS 30595**

***International Development in Practice: What Works in Development? Fall 2015***

**Location: O'Shaughnessy Hall 109**

**Class: Tuesday and Thursday 9:30 – 10:45 a.m.**

**Office Hours: Tuesdays 3-5 p.m. and Fridays 1:30-3:30 p.m., also available by appointment**

**Instructor: Steve Reifenberg,**

**Kellogg Institute for International Studies**

**130A Hesburgh Center**

**Tel: (574) 631-0517 Email: [sreifemb@nd.edu](mailto:sreifemb@nd.edu)**

**Teaching Assistant: Magdalena Guzman Email: [mguzman3@nd.edu](mailto:mguzman3@nd.edu)**

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 processes for understanding 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, design thinking, 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 your “Development Advisory Team” directly with an international development organization client that has identified a specific problem or opportunity. Development clients are in Bangladesh, Chile, Haiti, Mexico, and South Sudan, among others.

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, 3<sup>rd</sup> 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 in the syllabus) are available through the **electronic reserve system on the library and/or SAKAI**

### 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. Reflection questions, 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 a project that you believe “works” in development.
    - o due at beginning of Class #11 (**Sept. 30**) see note, page 8
  - b) Identify a development organization (or project) whose work is relevant for your DAT and draw explicit lessons for your client.
    - o due before Class #19 (**November 3 at 12 noon**) see note, page 10
4. Development Advisory Team Project (DAT) (25%)
  - o Project summary (prepared by group) due at Class #21 (**Nov. 11**)
  - o Preparing to Present to Your Client Class #25 (**Nov 25**)
  - o Final presentation to client on Class #27 (**Dec. 4**)
  - o DAT blog: <http://intldevelopmentinpractice.wordpress.com/>
5. Final paper – “development checklist” (15%) Due on Dec. 11 (as part of meeting during exam period with instructor)
6. Possibilities for extra credit (up to an additional 3%)

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 2014 semester with an international development “client.” Students will address a specific problem or opportunity defined by the client.

Attendance Policy: I take this class really seriously. I expect you to do the same. You will often be part of a team working together on a common project. Just as if you were working as a professional at a job, I expect you to “come to work” and be 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](mailto: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: I actually like to see students during office hours in my office, Hesburgh Center for International Studies, Office 130. Plan to come, and if the times listed don’t work, let me know and we can schedule 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](http://www.nd.edu/~hnr/code/docs/handbook.htm) describes the principles, policies and procedures of the Academic Code of Honor.

Special Sessions: There is a required evening session for the Bellicoso negotiation exercise on **Tuesday, October 14<sup>th</sup> from 6:00-9:00p.m.** This session is in addition to the regular class that day as this time will be needed to complete the negotiation. Dinner will be provided. Please let me know immediately if you will not be able to participate on the evening of October 9th.

There will be no class on **Tuesday, November 18<sup>th</sup>** (as I will be in Boston at a Partners in Health board meeting), but this is a great time to plan to meet with your Development Advisory Team.

Also, there is an evening session for some Development Advisory Team groups on **December 4<sup>th</sup>, 7:00-9:00 p.m.** for the “internal” presentation of your DAT group project, as we will not be able to complete all the presentations during class time on December 4<sup>th</sup>. Therefore, some groups will present during class time (9:30 to 10:45 a.m.), and other groups in the evening. (You only need to attend one block – morning or evening -- during the time that your group is presenting.)

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 numerous development professionals over the course of the semester. If I can be helpful in other ways, do not hesitate to be in touch. A number of students have also found opportunities for internships or professional engagements with their “client” organization after the class is over.

08/25/15

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 carefully (before class)

Come prepared to discuss:

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

08/27/15

Class #2) Paths for Making Change

*...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:

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 is Easterly's critique of international aid? What evidence does he provide that development has done "so much ill and so little good?"
- What's the difference between a searcher and a planner?
- What do Chip and Dan Heath have to say about trying to bring about change?
- What is a "bright spot"?

09/01/15

### Class #3) The Role of Evidence in Development

*In the middle of difficulty lies opportunity*

- Albert Einstein

#### 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. Preface and 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 Kenny's argument? What evidence does Kenny present to suggest things are "getting better?"
- What is Moyo's argument? What evidence does Moyo present to suggest aid doesn't work?
- What do we mean when we talk about "evidence"?

#### Assignment due at beginning of Class #3:

*You have been asked to make a brief statement for a conference titled: Does Development Work? Respond to the question: In 2015, do you believe international development aid is making significant contributions in addressing the world's most critical issues related to human development? Choose one position: "yes" or "no." Type your remarks on one sheet and use at least three specific examples of evidence to support your case. Cite the source of your evidence. You can use bullet points. Bring two copies to class. We will discuss the assignment in class.*

#### *Discussion of DAT Project Opportunities*

09/03/15

### Class #4) 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. <http://www.un.org/millenniumgoals/>

*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.

- What are the Millennium Development Goals?
- Pick one goal: What impact has that MGD had? What challenges does it face?
- What are the tensions that Hulme describes in “The Making of the MGDs?”
- What are the Sustainable Development Goals?

09/08/15

Class #5) 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 DAT clients and discussion of Essay #1 (due 9/30)*

09/10/15

Class #6) Development Policy in Practice: Going to Scale

*Small is beautiful, but big is necessary.*

- Fazle Hasan Abed, Founder of BRAC

Guest Speaker, Sara Sievers, Associate Dean for Policy and Practice, Keough School, (formerly with Earth Institute, Columbia University, Gates Foundation and Harvard’s Center for International Development)

Reading: *Scaling up efforts to achieve the Millennium Development Goals: the Conditional Grants Scheme to Local Government Area Track in Nigeria* by Sara Sievers

09/15/15

Class #7) 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*?

*Assignment of DAT Projects*

09/17/15

Class #8) 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"

Reading:

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

Ruxin, Josh. *Doctors without Orders*, Democracy Journal, Issue #9, Summer 2008

- 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?
- What is Ruxin's argument about how best to address the biggest challenges in the global health system?

09/22/15

Class #9) Re-Conceptualizing Aid as Accompaniment

*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. *The Accompaniment Approach: Eight Principles for Effective Aid Delivery*, brochure

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

- What is the accompaniment model? What are the implications for thinking about "international aid"? What are the implications for individuals, organizations, and policy?
- What are the insights from liberation theology for development? What are the constraints, limitations and challenges?
- How do you make operational the principles of accompaniment?

09/24/15

Class #10) Evidence, Again, and Theories of Change

*I like a man who smiles when he fights.*

- Winston Churchill

Reading:

<http://www.teachforamerica.org/>

<http://www.dare.org/>

- What is a theory of change?
- What is Teach for America's *theory of change*? What evidence is there that it "works"?
- What is DARE's theory of change? What evidence is there that it "works"?
- What is your DAT client organization's theory of change?

SUNDAY, SEPTEMBER 27th, AT 6.30 P.M. DINNER AT THE HOME OF STEVE REIFENBERG, 101 S. CONESTOGA LANE, SOUTH BEND (NOT REQUIRED, BUT SHOULD BE FUN)

09/29/15

Class #11) 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

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)

- In what way do Karlan and Appel propose to move beyond "good intentions"?
- Do you think they are successful?

Individual Essay #1: Write a three or 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. Describe the background for the problem. What were the goals of the particular initiative? What was the theory of change? 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:

[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](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*

10/01/15

Class #12) Development in Practice:

*The Samaritan's Dilemma: What's Wrong With Foreign Aid and What We Can Do About It?*

Guest Speaker: Clark Gibson is a professor of political science and director of international studies at the University of California, San Diego with extensive experience in international development, especially in Africa

10/06/15

Class #13) 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 interests?
- How does negotiation relate to international development?

10/08/15

Class #14) 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

10/13/15

Class #15.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.

10/13/15

Class #15.B) Development as Negotiation

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

10/11/15

Class #16: Development Advisory Team -- Opportunity to meet and plan with DAT

**Happy Fall Break! (October 19-23)**

10/27/15

Class #17: 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?

Note: If you wish to resubmit your first essay on a development initiative that "works," it must be submitted by class time on October 28<sup>th</sup>.

10/29/15

Class #18) 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?

11/03/15

Class #19): Development in Comparative Perspective

*Live as if you were to die tomorrow. Learn as if you were to live forever.*

- Mahatma Gandhi

- What are the most relevant lessons for your client from your case?
- The class time will be an opportunity to share lessons and ideas with colleagues on your DAT, as well as at the end of the class, each DAT team will be asked to update the class on their project and share one insight or lesson to the class.

Individual essay #2 due MONDAY, NOVEMBER 3 BY 12 NOON: email to instructor and your DAT members

Comparative Analysis (each DAT member writes on a different topic)

Write an individual three to four page essay analyzing an 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(s). What are their objectives? What is their theory of change? Be explicit about interesting lessons for about how they approach their work and how this analysis is relevant for your DAT client.

You will be asked to evaluate how well each individual essay helped moved forward your DAT project.

11/05/15

Class #20: 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.

60 Minutes program on Three Cups of Tea

- Link: <http://www.cbsnews.com/videos/greg-mortenson-50122675/>

(You should do the reading before watching the video.)

- What is Mortenson's model for development?
- What lessons can you draw from this experience?

11/10/15

Class #21) 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?

Project Update: 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? You can use your original problem statement as a basis on which to build this memo.

11/12/15

Class #22) 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?

11/17/15

Class #23) 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?

11/19/15

Class #24) No CLASS (instructor in Boston at PIH board meeting)

Opportunity to meet with your DAT group, with your advisor(s), or consult with your client about final project.

11/24/15

Class #25) Practice Run for DAT Project: Preparing to Present to Your Client

9:30 a.m. to 10:45 a.m. or 7:00-9:00 p.m.

- Present the essential information you want to share with your client
  - What are the central messages you are trying to communicate?
  - What do you hope your client will do with your work?
  - How will you know if you're successful?
  - What are the biggest challenges you are facing?

11/26/15

NO CLASS: **Happy Thanksgiving!**

12/01/15

Class #26: Santiago's Children

- One page essay on “lessons” (including what not to do) and other reflections on development and life from *Santiago's Children: What I Learned about Life at an Orphanage in Chile* by Steve Reifenberg, University of Texas Press, 2008

12/03/15

Class #27) DAT Project Presentations to Clients

You must make your presentation of your work to your client no later than December 4<sup>th</sup>. You can schedule a meeting with your client during class time on the 2<sup>nd</sup> or the 4<sup>th</sup>, or at another time that is convenient for your client. (If your client recommends revisions, you must complete and submit by December 9<sup>th</sup>).

12/08/15

Class #28) 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?

Final written DAT Project Report due

12/10/15

Class #29) 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

**The Checklist: *If something so simple can transform intensive care, what else can it do?* BY [ATUL GAWANDE](http://www.newyorker.com/magazine/2007/12/10/the-checklist) <http://www.newyorker.com/magazine/2007/12/10/the-checklist>**

12/15/15

Final Exam Schedule 10:30 -12:30

Students will submit via email final exam “development checklist,” at their individual DAT meetings

**Final Meeting with DAT groups in my office, Kellogg Institute, 130 Hesburgh Center**

10:30 a.m.

10:45 a.m.

11:00 a.m.

11:15 a.m.

11:30 a.m.

11:45 a.m.  
12:00 noon  
12:15 p.m