

NPLD564: Social Impact and International Development
School of Social Policy and Practice
University of Pennsylvania
Fall 2021

Meeting times: Thursday nights 5:15pm – 6:45pm November 11-December 20

Meeting days: November 11, 18, December 2, 9, 16.

Skip Thanksgiving week.

Meeting Location: Zoom [\[TBD\]](#)

Instructor: Ariel Schwartz (arielsch@upenn.edu)

Office Hours: Thursday nights 6:45-7:15pm (after class) on [Zoom](#)

Informal Meet-up: Thursdays 5:00-5:45pm (before class) on [Zoom](#)

Teaching Assistant: TBD

Course description

This class will offer students a grounding in and overview of the field of international development and practice. We will explore the evolution of goals, models, and assessment of development across history. We will explore the key debates in economic, political, and human development, the challenges of responsible intervention. Students will be challenged to explore impact creation in resource-constrained settings, especially outside of one's home community. We will study ways to adapt solutions as a way of generating ideas and social entrepreneurship as a development model including challenges of participation, deliverability and distribution, revenue generation, uncertainty, and risk.

Students will produce written and verbal reflections on the tensions of working in a developing context; insider-outsider identities and tradeoffs; and ethics, tensions, and opportunities of working in and out of one's home community. We will meet online on 5 Thursday evenings starting November 11 and skipping Thanksgiving week.

Determination of Grade

| | |
|----------------------------------|-------------|
| Attendance & Class Participation | 10% |
| System / Challenge / SDG | 10% |
| 3 Short reflections | 30% |
| Paper Prospectus | 20% |
| Final Paper | 30% |
| TOTAL | 100% |

All assignments during the course of the semester must be **submitted electronically on Canvas by 11:59p.m.** on the date listed in the syllabus. Students that submit an assignment after the deadline receive much more critical grading (usually 1-2 points less), though each student is allowed one 3-day extension without penalty. This extension can *not* be applied to the final assignment. Please note on your assignment that you are using your extension, if you need to draw on one during the term.

Attendance

Students are required to attend all class sessions and participate in the discussion. Attendance means being present in our Zoom room (<https://sp2upenn.zoom.us/my/ariel.schwartz>), with functioning audio and video camera on, from 5:15-6:45pm each Thursday evening. Please ensure that you are in a quiet space where you are able to give class your full attention and participate actively in class. Laptops, tablets,

and mobile phones can often be a distraction from class, but this class depends on their use. Therefore, please ensure that all devices, notifications, instant messages, sounds, and other applications unrelated to our class are disabled during our class period.

Reflections and Feedback

Three times throughout the semester, develop a written reflection (1-page maximum) paper reflecting on a theoretical, philosophical, or practical tension in the readings or lecture that has captured your interest. These will be posted on Canvas for exploration and conversation among the class. Please read at least five of your classmates' reflections to review before class each week. By the end of the class, the group will have collectively explored a great many of the tensions and challenges apparent in the history, evolution, and implementation of international development work.

Reflections and Participation

All university classes depend on meaningful, positive, constructive student participation, and active, constructive is particularly important in an international development class. A key learning outcome is demonstrating the practice of collaboratively developing social value, navigating a setting laden with stated and implicit and power dynamics, and working alongside many stakeholders in a way that shares power and decision-making.

Minimal readiness for discussion participation and written reflection includes completing and reflecting on the readings in preparation for our class time, and showing respect for everyone in the class. Excellent or exceptional (A level) participation and reflection features consistent and substantive engagement with class material. This includes synthesis, insights, or successful attempts to rigorously apply required material to development contexts, concepts, or challenges that interest you. Arguments, agreements, and disagreements are well-substantiated, persuasive, and constructive. A-level contributors raise the quality of the discussion, and the class would be worse-off in their absence.

I encourage you to take the advice of one of my own treasured professors, Dr. Kate Weaver at UT Austin: many students in the class will have traveled, lived, or work in one or more developing countries or worked in a development organization. You are invited to draw from your experience in the moments that it benefits the course discussion. "However, the objective of this course is to attain a *breadth* of knowledge about the theories, policies, and practices of global development. I therefore would strongly encourage you to challenge yourselves in discussion and assignments by drawing examples from outside your own life experiences."

To do that, I encourage you to attempt to contextualize your own experiences in the context of broader International Development research, writing, and practice.

At the end of the syllabus I have included a list of resources -- academic journals, news and analysis sites, and development organizations' resource pages from which you can seek out additional knowledge about the topics you're interested in.

Paper Prospectus

A working title for your final paper as well as short descriptions of: your purpose or research question; the literature, scholarship, or other evidence you will draw on; your method or approach; and the significance of this work. This can be 2-3 pages maximum and feature many headings and bullets or short paragraphs.

Final Paper

Write a 10-15 page paper exploring in depth an issue of your choice in international development. You may choose among suggested paper topics, or one that you identify. The approach could be theoretical, empirical, or a proposed implementation document.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit Penn's Code of Academic Integrity website at <http://www.upenn.edu/academicintegrity/>

CLASS 1. November 11.

Historical Perspective and Opportunities

Introductions. Purpose. Colonialism. Power.

Required Readings.

- "The Co-Evolution of the Washington Consensus and the Economic Development Discourse," Ravi Kanbur. 2009. *Macalester International*: Vol. 24, Article 8. p33-57. ([link](#))
- "Learning from national policies supporting MDG implementation. World Economic and Social Survey 2014/2015" United Nations Department of Economic and Social Affairs. 2016. Executive summary (pvii-xvii). ([link](#))
- Provocative opinion piece: "We Were Making Headway on Global Poverty. What's About to Change?" Bill Gates and Melinda Gates. *The New York Times*. September 22, 2018. ([link](#))
- Provocative article: "A Low-Cost Fix for Africa's Silent Killer. Toxic Smoke Is Africa's Quiet Killer. An Entrepreneur Says His Fix Can Make a Fortune" Peter S. Goodman. *New York Times*. December 12, 2018. ([link](#))

Recommended Readings.

- *Kicking Away the Ladder: Development Strategy in Historical Perspective*. Ha Joon Chang. 2005. Anthem Press. London.
- "Global Public Goods and Global Finance: Does Global Governance Ensure that the Global Public Interest is Served?" 2006. Joseph E. Stiglitz. In *Advancing Public Goods*, Jean-Philippe Touffut, ed. p149-163.
- "Governance and Anticorruption: from Rhetoric to Reality?" in Catherine Weaver, *Hypocrisy Trap: The World Bank and the Poverty of Reform*. Princeton, NJ. 2008.
- Development policy: An introduction for students." Tony Addison. 2004. WIDER Discussion Paper, No. 2004/09, ISBN 9291906549, The United Nations University World Institute for Development Economics Research (UNU-WIDER), Helsinki. ([link](#))

Assignment: Short Reflection 1. Due November 16, 11:59pm

CLASS 2. November 18

Institutions for Economic & Political development

Institutions. Development Strategies. Aid and social entrepreneurship as development tools. Revenue and developing a unit of transaction. Market v. Government; Individual v. Collective action. Macro→ micro.

Required Readings.

- “The Politics, Power, and Pathologies of International Organizations.” Michael N. Barnett and Martha Finnemore. 1999. *International Organization* 53(4), Autumn 1999, p p. 699-732. ([link](#))
- “Where Does the Money Go? Best and Worst Practices in Foreign Aid.” William Easterly and Tobias Pfutze. 2008. *Journal of Economic Perspectives*. 22(2). ([link](#))
- “The Principal-Agent Problem in Development Assistance and its Negative Impact on Local Entrepreneurship in Africa: Time for New Approaches.” 2003. Philipp Aerni. *African Development Forum Journal*. 3(2). p27-33. ([link](#))
- Video lectures by Jim Thompson

Recommended Readings.

- UNDP Strategic Plan 2018-2021 <https://undocs.org/DP/2017/38>
- One World Development Report (World Bank) from the last 10 years. <https://www.worldbank.org/en/publication/wdr/wdr-archive>
- “A Decade of Measuring the Quality of Governance: Governance Matters 2007” World Bank, Washington DC, 2007.

Assignment: System / SDG / Challenge. Due Tuesday, November 23, 11:59pm

No Class: Thursday November 25, 2020

Assignment: Short Reflection 2. Due Wednesday December 1, 11:59pm

CLASS 3. December 2

Human Development

Dignity and Capabilities. Careful Stakeholder segmentation. Examples: Education, Health.

Required Readings.

- “Introduction: Development as Freedom,” (p3-11); “Chapter 1: The Perspective of Freedom” (p13-34); “Chapter 4: Poverty as Capability Deprivation” (p87-110); and “Chapter 8: Women’s Agency and Social Change” (p189-203) in *Development as Freedom*. Amartya Sen
- “Measuring Acute Poverty in the Developing World: Robustness and Scope of the Multidimensional Poverty Index” Sabina Alkire Maria and Emma Santos. *World Development*. Volume 59, July 2014, p251-274. ([link](#))
- “Chapter 9: Reluctant Entrepreneurs.” (p205-234). in *Poor Economics*. Abhijit Bannerjee and Esther Duflo. 2011. Public Affairs. New York. (**local entrepreneurship**)

Recommended Readings

- “Multidimensional Poverty Analysis: Conceptual Issues, Empirical Illustrations, and Policy Implications”. *World Development*. 2008. 36(6).
- One Human Development Report (UNDP) from the last 10 years.

<http://www.hdr.undp.org/en/global-reports>

Assignment: Paper Prospectus. Due December 7, 11:59pm

CLASS 4. December 9

Appropriate Action & Responsible Development

Adapting solutions to generate ideas. Challenges of deliverability and distribution. Examples: Digital divide, user-centered design, and appropriate technology

Required Readings

- “What Strategies are Viable for Developing Countries Today? The World Trade Organization and the Shrinking of ‘Development Space’,” Robert Hunter Wade. 2003. *Review of International Political Economy*, 10(4). P621-644. ([link](#))
- “Escaping Capability Traps Through Problem Driven Iterative Adaptation (PDIA)” Matt Andrews, Lant Pritchett, and Michael Woolcock. *World Development*. Volume 51, November 2013, p234-244. ([link](#))
- “Scientific Background: Understanding development and poverty alleviation.” 2019. NobelPrize.org. Nobel Media AB 2019. ([link](#))
- Video lectures by Jim Thompson

Recommended Readings

- “World Economic And Social Survey 2018: Frontier Technologies For Sustainable Development” ([link](#))

Assignment: Short Reflection 3. Due December 14, 11:59pm

CLASS 5. December 16

Management, Measurement & Assessment

National and local. Identifying and reducing uncertainty and risk.

Required Readings.

- “Learning from national policies supporting MDG implementation. World Economic and Social Survey 2014/2015” United Nations Department of Economic and Social Affairs. 2016. Chapter 1 (p1-18). ([link](#))
- “Chapter 6: Barefoot Hedge-fund Managers” (p134-155) (**risk**) and “Chapter 7: The Men from Kabul and the Eunuchs of India: the (Not So) Simple Economics of Lending to the Poor.” (p156-181). in *Poor Economics*. Abhijit Bannerjee and Esther Duflo. 2011. Public Affairs. New York. (**credit**)
- “Using a principal agent model to explain user-centered design challenges for mother tongue reading in Kenya” Ariel Schwartz, Eva Kaplan, Esviva Weinraub Lajoie, Trey Terrell, and Esther Ajambo. 2015. *Proceedings of the 7th International Conference on Information and*

Communication Technologies and Development, ICTD.

Recommended Readings

- *Development Fieldwork: A Practical Guide*. Regina Scheyvens and Donovan Storey, eds. 2003. Sage Publications. London
- *The Field Study Handbook*. Jan Chipchase. 2017. Field Institute. San Francisco.
- "The Influence of Randomized Controlled Trials on Development Economics Research and on Development Policy. 2016. Abhijit Vinayak Banerjee, Esther Duflo, and Michael Kremer. Paper prepared for "The State of Economics, The State of the World" ([link](#))
- "Understanding and Misunderstanding Randomized Controlled Trials" Angus Deaton and Nancy Cartwright. NBER Working Paper No. 22595. Issued in September 2016, Revised in October 2017 ([link](#))

Assignment: Final Paper. Due Tuesday, December 20, 11:59pm

Additional Recommended Readings and Resources.

All required readings will be available via links or downloadable on Canvas. I reserve the right to add or subtract readings from the required list during the semester. In addition to assigned readings, these books may also spark your interest:

Ha-Joon Chang and Ilene Grabel. ***Reclaiming Development: An Alternative Economic Policy Manual***. 2004. New York. Palgrave MacMillan.

Paul Collier, 2007: ***The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About it***. New York. Oxford University Press.

John Rapley, 2007. ***Understanding Development: Theory and Practice in the Third World***. Boulder, CO. Lynne Rienner Publishers.

Erik S. Reinert. ***How the Rich Countries got Rich and Why Poor Countries Stay Poor***. 2007. New York. Public Affairs.

Saskia Sassen. ***Globalization and its Discontents. Essays on the New Mobility of People and Money***. 1998. New York. The New York Press.

Joseph E. Stiglitz and Andrew Charton, 2005. ***Fair Trade for All: How Trade Can Promote Development***. New York. Oxford University Press.

UNDP SDGs: <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

World Bank Open Learning Campus <https://olc.worldbank.org/>

World Bank research and data: <https://www.worldbank.org/en/understanding-poverty>

IMF learning resources, research, and data: <https://www.imf.org/en/Capacity-Development>