

**The University of North Carolina at Chapel Hill
School of Social Work**

Course No: SOWO 881 Tuesday 2 – 4:50pm, Online
Course Title: Development Theory and Practice in Global Settings
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COURSE DESCRIPTION: This course is designed to assist students to learn skills, methods, theory and research in development practice in global settings. Focus is on competent practice with marginalized populations globally.

COURSE OBJECTIVES:

Students completing this course will be able to:

1. Analyze and evaluate major theoretical frameworks for examining development practice in international settings.
2. Describe, compare, and contrast approaches to development practice, determine who the key players are, and identify landmark international protocols and policies for inter-country relationships.
3. Articulate the role of a development practitioner, in international settings, critically engage self-awareness skills and collaborate with local practitioners when working with marginalized communities.
4. Articulate ethical tensions related to issues of poverty, oppression, discrimination, social justice and diversity (i.e., gender, race socioeconomic status, sexual orientation, disability, nationality/immigration status and populations at risk) and discuss means to deal with these tensions through empowerment, advocacy, and educational development strategies.
5. Critically assess development issues and identify tools including participatory research, qualitative research and formative research to collect data, analyze it and recommend interventions.
6. Be a responsible and critical consumer of research findings in development practice.
7. Analyze and present a development practice strategy on a special topic, using the tools learnt in class (key players, existing policies and interventions, impacts on population affected, gaps in approach and research, recommendations).

COURSE PURPOSE: This course is designed to assist students in learning skills, practice methods, theory and research related to development practice in global settings. Practice, skill learning, and discussions

will focus on skills useful for working with populations in global development practice. Experiential learning for work with diverse communities will be approached through interviewing and learning, community surveys and methods of engagement with diverse communities. Students will have opportunities to model and observe global development practice roles. In addition, students will provide training through peer consultation and critical analysis in areas of their special interest and present analyses of selected topics.

Students will examine, compare, and contrast strategies for economic and social development and take responsibility for presenting material and leading discussion in particular content and skill development areas of interest to students. Students will lead skills development exercises and prepare final presentations and papers based on areas of special interest. Values and ethics in relation to global development will be examined.

This course builds on the knowledge base of macro practice courses. It builds advanced skills and knowledge development practice with and on behalf of vulnerable and oppressed populations globally.

Accessibility and Resources Services:

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, Tel:- 919-962-8300 or Email;- accessibility@unc.edu. A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

Writing Support

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://sww.unc.edu/students/writing>).

REQUIRED TEXTS

There are no required texts in this class. All readings will be in the Sessions folder on Sakai or a link to an article will be provided.

RESOURCES

All course lectures, syllabus, assignment information, and external links to useful web sites are or will be available on Sakai

ORGANIZATION OF COURSE

The fifteen-session course will consist of lectures presented by the instructor or global development practitioners, class presentations, educational videos, class exercises, classroom discussions, and individual and group projects.

This course will focus on working with diverse populations and skill-building exercises relevant to development practice in international settings at various levels. The course also seeks to encourage an attitude of life-long learning and professional development. In this regard, there will be a strong emphasis on effective use of self, skill building, utilizing various theories and capacity-building interventions using approaches based on social justice, advocacy, collaboration, and coalition building.

Each class will begin with a 50 minute presentation by the instructor. The next 25-30 minutes will be spent working on a class project in teams of two to three. During this time the instructor will provide assistance as needed by the groups. Although in-class time is provided for students to work on their global community projects, students are expected to spend time outside class to work on their projects.

The class will then take a 15 minute break. The remaining time will be dedicated to a guest lecturer, a videotape, or a skill-building activity.

ROLES OF FACULTY AND STUDENTS

Role of Instructor

The professor will provide a learning environment that includes information via readings, lectures, practical examples of materials and field experiences for class. The professor will hold office hours and will be available to students by appointment, by phone/zoom and email.

Role of Students

Assigned readings are to be read prior to class. Students should come to class prepared to discuss and apply knowledge obtained from the readings to the classroom discussions. Class discussion and attendance are highly valued in this course. Students are expected to attend all classes unless prevented by illness, urgent crisis or mishap. If you anticipate missing a class session, ***please let the instructor know in advance***. If you are not able to let the instructor know in advance, ***please follow up with communication after the fact***. For help in identifying and securing difficult to find articles, please consult with instructor.

Accommodations/Special Needs: Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University's Disabilities Services (<http://disabilityservices.unc.edu>) and provide documentation of their disability. Disabilities Services will notify the instructor that the students should discuss the specific accommodations they require (e.g. changes in instructional format, examination format) directly with the instructor.

ASSIGNMENTS

The assignments in this course include an international development issue group project and a critical analysis paper of an international development issue.

All papers must be written using APA style, including title and reference pages, section headings, and page numbers. All papers must be completed by the assigned dates. Papers and presentations should be grounded in class readings, class discussions and other literature as appropriate. Grammar, presentation style, clarity and conciseness will affect the final grade.

A. GLOBAL DEVELOPMENT ISSUE GROUP PROJECT REPORT & PRESENTATION (Due September 29)

At the beginning of the semester, students will be assigned teams of two or three. These teams will choose a topic which they will work on during the entire semester. Examples of topics are: human trafficking, microfinance, community driven development, HIV/AIDS, food security, refugees, disaster relief, etc. The team will write a report on their findings which will be submitted to the instructor. In addition the group will select a medium of communication that will condense these findings and enhance communicating the information in their report to an audience of their choice. This information will include: brief description of the problem, significance of addressing the problem, and list of relevant references including journal articles, books, international and local non-governmental organizations involved in this issue, country-level reports, etc. Mid semester the group will present their report for feedback from the whole class.

B. DEVELOPMENT ISSUE ANALYSIS PAPER (Outline Due October 13; Final Paper Due November 27)

The Development Issue Analysis Paper seeks to build and expand a number of professional competencies that are important for students taking a master's level course on development practice in international settings.

Competencies include:

- Identify and conceptualize an important development problem and related issues
- Select and/or create technical and practical approaches to analyze the problem and issues
- Identify and/or develop program and policy strategies to address a specific problem
- Generate and support recommendations for intervention
- Present project design and implementation plans persuasively in written and oral form

Students are to identify a specific development problem within a particular sector (health, education, housing, financial services, refugee services, water and sanitation, labor markets, food security, disaster relief and management, etc.) of a country or particular region or province of a country and devise a development strategy with the final goal of presenting policy recommendations and program solutions.

Students may also choose to submit a comparative paper of countries or regions that share similar conditions and for which policy and program strategies would need only slight alteration to fit each context.

The paper will consist of four main sections: 1) statement and definition of the development problem to be addressed; 2) description of extant strategies (programs and policies) to address the problem; 3) a critical evaluation of the extant strategies; and 4) a detailed proposal of alternative programs or interventions. **Minimum of 15 pages.**

Title: It should reflect the content or main idea of your project.

Main Sections of the Paper:

Problem Statement and Relevant Literature Review

- Explain the general problem (prevalence, incidence, scope, severity, etc.)
- Statement of the problem (define the problem that you will address in your program or project)
- Explain the origins and complexities of the problem
- Summarize related literature or relevant research that has been conducted to examine the problem
- Illustrate why the problem is important (significance of the problem, implications of addressing or not addressing the problem)
- Perspectives on the problem (how do different stakeholders explain or view the problem?)

Policy or Program Approaches to the Problem

- What has been in place to deal with the problem?
- Have there been any multilateral agencies, INGOs, or local or grassroots NGOs that have addressed the problem? Has there been any government involvement? If there is none, what are some relevant programs or policies that have been implemented somewhere else (different region or province, or different country) that might be relevant and appropriate?
- Are these programs or policies effective in addressing the problem (including funding streams to make the policy and programs effective)? Summarize relevant evaluation studies that examined program effects.
- Why have the current policies and programs been not effective and how might we re-think programmatic approaches to address the problem as you have defined it?

Program Alternatives

- Describe the various alternative programs or interventions that one could potentially employ to address the problem.
- Analyze these alternatives (their viability, potential for success, financial and political viability). Summarize empirical evidence that supports efficacy or effectiveness of alternative programs.
- Describe the pros and cons of adopting particular programs or interventions

Specific Program Prescription

- Explain what you will create to address the problem at hand
- Why is this best course of action?
- Describe the proposed program (inputs, activities, outputs, and outcomes).
- Explain the limits of your proposed program

Appendices: Include relevant Gantt Charts or Logic Models that explain the reasoning behind your proposed program.

References: Cite your sources and provide a reference list.

GRADING SYSTEM: The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values of these grades are:

H: 94-100

P: 74-93

L: 70-73

F: 69 and lower

A grade of P is considered entirely satisfactory. The grade of Honors (“H”) — which only a limited number of students attain -- signifies that the work is clearly excellent in all respects.

GRADING CRITERIA:

Grading guides for all written work can be found on Sakai (sakai.unc.edu). These guides identify grading criteria for each assignment, including the relative weight of each criterion. Therefore, students are advised to closely follow the rubrics, as they constitute the Instructor’s expectations and evaluation methodology for these assignments.

Overall, each project and assignment will contribute the following percentages to your final grade:

Class Participation	15%
Global Development Issue Project	25%
Outline for Development Issue Analysis Paper	10%
Development Issue Analysis Paper	40%
Oral Presentation of Development Paper	10%
Total	100%

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:

A paper is considered late if it is handed in any later than the start of class on the day it is due. The grade for late papers will be reduced 10% per day, including weekends. Therefore, a paper that would merit a grade of 100 on Friday will receive a grade of 70 if submitted on Monday. Similarly, a paper due at 2pm on Monday handed in at 3pm will be considered 1 day late.

A grade of **Incomplete** is given only in exceptional and rare circumstances that warrant it, e.g. family crisis, serious illness. It is the student’s responsibility to request and explain the reasons for an Incomplete. The instructor has no responsibility to give an Incomplete without such a request.

POLICY ON ACADEMIC DISHONESTY:

It is the responsibility of every student to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes of this class. Students will properly attribute sources used in preparing written work and will sign a pledge on all graded coursework certifying that no unauthorized assistance has been received or given in the completion of the work. **All written assignments should contain a signed pledge from you stating that, “I have not given or received unauthorized aid in preparing this written work.”** Credit will not be awarded for unpledged work. Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

POLICIES ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM

Use of electronic devices for non-class related activities (e.g. checking email, surfing, IM’ing, blogging, playing games) is prohibited. Use of laptops is permitted as a tool for small group activities and in-class assignments or as an approved accommodation for students with disabilities.

Details of Course Outline

Session 1: August 11. *Introductions, course overview, and course expectations.*

Session objective questions:

1. What do we expect from this course?
2. Why should we study development practice in global settings?
3. What is development?

Readings:

- Nurith Aizenman & Malaka Gharib, "American with no medical training ran center for malnourished Ugandan kids. 105 dead" August 9, 2019.

Session 2: August 18. *Global Development Theories & Perspectives: Part 1.*

Session Objective questions:

1. What theories guide global development?
2. How do these theoretical perspectives differ in their approach?
3. What is the history and progression of global development?

Readings:

- Lingam, L. (2014). Development theories and community development practice: Trajectory of changes. In M. Weil, M. Reisch, & M.L. Ohmer (Eds.), *The Handbook of Community Practice, 2nd edition* (pp. 195-213). Thousand Oaks, CA: Sage.
- Nussbaum, M.C. (2011). *Creating capabilities. The human development approach*. Cambridge, MA: Belknap Harvard.
Chapter 3: A necessary counter-theory (pp. 46-68).

Exercise: Project Group Teams

Session 3: August 25. *Global Development Theories, Perspective, & Key Players. Part 2.*

Session Objective Questions:

1. What theories guide global development?
2. Who are the key players in global development?

Readings:

- Hulme, D. (2010). *Global poverty: How global governance is failing the poor*. New York: Routledge.
Chapter 3: The institutional landscape for attacking global poverty (pp.81-112).
- Keukeleire, S & Hooijmaaijers, B. (2014). The BRICS and other emerging power alliances and Multilateral organizations in the Asia-Pacific and the Global South: Challenges for the European Union and its view on Multilateralism. *Journal of Common Market Studies*, 52, 3 582 – 599

Guest Speaker: Marjorie Mpundu, World Bank

Session 4: September 1. *Development Goals, Measurement & Progress.*

Session Objective Questions:

1. What are global development goals?
2. Why are development goals formulated?
3. What are the Sustainable Development Goals do we measure them?

Readings:

- Sachs, J. (2012). From Millennium Development Goals to Sustainable Development Goals. *Lancet*, 379: 2206-2211. Doi: [org/10.1016/S0140-6736\(12\)60685-0](https://doi.org/10.1016/S0140-6736(12)60685-0)
- Jane Briant Carant (2017) Unheard voices: a critical discourse analysis of the Millennium Development Goals' evolution into the Sustainable Development Goals, *Third World Quarterly*, 38:1, 16-41, DOI: [10.1080/01436597.2016.1166944](https://doi.org/10.1080/01436597.2016.1166944)
- Chimhowu, A., Hulme, D. and Munro, L. (2019). 'The 'new' national development planning and global development goals: Processes and partnerships'. *World Development*, 120: 76-89.
- Allen C, Metternicht G & Wiedmann T (2019). Initial progress in implementing the Sustainable Development Goals (SDGs): a review of evidence from countries, *Sustainability Science*, (2019) 13:1453 – 1467, DOI: [10.1007/s11625-018-0572-3](https://doi.org/10.1007/s11625-018-0572-3)

Exercise: Video on International Aid followed by Debate

Session 5: September 8. *The Role of a Global Development Practitioner & Ethical Dilemma in Global Development.*

Session Objective Questions:

1. What is your role as an international development practitioner?
2. Whose interest should you serve and how do you deal with ethical dilemmas?
3. What are the skills you need to be effective in achieving the development agenda?

Guest Speaker: Dr Neil Billota

Readings:

- Lenneberg, C. (2010). To respect or not to respect...ethical dilemmas of INGO development practitioners. In K. Horton & C. Roche (Eds.), *Ethical questions and international NGOs: An exchange between philosophers and NGOs*, Library of Ethics and Applied Philosophy 23, (pp. 193-205). New York: Springer.

Session 6: September 15. *Participatory Methods for development Practice.*

Session Objective Questions:

1. What is participatory development?
2. What are the theoretical tenets of participatory development?
3. Why should we use participatory methods development?

Readings:

- Mikkelsen, B. (2005). *Methods for development work and research: A new guide for practitioners, 2nd edition.* Thousand Oaks, CA: Sage Publications.
Chapter 2: Participation in Development - The Concept and Critical Perspectives (pp.53-86).
- Deka A, Syiem JS, Saikia SP, Surong V (2017). Participatory Rural Appraisal to Detect Childhood Blindness in Community. *International Journal of Medicine and Public Health*, 7(2):80-82 Doi: [y/files/7_2/10.5530ijmedph.2017.2.16](https://doi.org/10.5530/ijmedph.2017.2.16)

Exercise: Knowing yourself as a Development Practitioner

Session 7: September 22. *Space-Related Participatory Methods for development Practice.*

Session Objective Questions:

1. What are the methods used in participatory rural appraisal/ participatory learning and action for grassroots development work?
2. How are participatory development methods conducted?
3. What are the different applications of participatory methods in international development?

Readings:

- Mikkelsen, B. (2005). *Methods for development work and research: A new guide for practitioners, 2nd edition.* Thousand Oaks, CA: Sage Publications.
Chapter 3: Participatory Methods in Use (pp. 87-123).
- Kumar, S. (2002). *Methods for community participation: A complete guide for practitioners.* Warwickshire, UK: MDG Publishing.
Chapter 2: Space-related PRA methods (pp. 54-71).

Guest Speaker: Suresh Pathare, Pune University, India

Session 8: September 29. *Global Development Issue Project Presentations*

STUDENT PROJECT PRESENTATIONS

Session 9: October 6. *Implementing programs & Building Local Capacity using Community Driven Methods.*

Session Objective Questions:

1. What is capacity building?
2. Why build local capacity for program management?
3. How do you build the capacity of local communities?

Readings:

- Ika, L. A., & Donnelly, J. (2017) Success condition for international development capacity development building projects. *International Journal of Project Management*, 35 (2017) 44 – 63. Doi.org/10.1016/j.ijproman.2016.10.005
- Kidjie Saguin, (2019) Why the poor do not benefit from community-driven development: Lessons from participatory budgeting. *World Development*, 112, 220-232, doi.org/10.1016/j.worlddev.2019.08.009.

Exercise: PRA/PLA method (Social mapping) Video & Discussion

Session 10: October 13. *Managing Programs in development work: Engaging Stakeholders in Framing and Solving Problems.*

Session Objective Questions:

1. Why stakeholder engagement?
 2. Which stakeholder should we invite to the table?
 3. How to navigate misaligned visions in a stakeholder engagement process?
- Maher, R., & Buhmann, K, (2019). Meaningful stakeholder engagement: Bottom-up initiatives within global governance frameworks, *Geoforum*, doi.org/10.1016/j.geoforum.2019.06.013.
 - Smith, P.A., (2017) Stakeholder engagement framework. *Information & Security: An International Journal*, 38, 35 – 45 doi.org/10.11610/isij.3802
 - Byrne, M., (2019). Increasing the impact of behavior change intervention research: Is there a role for stakeholder engagement? *Health Psychology*, 38,(4), 290-296 DOI 10.1037/hea0000723

Guest Speaker: Rain Masa, Global Social Development Innovations, UNC

Session 11: October 20. *Participatory Development: Methods and practice: How to conduct a Transect Walk*

Session Objective Questions:

1. How is a transect walk done?

No Readings for this class

Exercise: Space-related PRA method (Transect walk)

Session 12: October 27. *Evaluation and Monitoring Using Participatory Methods: Models and Evidence-Based Practice*

Session Objective Questions:

1. What is the significance of evaluation and monitoring in global development practice?

2. What are the different evaluation and monitoring tools available to development practitioners?
3. What is participatory monitoring & evaluation?
4. What is impact monitoring & evaluation?

Readings:

- Mikkelsen, B. (2005). *Methods for development work and research: A new guide for practitioners, 2nd edition*. Thousand Oaks, CA: Sage Publications. Chapter 7: Monitoring & Evaluation (pp. 263-324).

Exercise: Evaluation using PRA methods

NO CLASS NOVEMBER 3 – ELECTION DAY, VOTE VOTE VOTE!

Session 13: November 10. *Tying it all Together: How to link Evidence, Best Practices, & Policy*

Session Objective Questions:

1. How do you link findings of what communities need, best practices of interventions and inform policy?

Readings:

- Gichane, W.M.*, Mutesa, M, & Chowa, G. (2019). Translating Evidence Into Policy Change: Advocacy for Community-Based Distribution of Injectable Contraceptives in Zambia. *Global Social Welfare*, 6 (1): 41-47. Doi: [org/10.1007/s40609-018-0115-y](https://doi.org/10.1007/s40609-018-0115-y)
- Pamela Abbott, Roger Sapsford, Agnes Binagwaho, (2017) Learning from Success: How Rwanda Achieved the Millennium Development Goals for Health, *World Development*, 92, 103-116, doi.org/10.1016/j.worlddev.2016.11.013.

Guests: A panel on how to link evidence and best practices to policy

**Panelists: Monica Mutesa Path International (Reproductive Health Practice & Policy, Zambia)
 Waru Gichane, UNC Public Health**

Session 14: November 17. Student Presentation

Session 15: November 24. Recap, Course Evaluation & Wrap up

Session Objective Questions:

1. What did you learn in this course?
2. How can this course be improved in the future?

Class Session	Date	Topic	Speakers/ Exercise	Project Phase	Assignment Due
1	August 11, 2020	Introductions, course overview, and course expectations.	Course overview & Expectations	Introduction	
2	August 18, 2020	Global Development Theories & Perspectives: Part 1.	Wiki Group assignment	Selection of Development Issues	
3	August 25, 2020	Global Development Theories, Perspective, & Key Players. Part 2.	Marjorie Mpundu, World Bank, Kenya	Wiki Project: INGOs	
4	September 1, 2020	Development Goals, Measurement & Progress	International Aid Debate	Wiki Project: Local NGOs	
5	September 8, 2020	The Role of a Global Development Practitioner & Ethical Dilemmas in Global Development.	Dr. Neil Billota	Wiki Project: Reports or Briefs	
6	September 15, 2020	Participatory Methods for development Practice.	Knowing yourself as a Development Practitioner	Wiki Project: Books	
7	September 22, 2020	Space-Related Participatory Methods for development Practice.	Dr. Suresh Pathare Pune University, India	Wiki Project: Journal Articles	
8	September 29, 2020	Wiki Project Presentation	Project Presentations	Conceptualization of Development Paper	Project Presentation
9	October 6, 2020	Implementing programs & Building Local Capacity using Community Driven Methods.	PRA/PLA method (Social mapping) Video & Discussion	Paper Write-up: Outline	
10	October 13, 2020	Managing Programs in development work: Engaging Stakeholders in Framing and Solving Problems	Dr. Rainier Masa, GSDI	Paper Write-up: Problem Statement	Development Issue Analysis Outline
11	October 20, 2020	Participatory Development: Methods and practice: How to conduct a Transect Walk	Transect Walk	Paper Write-up: Literature Review	
12	October 27, 2020	Evaluation and Monitoring: Models and Evidence-Based Practice	Evaluation using PRA methods	Paper Write-up: Programs & Policies	**Discuss analysis paper & presentation**
13	November 10, 2020	Tying it all Together: How to link Evidence, Best Practices, & Policy	Monica Mutesa Path, Waru Gichane, RTI	Paper Write-up: Program Alternatives	
14	November 17, 2020	Student Presentations	Development Issue Analysis Presentation	Paper Write-up: Program Prescription	
15	November 24, 2020	Recap, course Evaluation & Wrap-Up	Development Issue Analysis Presentation	Paper Write-up: Final	Development Issue Analysis Paper 11/27