

**INTERNATIONAL DEVELOPMENT INTERNSHIP PROGRAM**  
**INIP 4000-01**  
**Fall 2017**

**INSTRUCTOR:** Dr. Meenakshi Rishi  
**OFFICE HOURS:** Wednesdays 2 pm till 5:30 pm. Additional hours available by appointment<sup>1</sup>  
**OFFICE LOCATION:** Pigott 518  
**EMAIL:** [rishim@seattleu.edu](mailto:rishim@seattleu.edu)

**COLLEGE MISSION STATEMENT**

Inspired by the Jesuit traditions of academic excellence, education for justice, and service to others, we are committed to providing an integrated business education for ethical and socially responsible leadership

**COURSE DESCRIPTION:** This class will offer an in-depth investigation of the challenges, questions and approaches to the field of International Development in the 21<sup>st</sup> Century. Students will apply the knowledge and skills acquired in this course to their field experience as interns working with international non-government organizations in INIP 4001. This pre-departure course is meant to prepare students with critical frameworks and approaches to research that will empower them to conduct their own independent research projects during their international internships.

The course will combine in-class discussions with an online platform for further reflection, developing research skills, and eventually sharing and supporting each other's research.

The in-class discussions will focus on global poverty and various ways to understand its causes and approaches towards its alleviation. In this context we will examine the role of governments, social businesses and NGOs. We will discuss alternate theoretical perspectives proposed by academics on international development issues and problems particular to developing economies covering topics such as food, health, family planning and microloans. We will examine the premise that development experts have been sidetracked by the "big questions" of development and instead should focus on small experimental tools that are grounded in careful measurement and evaluation such as Randomized Control Trials (RCTs). Finally, we critically analyze the role of specific "magic bullets" such as foreign aid, microfinance and micro-entrepreneurship.

The online component, hosted by Omprakash EdGE and supplemented by in-class visits from Dr. Willy Oppenheim, will offer an introduction to qualitative and ethnographic approaches to research, and an opportunity to reflect on larger questions of power and privilege.

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<sup>1</sup> I understand you lead very busy lives and have jobs on and off-campus. But, keep in mind that getting an education is your primary job. Please adjust your outside class commitments accordingly.

Students will be required to complete CITI's Human Subject Research training before embarking upon their internships. Details may be found at:

<https://www.seattleu.edu/orssp/faculty-resources/citi-training-links/>

### **COURSE LEARNING OBJECTIVES:**

An IDIP student should be able to:

1. Formulate a research project with a realistic plan for exploring a social justice research question that relates to their in-country internship.
2. Synthesize their learnings in their internship with their research question to produce a reflective and analytical paper and presentation that demonstrates an enriched understanding of a social justice issue.

### **REQUIRED TEXT(S):**

- Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty. Abhijit V. Banerjee and Esther Duflo (Public Affairs- ISBN-13 978-1-61039-093-4). Available online for \$10.00 in pdf or at Amazon.
- Other readings will be assigned (on Canvas) to complement the current weekly topic.

### **PREREQUISITES:**

Students enrolled in this course must have been accepted as interns to the *International Development Internship Program (IDIP) 2017/18 class*.

### **COURSE FORMAT AND REQUIREMENTS**

This course is designed to involve students actively in the study of international development issues. The class time will be divided between lecture, class discussion and Guest Speakers who have expertise in a selected topic. All students are expected to do the required readings prior for each class session and participate in the discussion by asking questions and making comments on presentations.

Students will participate in the online Omprakash EdGE classroom, which will offer a forum for engaging with additional multimedia content to enrich our collective learning. Qualitative research methods – ethnography, social network analysis, photovoice, etc.

### **TENTATIVE COURSE OUTLINE:**

This schedule is subject to change depending on the availability of time for each topic.

#### **Week 1 (09/20) Syllabus and Introduction**

Introduction to the Course & Chapter 1

What do you think about underdevelopment and global poverty? Millennium Development Goals

NGOs – Purposes, Functions and Challenges

Realities of How NGOs Operate in Low Resource Countries

What are Market Failures? What are Randomized Control Trials?

Citi training

**Week 2 (09/27):**

Introduction to Willy Oppenheim of Omprakash. Introduction to Omprakash EdGE online learning platform, discussion of intentions, and intro to qualitative research and formulating research questions.

**Week 3 (10/04)**

Lives of the poor- Social Justice and Global Health (chapter 3)  
Guest Speaker- EAO

**Week 4 (10/11)**

The Lives of the Poor – Food and Nutrition based poverty traps (Chapter 2)  
Lives of the Poor- Poverty and Education: Demand Wallahs versus the Supply Wallahs (Chapter 4)

EdGE Unit 1 Due: Ways of Knowing: Recognizing Research Opportunities and Blind Spots.

**Week 5 (10/18)** Citi Training Certificates due.

Population and Fertility among the poor (chapter 5)  
Risk and Microfinance (Chapter 6 & 7)

**Week 6 (10/25)** IRB- Institutional Review Board. Guest - Andrea McDowell

EdGE Unit 2 Due: Learning and Practicing Ethnographic Fieldnotes and Interviews.

**Week 7 (11/01)**

Savings Behavior and Innovations (Chapter 8)  
Micro-entrepreneurship (chapter 9)

**Week 8 (11/08)**

Guest Lecture on Qualitative Research Methods by Serena Cosgrove.

**Week 9 (11/15)**

Final Presentations in Class and Written Research Proposals Due!!  
In-class visit from Willy Oppenheim and Janrt Quillian to discuss and evaluate final presentations.

**Week 10 (11/29)**

Last class- Lecture on Qualitative Research by Therese Caouette

**Exam Week (12/06):** Logistics wrap up

If you have or think you may have a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange special support services and/or accommodations through Disabilities Staff in the Seattle University Learning Center (tel. 206-296-5740).

**Academic Honesty:** Seattle University asserts that academic honesty and integrity are important values in the educational process. Please familiarize yourself with SU’s Academic Integrity Policy as I will religiously enforce the same. Typical examples of prohibited conduct include plagiarism, cheating, and academic fraud among others. I will religiously enforce the university’s policy

### **MAJOR DELIVERABLES**

**Research Proposal – Due Week 10:** The research paper will identify a preliminary research question/s and a strategy for exploring these question/s during the upcoming internship. The proposal will clearly articulate the significance of the issue(s) under investigation and a realistic plan for researching these issues. Students in the past have indicated the importance of this paper in assisting them during their internship. The proposal should reflect strongly on your professionalism and your skills and will be appended to your background paper (in spring). The final length of your submission should be 10-12 pages, not including data and appendices.

### **GRADE BREAKDOWN**

Citi Training	10
Background Research Proposal	40
Final Presentation	20
Edge Participation	20
In class	10
<b>TOTAL</b>	<b>100</b>

Letter Grades will be assigned on the following scale

95-100	A	70-74	C+
90-94	A-	65-69	C
85-89	B+	61-64	C-
80-84	B	50-60	D
75-79	B-	0-49	F

**COMMUNICATION :** I will check my email regularly. You can email me at any time, but you may not receive a response outside regular business hours. Generally, emails received before 3 p.m. will receive a response before 5 p.m., and emails received after 3 p.m. will receive a response on the following business day. Business days are Monday–Friday, except for holidays.

Please exchange contact information with at least 2-3 other members of the class so that you can reach out to your peers to catch you up in the event that you miss a class. I will not be responsible for helping students make up missed content

**CLASSROOM ENVIRONMENT:** Ultimately, we are all responsible for creating an environment in which everyone can learn and feel enriched by our time together. With this collaboration as a goal, full participation means that all of us make the effort

1. To share our own thoughts, reflections, and questions about the course topics;
2. To listen to one another and create space for others to share;
3. To speak and behave respectfully toward everyone who enters our learning environment;
4. To prepare for each class session by completing all assigned readings and other assignments;
5. To engage authentically in the activities we do in class. So, Cell Phones must be turned off in class. No texting is permitted. Laptops are not allowed in class unless medically mandated.
6. To allow our fellow learners to avail themselves of our expertise;
7. To ask for help when it is needed and encourage others to do the same; and
8. To arrive on time to class and be in attendance for each session. If you are not going to be in class please let the instructor know beforehand via e-mail.

I welcome your constructive feedback along the way and seek to be a flexible guide, mentor, and facilitator. And, like you, I look forward to learning much in our collective space.

## RUBRICS

### GRADING RUBRIC FOR RESEARCH PROPOSAL

	0=lowest to 4= highest															
<p><b>ENTRY POINT</b></p> <ul style="list-style-type: none"> <li>• Country Context- Via Charts, Tables and Graphs and Maps</li> <li>• What is the main issue for your NGO?</li> <li>• Describe the Social Injustice/Market Failure</li> </ul>	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
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<p><b>LITERATURE</b></p> <ul style="list-style-type: none"> <li>• What have others said about the social injustice /issue?</li> </ul>	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	0	1	2	3	4										
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<p><b>RESEARCH QUESTION</b></p> <ul style="list-style-type: none"> <li>• What will be your research question(s) when you are at your NGO</li> <li>• Why is your research question relevant? Context?</li> </ul>	<table border="1" style="width: 100%; text-align: center;"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	0	1	2	3	4	0	1	2	3	4					
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<p><b>ANALYSIS &amp; EVALUATION-</b></p> <ul style="list-style-type: none"> <li>• What is your proposed research methodology?</li> <li>• Cite any relevant literature that has used this methodology to study the problem.</li> </ul>	<table border="1"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	0	1	2	3	4	0	1	2	3	4
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<p><b>ATTENTION TO AUDIENCE -</b></p> <ul style="list-style-type: none"> <li>• Report uses headings and subheadings to speed reader comprehension? Page numbers?</li> <li>• Report is free of grammar and editing errors?</li> </ul>	<table border="1"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	0	1	2	3	4	0	1	2	3	4
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- 4: Meets all expectations and exceeds some for engagement and exploration
- 3: Meets all expectations for engagement and exploration
- 2: Meets most expectations for engagement and exploration
- 1: Meets some expectations for engagement and exploration
- 0: Does not meet any expectations for length, engagement and exploration

**Final presentations will be graded on:**

<b>GENERAL AREAS</b>	<b>0=lowest to 4= highest</b>										
<p><b>ANSWERS QUESTION-</b> Articulates Significance and Research Plan Provides Context</p>	<table border="1"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	0	1	2	3	4	0	1	2	3	4
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<p><b>ANALYSIS &amp; EVALUATION-</b> Uses logic &amp; course ideas throughout</p>	<table border="1"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	0	1	2	3	4					
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<p><b>CLARITY (PRESENTATION)</b> Slides Legible &amp; correctly spelled, Eye contact, Questions answered well; Holds interest, Meets time</p>	<table border="1"> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>0</td><td>1</td><td>2</td><td>3</td><td>4</td></tr> </table>	0	1	2	3	4	0	1	2	3	4
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