Duke-IIMU Summer School 2018
Syllabus and Class Plan for Development classes

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Development classes will present an overview of important concepts of development and provide an introduction to methods of field investigation and analysis. The concepts that will be discussed are related, first, to smaller and more local levels of interaction: the region, the community, a household, an individual, and second, to big-picture facts and theories – concerned with activities and relationships at the national and global levels. In other words, we will look at both bottom-up and top-down dynamics influencing the outcomes of development. The methods classes will cover a variety of qualitative and quantitative techniques.

Readings: Students are required to do the assigned readings in advance of every class. These readings are not extensive. But without reading them you will not be pulling your weight in class discussions.

Office hours: Will be held regularly and will be announced in class. Individuals and teams should sign up for these slots. Each team’s project will be discussed. Module instructors will also be available to guide student teams about their projects.

BACKGROUND READINGS (to be read before coming to the program)
A volume that we will consider extensively in our classes and which provides a useful introduction to local institutions, government programs, and the state of the debate regarding development and poverty reduction in India is Anirudh Krishna’s *The Broken Ladder: The Paradox and the Potential of India’s One-Billion* (Penguin India and Cambridge University Press, 2017).

Background readings (quick primers) on specific topics are noted below:

[https://thewire.in/economy/ten-charts-gender-inequality](https://thewire.in/economy/ten-charts-gender-inequality)

Village Governance Institutions: We will discuss the subject in class, but a quick introduction for the unfamiliar is provided by:
and (yes) [https://en.wikipedia.org/wiki/Gram_panchayat](https://en.wikipedia.org/wiki/Gram_panchayat)
Government programs: We will read later on this subject (for our class of June 27), but if you wish to gain familiarity earlier, look at World Bank (2011). Social Protection in a Changing India. Available at https://openknowledge.worldbank.org/bitstream/handle/10986/2745/612750v20ESW0P11SP0Report0Volume0II.pdf?sequence=1&isAllowed=y

**CLASS 1.** June 18 (Anirudh Krishna and Kripa Ananthpur): *What is Development? Introduction to Qualitative Research* a) What, Why, types of qualitative research, the difference between quantitative and qualitative research; mixed methods;

(The module presented in Classes 1-5 deals with the nature of the qualitative research method and how it differs from quantitative methods. Diverse qualitative research methods will be discussed and practiced in class. Each class will be a mix of lectures and practical exercises.)

Readings:
1. Hennink et al., Qualitative Research methods, Chapter 2: The nature of qualitative research

(Optional readings: 1. The Anatomy of Failure: An Ethnography of a Randomized Trial to Deepen Democracy in Rural India by Kripa Ananthpur, Kabir Malik & Vijayendra Rao. This paper illustrates – a) how using only quantitative methods can produce results that are often misleading; and b) how to design research using mixed methods. 2. Steps in conducting scholarly mixed methods study, by John W. Creswell – gives step by step illustrations of mixed methods.)

**CLASS 2.** June 18 (Kripa Ananthpur): *In-depth interviews and Focus Group Discussions*

Readings:
- Hennink et al., Chapter 7: Focus group discussions
- Hennink et al., Chapter 6: In-depth interviews

**CLASS 3.** June 19 (Kripa Ananthpur) *Participatory Rural Appraisal* – Principles and philosophy of Participatory Rural Appraisal (PRA) and some important tools – Maps, Timelines, Activity mapping, Venn diagram

Readings:
CLASS 4. June 19 (Anirudh Krishna): *Studying Poverty and Development in a Rural Indian Context*

Readings:
Krishna, Anirudh. *Broken Ladder*: Chapters 1, 2

CLASS 5. June 19 (Kripa Ananthpur)

**PRACTICUM** (some of which will be done earlier in class)

Practicum I: A mock in-depth interview will be conducted and analyzed.

Practicum II: Focus Group Discussion will be conducted by the class with groups playing different roles. The challenges of conducting FGDs and ways of overcoming it will be discussed.

Practicum III: The group will practice creating social maps and other variations, some of the tools will be practiced using mock groups. Challenges and ways of overcoming them will be discussed.

Readings:
1. Maria Cascant-Sempere, “Participatory methods in mixed methods research- a methodological treasure” - eldis blog (12/09/2016), http://interactions.eldis.org/blog/participatory-methods-research
2. Maria Cascant-Sempere, ‘Three research roles’ - A link from the “Participatory methods in mixed methods research- a methodological treasure”- eldis blog (12/09/2016)

CLASS 6. June 19 (Kripa Ananthpur) *Field notes and data analysis*: This class will focus on the challenges of collecting and analyzing qualitative data.

Reading: Hennink et al., Chapter 9: Data preparation and developing codes

(Optional Readings: 1. Hennink et al Chapter 10: Textual data analysis. 2. Duncan Meduie-Ra – The ‘North - East’ Map of Delhi – this piece shows how to present qualitative data to illustrate a concept.)

CLASSES 7, 9, 10, 12, and the practicum on Thursday afternoon: In this series of modules, we will discuss a variety of research designs and approaches that are aimed at measuring and quantifying the impacts of development policies or programs. The first two lectures will offer an overview of different research designs that are geared towards measuring impacts, focusing primarily on experimental (i.e., randomized controlled trials) and quasi-experimental approaches, and providing example applications for these types of designs that highlight their strengths and limitations. The third and fourth lectures will then focus on general survey design and offer examples of specific (nonmarket valuation) methods, emphasizing practical implementation of survey procedures for quantitative data collection. Non-market valuation refers to a class of techniques that are useful for trying to discern the economic value to goods and services (e.g. environmental quality, or good health) that clearly contribute to human well-being but that are not readily traded in markets. Therefore, they do not have “prices” that reflect their value to individuals and to society as a whole. Student learning in the course will be targeted to the following areas:

- Exposure to different experimental and quasi-experimental research designs for measuring policy or intervention impacts;
- Critical issues to consider when designing surveys for quantitative data collection;
- Thinking about methods for valuing economic benefits from goods and services not typically traded in markets; and
- Analysis of data obtained using a survey methodology (this exercise will be discussed at the end of day 3).
The lectures will be supplemented by a group exercise outside of class on Thursday June 21, during which students will analyze and interpret data obtained from one such approach. We will discuss the analyses on the final day.

**CLASSES 7 and 9:** June 20 (Marc Jeuland): *Experimental and quasi-experimental impact evaluation methods*

Readings:


**CLASS 8:** June 20 (Anirudh Krishna): *Cities and internal migration*

Reading:
*Broken Ladder*, Chapter 3


**CLASS 10:** June 21 (Marc Jeuland): *Survey methods I and nonmarket valuation*

Readings:

**CLASS 11:** June 21 (Anirudh Krishna): *Development at the Grassroots: Assisted Self-Reliance and Local Organization*

Readings (Two cases): Krishna, Uphoff and Esman. *Reasons for Hope*:
- Chapter 2: Orangi Pilot Project, and
- Chapter 5: Six-S

**CLASS 12:** June 21 (Marc Jeuland) *Survey methods II*

No assigned readings


**June 21** **AFTER LUNCH:** PRACTICUM – required (relevant materials will be distributed June 18)
CLASS 13: June 26 (Anirudh Krishna): Poverty reduction and social mobility

Reading:
Broken Ladder, Chs. 4 and 5

CLASS 14: June 27 (Anirudh Krishna): The state and development initiatives

Readings:
Broken Ladder, Chapter 7

CLASS 15: June 28 (Anirudh Krishna): Debating likely solutions

Reading:


Readings:
“On Their Bikes,” The Economist, 27 January 2018. (New program in Bangladesh that pays rural workers to migrate to urban areas during down time in rice farming)

CLASS 17: July 11 (Cory Krupp): Cost-Benefit and Cost Effectiveness Analysis: The Basics

Readings:
“Conducting Cost-Effectiveness Analysis (CEA),” guidelines from J-PAL (2016).
https://www.povertyactionlab.org/sites/default/files/publications/CEA%20in%20Education%202013_01.29_0.pdf

CLASS 18: July 12 (Cory Krupp): Trade and Development: The Good and the Bad

Readings:

**CLASS 19.** July 16 (Cory Krupp): *Macro and Micro Interventions: Foreign Aid and RCTs*
Readings:
  [https://www.brookings.edu/blog/future-development/2017/05/08/once-more-into-the-breach-does-foreign-aid-work/](https://www.brookings.edu/blog/future-development/2017/05/08/once-more-into-the-breach-does-foreign-aid-work/)

**CLASS 20.** July 18 (Cory Krupp) *Global Value Chains, Industrial Policy, and Global Institutions*
Readings:

**CLASS 21.** July 26 (Anirudh Krishna): *Wrapping up: Macro-Micro Links*
Reading: