

PROGRAM II APPLICATION: Cover Page

Title of Proposed Program *(limit to 90 characters for transcript entry)*: International Poverty Reduction and Development

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Application Date: September 24, 2010

Matriculation date: August 2009

Anticipated graduation date: May 2013

Degree intended (AB or BS): AB

Note: For the BS degree, you must be sponsored by a department offering that degree

Advisor: Professor Kathryn Whetten

Sponsoring Department: Public Policy

Note: Certificate Programs may not sponsor proposals

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Abstract: *(The abstract is a very condensed summary of the proposed program. In five or fewer sentences, the abstract should state the program objective/s and describe the basic character of the program and any program highlights).*

This academic program has been designed to provide a strong foundation on the issue of international poverty in low and middle income countries. It seeks to explore the several components that lead to the phenomenon of poverty around the world and consider the different cultural, economic, social and political strategies that have been implemented in the past in an attempt to end it with a view toward strategies in the future. Due to the interdisciplinary nature of such a topic, courses from the departments of public policy/political science, economics, global health/environmental science, and anthropology/sociology have been included. The program also incorporates a study abroad experience in India and China as well as a capstone experience through the Hart Leadership Program. By the completion of this program II, I intend to have a strong understanding of the determinants, indicators, and burdens of poverty around the world and a foundation on the social/cultural forces and public policies that affect the economic well-being of people in developing nations.

Sequence of application materials: Cover sheet, List of Core Courses, Program II Check Sheet, Personal Statement, Letters from Advisor and DUS of sponsoring department (letters may be submitted separately).

PROGRAM II APPLICATION: List of Core Courses

List the course numbers and titles of your core courses here. If your program is approved, you are required to complete these as graduation requirements. Please mark these courses with an asterisk on the Program II Check Sheet on the next page.

Department/Number	Course Title	Column for Committee Use
(Pubpol 135) or (Sociol 132A and Pubpol 194)	(SOL gateway) or (ELI Gateway and Methods of Social Research)	
Sociology 132B	Quantitative Analysis of Sociological Data (Statistics)	
Pubpol 155	Global Health Ethics	
Pubpol 128	Microeconomic Policy Tools	
Economics 232S	Microeconomics of International Development Policy	
Sociol 126	Challenges of Development	
AAAS 160	Development and Africa	
Pubpol 147D	Environmental Politics and Policies in the Developing World	
Pubpol 154	Intro to Global Health	
ICS 100	(study abroad) Development and Poverty Reduction in India	
CulAnth 163	(study abroad) Health Policy in China	
Pubpol 101	(study abroad) Health of the Poor in India	
ICS 121JS	(study abroad) Environment, Health, and Development in China	
Polsci 92	Introduction to Comparative Politics	
Polsci 155	Political Economy of Development	
Polsci 164	Politics in the Developing World	
Pubpol 137 or Pubpol 144	Capstone Course from Hart Leadership Program (either SOL or ELI)	
Student's signature: <i>Mariana Galbuena</i>		Date: 9.22.10
Advisor's signature: <i>[Signature]</i>		Date: 9/22/10

PROGRAM II APPLICATION: Check Sheet

Provide Department and course number, course title, and credit for each entry.
Identify core courses with * and breadth courses with "B" in the left margin.

Department/Number	Course Title	Course Credit	Column for Committee Use
Semester 1—Date: Fall 2009			
(B) Environ 25	Intro to Environmental Science and Policy	1	
(B) German 117S	Advanced German I: Culture and Society	1	
(B) Math 31L	Laboratory Calculus I	1	
(B) Writing 20	Writing 20: Apocalypse	1	
(B) HouseCS 79 - 04	House Course: Beyond Duke Engage	.5	
Semester 2—Date: Spring 2010			
(B) Chem 31L	Core Concepts in Chemistry	1	
(B) EOS 11	The Dynamic Earth	1	
(B) German 110	Advanced German Conversation Practice	.5	
(B) Math 32L	Laboratory Calculus II	1	
(B) Psych 102RE	Cognitive Psychology	1	
Semester 3—Date: Fall 2010			
(B) Econ 51	Introductory Economics	1	
* AAAS 160	Development and Africa	1	
(B) Polsci 175 BS	Distributive Justice	1	
* Pubpol 154	Introduction to Global Health	1	
(B) Housecs 79 -10	House Course: Technology and Int'l Development	.5	
Semester 4—Date: Spring 2011 (Global Semester Abroad)			
*ICS 100	Development and Poverty Reduction in India	1	
* Pubpol 101	Health of the Poor in India	1	
* ICS 121JS	Environment, Health, and Development in China	1	
* CulAnth 163	Health Policy in China	1	

Department/Number	Course Title	Course Credit	Column for Committee Use
Semester 5—Date: Fall 2011			
*Pubpol 155	Global Health Ethics	1	
*Pubpol 128	Microeconomic Policy Tools	1	
*Polsci 92	Intro to Comparative Politics	1	
*Sociol 126	Challenges of Development	1	
Semester 6—Date: Spring 2012			
*Pubpol 147D	Environ Politics and Policies in Developing World	1	
*Polsci 155	Political Economy of Development	1	
*(Pubpol 135)/(Pubpol 194 and Soc 132A)	SOL/ELI Gateway and Methods of Social Research	1	
*Soc 132B	Quantitative Analysis of Sociological Data	1	
Summer 2012	Hart Leadership Program Field Work		
Semester 7—Date: Fall 2012			
*Polsci 164	Politics in the Developing World	1	
* Pubpol 137/Pubpol 144	SOL/ELI Capstone	1	
(B) ICS 122C	Traffic in Women: Prostitution in China	1	
(B) Econ 154	Racial and Ethnic Economic Inequality	1	
Semester 8—Date: Spring 2013			
*Econ 232S	Microeconomics of Int'l Development Policy	1	
(B)	Writing course	1	
(B) ICS 102 S	Globalization, Women, and Development	1	
(B)	Arts, Literature, or Performance course	1	

Student's signature: Mariana Valbuena Date: 9.22.10

Advisor's signature: [Signature] Date: 9/22/10

PROGRAM II APPLICATION: Personal Statement

The misfortune of poverty in the world is an issue I have never been able to get over. Since my very first encounters with the subject as a child, I have considered, contemplated, and wrestled with it many times. I have been drawn to organizations and service opportunities that attempt in any small way to play a role in the solution to this age-old global problem. During my high school years, I travelled on several service trips to South American countries and I attempted to volunteer as much time as I could dealing with the issue in my own community. Despite my preoccupation with the subject throughout my middle and high school years, I had not yet connected this interest to a possible academic career. Though I wrote about this passion of mine in my Duke college application essay, I was still very unsure about what I would choose to major in once I arrived at Duke.

Fortunately and unexpectedly, I ended up deferring my admissions to Duke for a year to spend it living in Germany with a host-family after receiving the Congress Bundestag Youth Exchange scholarship. This experience provided the opportunity for me to become more culturally and globally aware and informed. I spent a lot of my time volunteering at a soup kitchen in Bonn and conversing with my host-mother about the world. I began to regularly read international news and to research the economic situation of some of the poorest countries in the world. Through my investigation of the topic, I learned about its strong academic foundation and the interdisciplinary aspects it entailed. No later than half the year into the program, I became convinced that I wanted to spend my life working to reduce poverty.

More specifically, my interests center around the exploration of the factors that contribute to the wellbeing, or lack thereof, of current low-income households in the low and middle income countries, the resources available to people for escaping the strong grip of poverty, and the current and past strategies used in aid projects targeting the poor. Understanding the success and failures of past policies and projects can help guide successful future strategies. Such an understanding requires a multidisciplinary approach and range over economics, policy/politics, sociology/anthropology, and public health/environmental science.

Though at first I was discouraged to find that Duke did not offer a program focused on this topic, I realized that it does offer all the essential parts of it. All I needed to do was build it up, taking bits and pieces from different departments, to form a comprehensive program that focuses on my interests and at the same time fits Duke's liberal arts curriculum. For this reason I believe Program II best serves my academic interests.

I. Description and Rationale:

The study of international development encompasses several disciplines and therefore, requires academic background in economics, public policy, environmental science, public health, politics, and sociology. In order to understand the factors that cause economic failure and those that impede economic growth, one needs to look not only at the general economic principles of micro/macro economics and at the policies issued by governments but

also take into account the possible environmental characteristics of the area under study. Geography and environmental degradation play an important role in the economic development of a society. Similarly, the health of a group of people may determine the economic possibilities they have in pursuing opportunities for development.

It is crucial to understand each of these aspects to get a well-rounded and firm idea of the complex issues surrounding international development and global poverty.

In my search for such an academic program, I have looked into Program I majors within these disciplines but did not find a program, nor a combination of programs, that a) focused enough on development issues to gain a firm understanding of the topic nor b) allowed for enough courses in other disciplines to cover the broader interdisciplinary issues of global development and poverty. Both of these are important reasons for the necessity of a Program II. Majoring, or even double majoring, in one or two departmental programs does not allow me to get the broad range of perspectives that are needed in the study of poverty reduction and it would force me to delve deep into other topics that are irrelevant to this academic subject (other than to fulfill the breadth requirement, of course).

After much research and discussions with my program advisor and other Duke staff in the field, I have come up with a program that expands over all these aspects of development, yet is rooted deep enough in a specific direction (economics and political policy) to gain a firm understanding of development issues without spreading the topic too thin. Also for this purpose, I have made sure to maintain a progression of depth and difficulty in my courses, especially in the economic policy area (eventually taking a 200-level course in the subject).

The program, titled "International Poverty Reduction and Development" includes a basis on important aspects of research methodology, a comprehensive focus on the politics and economics of the developing world (2 introductory and 5 higher-level courses), some courses dealing with health, the environment and anthropology, and two Duke Programs that provide a richer and more complete academic experience. The two programs are:

- 1) The Duke Global Semester Abroad experience in China and India, which offers an opportunity for hands-on field research and learning on poverty, development, and health topics in these countries. It is a Duke study abroad program that I will participate in next spring. The program includes four courses, all of which are part of the core courses of my Program II.

- 2) A capstone experience in the form of either the Service Opportunities in Leadership (SOL) program or the Duke Entrepreneurial Leadership Initiative (ELI), both of which are part of the Hart Leadership Program at the Sanford School of Public Policy. Both of these programs are made up of a gateway course, a summer experience (in the form of independent research or a social business project in Durham or abroad), and a capstone course. As is stated on the Hart Leadership Program website, their central goal is to "give students analytical frameworks for

grappling with the problems facing our global community. Immersion experiences outside the classroom help them see how policy works in the real world. Writing and discussion opportunities challenge them to reflect critically on their experiences and make sense of them. One-on-one mentoring helps students develop the skills, confidence and motivation to translate their learning into action.” Since both of these programs seem to fit in easily with the overall focus of my Program II, I do not want to limit myself to one yet, with an expectation that as I move through the different courses in my program, I will develop a stronger interest to explore either social entrepreneurship opportunities through the ELI program or any other research topic through the SOL program. (I will choose only one of these programs as my capstone experience by the Spring of my Junior year).

*I also plan to take part of a Duke Engage project in the summer 2011 in Kenya dealing with community development.

II. Course Plan:

Quantitative Studies/Research Methodology:

Due to the importance of social research in the study of development, it is essential to first get a foundation on research methodology, quantitative and statistical studies and analysis, and ethical principles of social research. For this reason, I have included the following three courses as part of my program:

Methods of Social Research: (Sociol 132A or Pubpol 135)*

(Statistics) Quantitative Analysis of Sociological Data (Sociol 132B)

(Ethics in Research) Global Health Ethics (Pubpol 155)

The methods of social research course will provide me with the basics of research methodology, sociol 132B, which is a statistics course, will provide me with the necessary analytical skills to interpret information, and Pubpol 155 will give me an ethical perspective on research and what needs to be taken into account when working with people as subjects of a research project.

*For the “methods of social research” requirement, I would take either sociology 132A or Public Policy 135. This would depend on whether I choose to take part in the SOL or the ELI program as my capstone experience. The SOL gateway course (Pubpol 135) includes training in research methodology. If I chose to take part in the ELI program instead, I would substitute Pubpol 135 with sociology 132A in order to meet this requirement and then take the ELI gateway course in place of one of my electives.

This foundation then allows for a better in-depth study of development and poverty. To attain this, several courses covering different aspects of the topic must be taken.

Economics and Policy:

This program II includes a study of the microeconomic aspects involved in international development. Building on the introductory class on economics taken in my third semester, I begin the program by taking an intermediate economics course with a policy focus in order to learn the general idea of the effect of economics on policy, and then conclude by taking an advanced 200-level course applying these concepts to the international development field.

Microeconomic Policy Tools (Public Policy 128)

Microeconomics of International Development Policy (Economics 232S)

Political Science:

Another major aspect that goes along with economics and policy is political science. Much of the problems in the developing world involve politics. Having an understanding of this matter is an important part of attaining a complete understanding of international development. Again, I include an introductory course on political science to provide a basis for the later courses and then provide two additional courses focusing on international development. Polsci 155 will teach me about the politics of economic policy formation and economic performances in the less industrialized nations and Polsci 164 will give me a more general idea of the problems faced by developing nations (e.g. democratization).

Introduction to Comparative Politics (Political Science 92)

Political Economy of Development (Polsci 155)

Politics in the Developing World (Polsci 164)

Global Health and Environmental Science:

The phenomenon of poverty is not simply a result of economic and political forces. To truly understand the causes behind the situation of many low-income households around the world, one needs to take into account the effects of public health and the natural environment on the ability to develop economically and sustain one's self or family. For this reason, I will get an introduction to global health issues around the world through Public Policy 154 and then explore the topic further while studying abroad in India and China. In China, I will also learn about the effects of the environment on the poor and once back on campus, I will study the more general environmental politics and policies in the developing world.

Intro to Global Health (Pubpol 154)

(Study abroad)Health of the Poor in India (Pubpol 101)

(Study abroad)Health Policy in China (CulAnth 163)

(Study abroad)Environment, Health, and Development in China (ICS 121JS)

Environmental Politics and Policies in the Developing World (Pubpol 147D)

Sociology/Anthropology:

A final discipline dealing with poverty is sociology/anthropology. The study of human societies and culture give yet another perspective on the causes of poverty in the world. Some nations have been slower to develop than others and the culture and traditions of some of these people may have played an important role in determining these differences. Therefore, I will include a sociology class focused on the general challenges of development (Sociology 126) and a course taught by a trained anthropologist and focused on the anthropology perspective of development in Africa (AAAS 160). ICS 100 will allow me to learn some of these topics in the field while studying in India.

(Study abroad)Development and Poverty Reduction in India (ICS 100)

Challenges of Development (Sociol 126)

Development and Africa (AAAS 160)

Since a Program II allows me to focus on the issue of my interest (poverty reduction and development) it also gives me space to explore some of the more social and cultural aspects of it in my elective courses (such as “Globalization, Women, and Development” (ICS 102S), “Traffic in Women: Prostitution in China” (ICS 122C) and possibly, “Poverty and the Visual” (Artsvis 208S)).

Senior Capstone Experience:

Either the SOL or the ELI programs mentioned above. These will be taken during the spring semester of my junior year and continuing until the fall of my senior year.

Once these groups of courses with different perspectives are put together, they create a comprehensive and cohesive academic curriculum focused on international development and global poverty issues in today’s global society.

III. Breadth Requirement

As mentioned above, this program has been designed not only to provide a good academic focus on international development but also to encompass the broad liberal arts curriculum of Duke University. Several courses in other departments and disciplines will be taken making the program satisfy the regular Program I academic breadth requirements (Areas of Knowledge and Modes of Inquiry).