



**PPHA35575: Behavioral Experiments in International
Development: From Theory to Practice**

Anisha Singh and Mareike Schomerus

Wednesdays, 9.30 am - 12.20pm (Room: Keller 0023)

Course Description

This course brings together some of the most exciting developments in international development policy in the past years: The emphasis on evidence-based policy, the insights used from experiments, the greater attention being paid to behavioral aspects that determine whether policies work (or actually help improve people's lives) and the deep, heated, thoughtful and necessary discussion about what it means to do research ethically, for the right reasons, and grounded in the realities of the everyday lives of the people who are supposed to benefit from good development policy. Taking a practical approach, the course unpacks how experiments can be a powerful tool for good policy, what is necessary to consider when designing an experiment (from asking the right question, considering ethical issues, and the often-challenging logistics of actually conducting an experiment) to thinking through what makes a good policy recommendation.

To be able to do this, this course offers a very different learning experience: You will be participating—remotely—in the groundwork that is needed to design good experiments for development policy. You will be working with staff of the Busara Center, based in Nairobi, Kenya, who are seasoned in implementing experiments for development policy.

Throughout the course, you will work in teams to refine a research question, examine the extent to which it is relevant in the context you are researching, remotely participate in preliminary data collection in Kenya and learn how to use what you learned from conducting formative interviews to create better research designs. This is a unique opportunity to work directly with researchers who every day grapple with questions of good research design, ethics, inclusion and participation and who are working with you while being in a context in which a lot of research for development policy is implemented. The course will also offer you first-hand exposure to flexibility and adaptation needed when conducting research: things often do not go as planned and those unexpected moments might offer the most valuable insights.

About your instructors



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This course is taught by staff of the Busara Center (www.busaracenter.org). Busara is a research organisation seeking to apply and advance behavioural science in the Global South with the aim to alleviate poverty and improve policies. We work with non-profit organisations, private sector, multilaterals and academic researchers to help them apply the insights gained from our rigorous, contextually-appropriate, multi-method policy-relevant research. Busara is headquartered in Kenya, with further offices in Ethiopia, India, Nigeria, Tanzania and Uganda.

As Director of Research and Innovation, Anisha Singh leads Busara's Labs globally. Busara's lab in Nairobi was one of the first experimental labs in the Global South and continues to be at the cutting edge of behavioral science research. Anisha focuses on the implementation of academically-rigorous experimental research and builds methodologically-tested research tools and technology needed to work with difficult-to-reach populations. She further leads portfolios of meta-research on cross-cultural measurement, ethical research, research methods and gender. Her work combines behavioral science and development economics to identify, understand and overcome gender differences in behavior and preferences that contribute to key policy outcomes in the Global South.

Mareike Schomerus, (PhD, London School of Economics and Political Science) is Vice President at the Busara Center in Nairobi. She was formerly Director of Programme [Politics and Governance](#) at ODI in London (formerly Overseas Development Institute), and Research Director of the [Secure Livelihoods Research Consortium](#) (SLRC), also at ODI. At Busara, she heads the Center's work that links behavioral science, governance, fragility and violent conflict. She is a widely published researcher with a body of work on violent conflict, political contestation and peace processes in South Sudan and Uganda and across borders, as well as behavioral mechanisms in post-conflict recovery, for which she has developed a body of work on the '[mental landscape](#)' of lives in or after situations of violence conflict. In addition to conducting and leading academic research, she has conducted applied research for a wide range of international organisations. She is the co-editor of two volumes (on [African secessionism](#) and [South Sudan's borderlands](#) (Palgrave Macmillan 2020, 2013) and author of the monographs *The Lord's Resistance Army: Violence and Peacemaking in Africa* (Cambridge University Press 2021) and *Lives Amid Violence: Transforming Development in the Wake of Conflict* (Bloomsbury, forthcoming 2022).

This course will be supported by staff from Busara's lab. Each working group will be working with lab staff members based in Nairobi to ensure hands-on engagement for students' research.

We will also invite occasional guest speakers.

Aims of this course and learning outcomes



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The aim of the course is to equip students with knowledge and practical skills needed to design and run an experiment in ways that are ethical, inclusive, grounded in local realities, academically rigorous, thoughtful, designed to produce data that can guide towards sensible policy recommendations and that emphasise the dignity of the research respondents. It does so through a practical approach in which students each week will use their theoretical knowledge to directly apply to designing an experiment and conducting—remotely and with the help of Busara staff—the necessary formative research with respondents in Kenya. Students will work, in groups, on an experiment design that they will refine throughout the course as we go through the steps of understanding good research design (including considerations of what produces good evidence for policy), being ethical and inclusive, designing, conducting, and analysing formative interviews, learning from formative research and identifying policy implications.

Specifically, the course aims to

- Equip students with practical skills needed to design thoughtful, ethical and locally-grounded experiments for development policy;
- Introduce students to a range of examples of experiments and enable them to assess them for the quality of insight they generated or ethical challenges they posed;
- Familiarize students with integrating qualitative and quantitative research and the practical challenges of conducting experimental research;
- Sensitize students to working as researchers across different cultures, ways of knowing and interacting.

By the end of the course students will be able to

- Follow the steps needed to design an experiment and how to adjust it based on learning or the realities of the research situation;
- Assess the appropriateness of a research design to an identified research question;
- Recognise the role of formative research and other groundwork for experiment design;
- Design and analyse interviews for formative research;
- Identify what is needed for research to be ethical, inclusive and preserving the dignity of research participants.

Who is this course for?

This course is for students with some experience in quantitative research, for example those who have taken courses in statistics or quantitative methods, and who are interested in applying those skills to practical experiment design. The emphasis on practice runs throughout the course, asking students to reflect their increasing knowledge in their



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changing research designs. The practical aspect of the course spans to a different time zone, as formative research will be conducted remotely in Kenya; thus students wanting to listen in on formative interviews will be required to do so at very odd hours for Chicago.

The course also requires an interest in understanding that research is always ethically complex and that designing research for policy in ways that maintain the dignity of research participants requires thoughtful and committed effort.

Students who do not have a quantitative background and are interested in taking the course are advised to speak to the instructors during the showcase or in the first week of class. Above all, the course is for students interested in learning what it means to actually conduct research for international development policy.

Design of the course

This course is designed to take the theory of how to conduct research for development policy out of the classroom and into the real world. This means that things can be a bit unpredictable at times, providing valuable learning on the challenges of conducting research. Students will work in teams with lab staff of the Busara Center in Nairobi on an experiment design, refining it through formative research and through integrating learning as we go through the course. All interactions with lab staff will happen remotely. To facilitate as much exposure to the real challenges of conducting research, the course is split most weeks into a practicum and a lecture session. In the practicum, student teams will interact with lab staff online who will guide them through the formative research phase, as well as share their experiences of what it means to conduct research for development policy. In the lecture, the course will cover theoretical concepts and examples that are directly applicable to that week's practicum. The final outcome is a fully designed experiment that has been shaped by empirical data from formative interviews.

Administrative information

Class meeting time and location

The class meets in person on Tuesdays (9.30am – 12.20pm) in Keller 0023. This time is split differently each week to cover both lectures and practicum.

While students are expected to attend in person, the nature of working on field studies in Kenya and with staff based in Kenya will require some virtual teaching and connecting with the lab staff in Nairobi. In addition, due to the time zone difference, students who would like to listen in when interviews with research participants are conducted might have to do that at rather odd hours for Chicago: lab staff will be interviewing research participants during Nairobi work hours, which means from about midnight to 8am Chicago time. Due to



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working in teams, it is likely that students will need to organize additional meetings times with their teams.

Attendance of classes is mandatory and students need to notify the instructor of absences.

Office Hours and how to contact the instructors

You can contact Anisha at Anisha.singh@busaracenter.org and Mareike at t-9marei@uchicago.edu.

Mareike will hold office hours every week on Wednesdays (in person, in the Piazza 11am - noon) and Thursdays 4 – 5.30pm (virtual, on Zoom, details will be shared on Canvas).

Anisha will hold flexible office hours which will be announced at the start of the course, with sign-up sheets for all office hours posted on Canvas.

You will be regularly interacting with the Busara lab staff assigned to your group during the scheduled practicum times.

Assignments and assessment

Students' will submit three written assignments, of which two are conducted individually and one is a group project. A student's grade will be made up of the following:

Solution audit (10%): This is an **individual assignment** that asks students to identify how a policy solution might benefit different groups of people. Instructions will be given in the first week of class. The solution audit is due early on in the course and is graded on student's ability to engage with a complex question in different ways.

Due date: April 7 at midnight

Research design (50%): This is a group assignment, on which student teams will work throughout the course. It forms the core of this course. Students will work with their group on identifying a research question using background research, drafting a preliminary research design, designing formative research questions, assist remotely in conducting formative interviews, analyse formative data and use it to finalise the design of an experiment.

The final research design forms the main part of this grade and is a summary of all steps in the following format: Executive summary, research question and rationale, methods description and limitations, evolution of design (through formative interviews), conclusion (a suggested template will be provided). Page limit: 6 pages in total.

Due date: May 23 at midnight

In addition, two other group efforts will be assessed, but the grade will be used to inform the overall grade a team receives. These are the literature review, which is a group assignment to conduct a light touch literature review on your chosen research problem and



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insert your findings into a template we will provide (due date: April 18) and group presentations (in class May 17). In presentations, we will look for originality and succinctness in presenting.

Implications Brief (20%): This is an individual assignment that concludes the course. It is a succinct, two-page briefing paper that pulls together the student's learning on what policy recommendations might emerge from the research design. A template will be provided.

Due date: June 3 at midnight

Class Participation 20%: Students are expected to attend lectures and the practicum and actively contribute to discussions. This grade will also be drawn from students' engagement in the practicum sessions.

All assignments should be submitted as soft copies via Canvas in 12-point font with a standard margin of about one inch/2.5 centimeters. All assignments are graded on a curve, using the standard Harris grading scale (including group assignments). Assignments that are longer than the stated page limit will have points deducted for each page that overruns the page or paragraph limit. The reason why this is such a strict policy is because particularly in the policy world, people's tolerance for reading beyond expected length is very limited, so learning how to be succinct is part of this course. Late submissions will be subject to deduction of one half-grade per day.

Readings

We will be reading mainly articles, a few book chapters, some reports and some blogs. One book in particular makes an appearance several times and so you might want to consider getting a copy: *Invisible Women* by Caroline Criado Perez on how data that excludes women creates a policy world that does the same is a really gripping read.

Criado Perez, C. (2019). *Invisible Women: Exposing Data Bias in a World Designed for Men*. London: Vintage/Penguin.

Most readings listed here are available online or through library access. Core readings that are not as easy to find will be uploaded to Canvas for ease of access.

Course outline

Week 1 (March 29): What do you know? Evidence and international development

The course's introductory week focuses on how experiments can be a powerful tool for international development policy making—and what a researcher needs to necessarily consider to make them so. Why is it that experiments can tell us a lot about whether a proposed solution works or not? What do people designing and conducting experiments need to bear in mind to make sure they ask the right question, their experimental research



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does not harm the people they want to help and contributes to good knowledge about a problem. This week, you will also meet the Busara lab staff with whom you will be working on your formative research and learn about their experiences of running experiments in Kenya.

Required reading

- Luca, M., & Bazerman, M. H. (2020). Part One: Breaking Out of the Lab. In *The Power of Experiments: Decision-Making in a Data-Driven World*. Cambridge, MA: MIT Press.
- Saltelli, A., & Giampietro, M. (2017). What is wrong with evidence based policy, and how can it be improved? *Futures*, 91, 62-71. doi:<https://doi.org/10.1016/j.futures.2016.11.012>
- Parker, Ben. Editor's Take: Data Responsibility Starts with You. *The New Humanitarian*. (2020 (November 3)).
- Pankhurst, J. (2017). Chapter 3: Bias and the Politics of Evidence'. In Part II: The Politics of Evidence. In *From Evidence-Based Policy to the Good Governance of Evidence*. *Routledge Studies in Governance and Public Policy*. Abingdon: Routledge.

Supplemental reading

- Beguy, D. Poor data hurts African countries' ability to make good policy decisions. *Quartz Africa*. (2016).
- Gisselquist, R. M. (2020). How the cases you choose affect the answers you get, revisited. *World Development*, 127, 104800. doi:<https://doi.org/10.1016/j.worlddev.2019.104800>

Assignment (individual): Solution audit, due April 7

Week 2 (April 5): What am I missing? Rainbow shades of humanity

Much international development policy aims to alleviate poverty, but poverty has many different faces across the world. To develop a nuanced view on poverty is a necessary pre-condition when seeking to design targeted policies that help alleviate poverty as it is experienced by different people. For researcher, developing such a nuanced view is a crucial skill and requires seeking knowledge on the rainbow shades of humanity through multi-method interdisciplinary research approaches and by understanding how behavioral biases are different in different contexts and what that means for research.

Required reading

- Banerjee, A. V., & Duflo, E. (2007). The Economic Lives of the Poor. *Journal of Economic Perspectives*, 21(1), 141-168. doi:10.1257/jep.21.1.141
- Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The Weirdest People in the World? *Behavioral and Brain Sciences*, 33(2/3), 61-83.



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Laumas, A., Owsley, N., & Haldea, P. (2020). How Preeti was born: A beginner's guide to contextualizing behavioral measures. Retrieved from <https://medium.com/busara-center-blog/how-preeti-was-born-af4583208fc9>

World Bank. (2015). *The Biases of Development Professionals. In World Development Report 2015: Mind, Society, and Behavior*. Washington, DC: World Bank.

Supplemental reading

Hartman, A., & Kern, F. G. (2020). How to know what works in alleviating poverty: Learning from experimental approaches in qualitative research. *World Development*, 127, 104804. doi:<https://doi.org/10.1016/j.worlddev.2019.104804>

Amanela, S., Flora Ayee, T., Buell, S., Escande, A., Quinlan, T., Rigterink, A. S., . . . Swanson, S. (2020). *Part 3: The mental landscape of post-conflict life in northern Uganda: Defining the mental landscape*. London: Secure Livelihoods Research Consortium (SLRC), ODI.

Schomerus, M. (2021). *The mental landscape of lives in conflict: policy implications*. London: Secure Livelihoods Research Consortium (SLRC)/ ODI.

Porteous, O. (not dated). Research Deserts and Oases: Evidence from 27 Thousand Economics Journal Articles on Africa. https://drive.google.com/file/d/1vGpzi_yV-H78VtibvxrFS1ZScLjmvTww/view.

Week 3 (April 12): Do I have to wear a lab coat? Understanding experiments in international development

Experiments in international development policy have produced both some of the most convincing and the most controversial policy insights. Whether an experiment is rigorous or controversial often depends on the research design and the amount of care taken with the groundwork for an experiment. This week we focus on what research work is necessary to set up a good experiment, how to identify a research problem and what background and formative research is required.

Required reading

Duflo, E., Glennerster, R., & Kremer, M. (2006). Using Randomization in Development Economics Research: A Toolkit. *NBER Technical Working Paper 0333*. doi:10.3386/t0333

Haushofer, J., Collins, M., de Giusti, G., Njoroge, J. M., Odero, A., Onyago, C., . . . Hughes, C. (2014). *A Methodology for Laboratory Experiments in Developing Countries: Examples from the Busara Center*. Working paper. Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/viewer.html?pdfurl=https%3A%2F%2Fhaushofer.ne.su.se%2Fpublications%2FHaushofer_Busara_2014.pdf&clen=449973&chunk=true

Evans, D. (2021). *Towards Improved and More Transparent Ethics in Randomised Controlled Trials in Development Social Science*. Washington, D.C: Center for Global Development.



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Corey, E. (2011). Formative Research: What, Why and How. *Training Course in Sexual and Reproductive Health Research, WHO* <https://www.gfmer.ch/SRH-Course-2010/Geneva-Workshop/pdf/Formative-research-Corey-2011.pdf>.

Supplemental Reading

de Souza Leão, L. (2020). What's on trial? The making of field experiments in international development. *The British Journal of Sociology*, 71(3), 444-459.
doi:<https://doi.org/10.1111/1468-4446.12723>

Shipow, A., & Singh, A. (2020). Is your data inclusive? Optimizing results by eliminating the hidden costs of research participation. Retrieved from <https://medium.com/busara-center-blog/is-your-data-inclusive-ddd59933f108>

Irrational Labs. (not dated). Designing Experiments. <https://gumroad.com/l/Gpkt?src=email-referral>.

Assignment: Your team will conduct a light touch literature review on your chosen research problem and insert your findings into a template we will provide. Due date: April 18

Week 4 (April 19): How do I know what I want to know: The practicalities of experiments

While we are thinking through what exactly we want to achieve with different types of research designs, it is crucial to consider ethical implications. But ethical dilemmas come in many guises, requiring us to consider the ethics of working with research participants, of working for policy decisions, of working in collaboration between institutions and researchers that might have very different levels of power? What guidelines can help consider all these ethical challenges? How can one assess if a research question is ethical in seeking an answer or in the recommendations the findings might provide? What do we need to know even in the set-up phase of an experiment to make sure that formative research also adheres to the highest standards of ethics? What are the consequences of unethical research?

Required reading

Czerniewska, A., Muangi, W. C., Aunger, R., Massa, K., & Curtis, V. (2019). Theory-driven formative research to inform the design of a national sanitation campaign in Tanzania. *PLoS ONE*, <https://journals.plos.org/plosone/article/metrics?id=10.1371/journal.pone.0221445>.
doi:<https://doi.org/10.1371/journal.pone.0221445>

Kurian, N., & Kester, K. (2019). Southern voices in peace education: interrogating race, marginalisation and cultural violence in the field. *Journal of Peace Education*, 16(1), 21-48.
doi:10.1080/17400201.2018.1546677



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For this week's required reading, please also go through Module 1: Introduction to Research Ethics of the Training and Resources in Research Ethics Evaluation (TREE) Consortium. The course is free to do, but you have to register at <https://elearning.trree.org/enrol/index.php?id=18>

Supplemental Reading

Keikelame, M. J., & Swartz, L. (2019). Decolonising research methodologies: lessons from a qualitative research project, Cape Town, South Africa. *Global Health Action*, 12(1), 1561175. doi:10.1080/16549716.2018.1561175

Smith, L. T. (1999). *Decolonizing Methodologies: Research and Indigenous Peoples*. . London: Zed Books; Chapters 2 and 3 (Research through imperial eyes; Colonizing knowledges).

Week 5 (April 26): Are you thinking what I'm thinking? Power, bias, difference and empathy

One of the most rewarding aspects of being a researcher is the privilege to delve into the world, experiences and opinions of other people. One of the most difficult aspects of being a researcher is to accept that opinions of people are not just different, but that their experience of the world and their lives is profoundly different from one's own, leaving the researcher to struggle to find the analytical tools that allow for such different to unfold. This is made even more challenging by power imbalances that exist between the researcher and the researched, between collaborators from the Global South and the Global North, between implementing researchers and funding partners, and within research contexts themselves. Without understanding one's own power and biases and without a focused effort to preserve and celebrate the dignity of the research participants, these power imbalances are likely to be replicated all the way through development policies.

Note: This is the week when the lab staff in Kenya will conduct formative interviews, so if you are keen to listen in on some of those, it would be good to mark a few very late nights or very early mornings in your diary.

Required reading

Wein, T. (2021). *The Dignity Report: Three Years of Research on Dignity & International Development* London: The Dignity Project.

Cilliers, J., Dube, O., & Siddiqi, B. (2015). The white-man effect: How foreigner presence affects behavior in experiments. *Journal of Economic Behavior & Organization*, 118(C), 397-414. Retrieved from <https://EconPapers.repec.org/RePEc:eee:jeborg:v:118:y:2015:i:c:p:397-414>

Ang, Y. Y. (2019). Integrating Big Data and Thick Data to Transform Public Services Delivery. <https://deepblue.lib.umich.edu/handle/2027.42/148311>: IBM Center for the Business of Government.



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Kaplan, L., Kuhnt, J., & Steinert, J. (2020). Do No Harm? Field Research in the Global South: Ethical Challenges Faced by Research Staff. *Science Direct* 127(<https://www.sciencedirect.com/science/article/pii/S0305750X19304590>).

Schomerus, M. (2022). *Lives Amid Violence: Transforming Development in the Wake of Conflict*. London: Bloomsbury; Chapter 'A Satellite Image of the Neighbourhood: Why Who You Are Matters'

Supplemental reading

Benzon, N. v., & van Blerk, L. (2017). Geographical Research with "Vulnerable Groups": Re-Examining Methodological and Ethical Process. *Social and Cultural Geography*, 18(7), <https://www.tandfonline.com/doi/full/10.1080/14649365.14642017.11346199>.

Criado Perez, C. (2019). *Invisible Women: Exposing Data Bias in a World Designed for Men*. London: Vintage/Penguin; Part I: Daily Life: Chapter 1 (Can Snow-Clearing Be Sexist? And Chapter 2: Gender Neutral With Urinals)

Marchais, G. (2020). Contemporary Research Must Stop Relying on Racial Inequalities. Retrieved from <https://blogs.lse.ac.uk/africaatlse/2020/01/30/research-must-stop-racial-inequalities-colonialism/>

Week 6 (May 3): Bringing it all together: how to use formative insights for better design

This week, we will look in detail about what we can learn from the formative interviews and how this changes the experimental designs. How can formative findings—often based on just a small number of interviews—be analysed in rigorous ways to give maximum insight into how a research question needs to be framed, what contextual factors the researcher needs to consider and how to choose the right people to participate in a future experiment?

Required reading

Deaton, A. (2020). Randomization in the Tropics Revisited: A Theme and Eleven Variations'. *NBER Working Series, Working Paper 27600*. Retrieved from https://www.nber.org/system/files/working_papers/w27600/w27600.pdf

Huda, K. (2012). Understanding What Works: Why Qualitative Research Matters. *CGAP*. Retrieved from <https://www.cgap.org/blog/understanding-what-works-why-qualitative-research-matters>

Sharp, S. (2019). What We've Learnt Doing Mixed-Methods Behavioural Research in Uganda'. Retrieved from <https://odi.org/en/insights/what-weve-learnt-doing-mixed-methods-behavioural-research-in-uganda/>

Strumm, B. (2020). Using critical reflection to question self and power in international development. *Gender & Development*, 28(1), 175-192. doi:10.1080/13552074.2020.1717173



Supplemental reading

Hochschild, A. R. (2016). *Strangers in Their Own Land: Anger and Mourning on the American Right*. New York, NY: New Press; Part Three: The Deep Story and the People in It (Chapters 9 - 13)

Week 7 (May 10): Working on the experiment design

This week is dedicated to the practical work of refining the experiment design by incorporating the formative findings. Throughout the class, we will seek feedback from lab staff on how designs have evolved and test them against some of the concepts we covered: Is the design ethical? Has it paid attention to possible unintended consequences? What information is still missing?

To allow for as much practical work as possible—including revisiting your initial background literature on your research problem—this is a light reading week.

Required reading

Koch, D.-J., Vis, J., van der Harst, M., Tendron, E., & de Laat, J. (2021). Assessing International Development Cooperation: Becoming Intentional about Unintended Effects. *Sustainability* 13(11571). doi:<https://doi.org/10.3390/su132111571>

Pugh, A. J. (2013). What good are interviews for thinking about culture? Demystifying interpretive analysis. *American Journal of Cultural Sociology*, 1(1), 42-68. doi:10.1057/ajcs.2012.4

Week 8 (May 17): Class presentations of research designs

This week, we will dedicate to class presentations and in-class feedback on your research designs.

Required reading

Swedberg, R. (2016). Before theory comes theorizing or how to make social science more interesting. *The British Journal of Sociology*, 67(1), 5-22. doi:<https://doi.org/10.1111/1468-4446.12184>

Nelson, J., & Gould, J. (2005). Hidden in the Mirror: A Reflective Conversation about Research with Marginalized Communities. *Reflective Practice*, 6(3), 327–339. doi:<https://doi.org/10.1080/14623940500220020>

Supplemental reading (watching, really)

Adichie, C. N. (2009). *TED Talk: The Dangers of a Single Story*: https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en#t-349979.



Assignment: Full experiment design (following a provided template) due May 23

Week 9 (May 24): When the real world interferes: The politics of data for policy

What if a researcher had conducted the perfectly-designed and executed experiment? What if all ethical concerns had been successfully addressed? What if research subjects had participated and felt well treated and represented by the findings? What if the policy recommendations are clear and practical? And what if, despite having met all those conditions, those policy recommendations simply fall flat? That's when the real world and research meet. This week, we look at the politics of using data for policy and how good policy recommendations might require spelling out the political trade-offs for decision-makers.

Required reading

Das, S. (2020). (Don't) leave politics out of it: Reflections on public policies, experiments, and interventions. *World Development*, 127, 104792.

doi:<https://doi.org/10.1016/j.worlddev.2019.104792>

Drèze, J. (2020). Policy beyond evidence. *World Development*, 127, 104797.

doi:<https://doi.org/10.1016/j.worlddev.2019.104797>

Krause, P., & Hernández Licona, G. (2020). From experimental findings to evidence-based policy.

World Development, 127, 104812. doi:<https://doi.org/10.1016/j.worlddev.2019.104812>

Rao, V. (2020). Evidence-Based Development Needs a Diversity of Tools, with a Bottom-up Process of "Embedded" Dialogue. *Science Direct*, 127(104823). Retrieved from

<https://www.sciencedirect.com/science/article/pii/S0305750X19304723>

Supplemental reading

Criado Perez, C. (2019). *Invisible Women: Exposing Data Bias in a World Designed for Men*. London:

Vintage/Penguin; Part IV: Going to the Doctor, Chapter 10: The Drugs Don't Work;

Chapter 11: Yentl Syndrome; Part VI: When It Goes Wrong, Chapter 15: Who Will

Rebuild?; Chapter 16: It's Not the Disaster That Kills You; Afterword.

Assignment: Implications brief as per provided template, due June 3

University policies and where to get help

Pass/ Fail option



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Students who wish to take the course pass/fail rather than for a letter grade must use the Harris Pass/Fail request form (<https://harris.uchicago.edu/form/pass-fail>) and must meet the Harris deadline, which is generally 9am on the Monday of the 5th week of courses. Students who take the course pass/fail must attend class meetings and turn in all assignments, achieving marks on assignments that are overall commensurate with at least a C- letter grade.

General policies

By attending course sessions, students acknowledge that:

- They will not: (i) record, share, or disseminate University of Chicago course sessions, videos, transcripts, audio, or chats; (ii) retain such materials after the end of the course; or (iii) use such materials for any purpose other than in connection with participation in the course.
- They will not share links to University of Chicago course sessions with any persons not authorized to be in the course session. Sharing course materials with persons authorized to be in the relevant course is permitted. Syllabi, handouts, slides, and other documents may be shared at the discretion of the instructor.
- Course recordings, content, and materials may be covered by copyrights held by the University, the instructor, or third parties. Any unauthorized use of such recordings or course materials may violate such copyrights.

Any violation of this policy will be referred to the Area Dean of Students.

Resources available to students

The University and the Harris School offer a comprehensive set of resources for student support which can be found [here](#), including [student health services](#). If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, remote counseling services are available. Student Counseling Service (SCS) urges you to attend to your mental wellbeing and to reach out to them for support during these challenging times. All SCS services are covered by the Student Life Fee, and there is no additional cost for students to access their services. See <https://wellness.uchicago.edu/mental-health/student-counseling-service-spring-quarter-faq/>. Students seeking new services/resources can call 773.702.9800 during business hours (Monday–Friday 8:30 a.m.–5 p.m.) and ask to speak with a clinician. **Students needing urgent mental health care can speak with clinicians over the phone 24/7 by calling the SCS at 773.702.3625.**

The Harris School itself also provides both academic and non-academic support services for students. These resources are described (and links provided) via the Canvas site Harris Student Handbook, which all Harris instructors can access.



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Academic Integrity

All University of Chicago students are expected to uphold the highest standards of academic integrity and honesty. Among other things, this means that students shall not represent another's work as their own, use un-allowed materials during exams, or otherwise gain unfair academic advantage.

- The University's policies regarding academic integrity and dishonesty are described [here](#). It is contrary to justice, academic integrity, and to the spirit of intellectual inquiry to submit another's statements or ideas as one's own work. To do so is plagiarism or cheating, offenses punishable under the University's disciplinary system. Because these offenses undercut the distinctive moral and intellectual character of the University, we take them very seriously.
- The Harris School's policies are available in the *Harris Student Handbook* Canvas site.
 - The *Academic Honesty and Plagiarism* section expresses the main principles.
 - Detailed guidelines for more specialized student work (e.g., problem sets including computer code) are offered in the section titled *Harris Integrity Policy for Problem Sets Involving Code*.
 - Harris's specific procedures for handling suspected violations of these policies are available in the section *Harris Procedures for Allegations of Plagiarism, Cheating, and Academic Dishonesty* and are also re-produced as an Appendix to this document.
 - All students suspected of academic dishonesty will be reported to the Harris Dean of Students for investigation and adjudication. The disciplinary process can result in sanctions up to and including suspension or expulsion from the University. Other penalties for violations could be imposed instead, alone or in combination, most notably that students will receive a grade of 0 on the exam or problem set in question as well as the next lowest problem set grade. This will often result in the student earning a failing grade in the course.
 - The student will receive a grade of 0 on the exam or problem set in question and cannot earn higher than a B- in the course, regardless of their performance on other assignments and exams.
 - At the instructors' discretion, the student may receive a failing grade for the course regardless of their performance on elements of the course.
 - Students found in violation of academic dishonesty will receive a failing grade in the course.
 - The student will receive a grade of 0 on the assignment or exam in question (subject to the discretion of the instructor).
 - The student may be asked to re-do the assignment or retake the exam (without credit) to ensure that the student has learned how to properly



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cite sources or demonstrate that he or she has command of material covered.

Disability Accommodations

The University's policies regarding students with disabilities are available [here](#). Students who have disability accommodations awarded by the University Student Disability Services Office should inform the Harris Dean of Students office by the end of the first week of class. The Harris Dean of Students Office will work with the student and instructor to coordinate the students' accommodations implementation.

Harris students are not required to submit their accommodations letter to the instructor. Students from other divisions in the University must submit their accommodations letter to either the instructor or the Harris Dean of Students Office.

Students who do not yet have formal accommodations in place but who feel they need accommodations on a temporary or ongoing basis should contact the Harris Dean of Students Office or Student Disability Services.

It is also worth noting that teaching in a remote environment may generate other questions and issues related to providing accommodations to students with disabilities. Some suggestions are available [here](#).

Diversity and Inclusion

The Harris School welcomes, values, and respects students, faculty, and staff from a wide range of backgrounds and experiences, and we believe that rigorous inquiry and effective public policy problem-solving requires the expression and understanding of diverse viewpoints, experiences, and traditions. The University and the Harris School have developed distinct but overlapping principles and guidelines to insure that we remain a place where difficult issues are discussed with kindness and respect for all.

The University's policies are available [here](#). Specifically, the University identifies the freedom of expression as being "vital to our shared goal of the pursuit of knowledge, as is the right of all members of the community to explore new ideas and learn from one another. To preserve an environment of spirited and open debate, we should all have the opportunity to contribute to intellectual exchanges and participate fully in the life of the University."

The Harris School's commitments to lively, principled, and respectful engagement are available [here](#): "Consistent with the University of Chicago's commitment to open discourse and free expression, Harris encourages members of the leadership, faculty, student body, and administrative staff to respect and engage with others of differing backgrounds or perspectives, even when the ideas or insights shared may be viewed as unpopular or controversial." We foster thought-provoking discourse by encouraging



community members not only to speak freely about all issues but also to listen carefully and respectfully to the views of others.

Appendix: Full Harris Academic Integrity Procedures

Harris Procedures for Allegations of Plagiarism, Cheating, and Academic Dishonesty

First Violation

If a student is accused by an instructor or teaching assistant of plagiarism, cheating, or any other form of academic dishonesty, the student will be summoned to meet with the Dean of Students and the instructor. In the meeting, the student and instructor both present information about the situation. If it is determined by the instructor and the Dean of Students that the student has, in fact, plagiarized or cheated, the following sanctions will be imposed for the first violation:

- The student will generally receive a grade of 0 on the assignment or exam in question. Please note that grading decisions are fully at the discretion of the instructor, who may decide to impose harsher grade penalties.
- The student may be asked to re-do the assignment or retake the exam (without credit) to ensure that the student has learned how to properly cite sources or demonstrate that he or she has command of material covered.
- A formal letter of finding is sent to the student stating that the student has been found in violation of the code of academic honesty and what the sanctions were. The letter, along with any evidence presented, is archived in Harris Student Affairs records until the student graduates if the student has no other violations.
- Students found in violation of the academic honesty policy are not permitted to withdraw from the course to avoid grade penalties from the instructor.
- In cases where plagiarism or academic dishonesty is egregious, the case may be referred to the Area Disciplinary Committee even on a first offense. The Dean makes all decisions about which cases will go before the Area Disciplinary Committee.

Second Violation

If a student who has already been found in violation academic dishonesty is again accused of academic dishonesty, the case will be sent to the Harris Area Disciplinary Committee. Details about the Area Disciplinary Committee procedures can be found in the [University Student Manual](#). Information about the first violation, including the formal letter of finding any evidence, will be presented to the Area Disciplinary Committee, along with evidence of the current allegation. If the student is found in violation of academic honesty a second time, the Area Disciplinary Committee can assign sanctions including transcript notes, disciplinary probation, suspension or expulsion from the University.



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Academic Dishonesty Appeals

If a student has been found in violation of academic honesty and does not believe that either the finding or the sanction is fair or correct, the student has the right to appeal the finding by requesting a hearing from the Area Disciplinary Committee. More information about the Area Disciplinary Committee is available [here](#).