Overview. The quality of public policy, management, and of governance systems often disappoints, especially in so-called ‘developing’ countries. Poverty, corruption, economic stagnation and poor quality public services are the norm in many countries and in many localities or for vulnerable socio-economic groups in even better-off countries. At the same time, many countries have in living memory made demonstrable, even transformative changes in the level of economic development and social indicators, suggesting that ‘development’ can be more than a chimera.

This course the context for and key drivers of the accelerating changes accompanying unequal development in the 21st century. We focus our attention onto a range of alternative approaches to “manage” development – that is, onto key strategies being advocated to achieve fundamental improvements in public-sector performance and development outcomes in some of the most challenging environments in the world.

The course will train students in three areas:
- diagnosing the drivers of development outcomes and governance performance in specific contexts;
- analyzing opportunities for, and constraints on, the use of reforms that dominate the public-sector reform debate in developing countries; and
- crafting realistic strategies from a ‘managerial’ perspective, understood broadly as the effort exerted from different vantage points in a governance system to promote positive change.

Development Management is a required course for students in the International Development Certificate Program (IDCP) at the University of Washington. Non-IDCP students are permitted in the class by instructor permission and subject to a maximum class size. The course also fulfills the values elective for Evans School students.

Basic approach. The course philosophy is comparative (drawing from a number of developing country contexts and specific case studies); critical (examining why so many reforms fail); and applied (asking what action might be taken in specific managements scenarios and what lessons might be drawn out for would-be reformers and public-sector managers). The first two lectures examine the
checkered history of public-sector reform attempts, indicators for the quality of governance and frameworks for the critical examination of individual reforms. The course then examines one major reform (or related reforms) each week. We certainly not be able to cover all major reform initiatives and ideas, but we will cover a fair number of pivotal ones and equip you with the analytical tools to approach others and continue your learning beyond the course.

**Student assessment.** There are three basic components to student work and assessment in this course.

1 – Written analysis (6 submissions, each worth 10% of your grade) – 60%:
Beginning from week two, you are asked to submit almost-weekly 1-2 page written analysis (single-spaced, 12-point font), which will fall into one of three categories each week (see below). Within each category, you are asked to write 2 pieces totalling 6 submissions. To be clear: whether you write on the topic of the week, and in what category (if there is more than one option) is up to you, as long as you reach 6 submissions total by the end of the class, two for each category:

- **Category 1: Case memos** (write 2): There will be at least six formal case studies covered in the class (typically only distributed in class the week before they will be discussed). These are typically recommendation-oriented pieces written in memo format to a decision-maker in a difficult situation.

- **Category 2: Current examples** (write 2): Beginning from week 2, you are invited to identify and analyze a ‘current example’ of one of the key themes for the week – typically a current event or prominent case from the recent past. An analysis of a current example involves a brief summary of what is going on, and the use of course frameworks or concepts to elucidate the dynamics of the situation. Supporting documents (such as a hyperlink to the source material for your research, e.g. a newspaper article) should be attached and do not count towards the 2-page limit.

- **Category 3: Debate position statement** (write 2): In at least six of the 10 course weeks, we will conduct a debate over a proposition shown in the syllabus. On these weeks, you may submit a 1-2 statement laying out reasons for supporting or opposing the proposition. You are encouraged to take a point of view in the debate (firmly for or against the proposal), even if you feel both positions have merit – much as a lawyer would in arguing a case. (Note: you may choose to write on the same debate that you are assigned to lead in front of the class.)

“Get it Right” grading policy: for the above written assignments, you may choose to submit a revised copy of your assignment one week after receiving your feedback, for reconsideration of your grade. (Typically, I will consider improving the grade on the assignment by one notch, e.g. from B to B+, if there is significant improvement
shown; but there is no guarantee of this.) The guidelines for resubmission are as follows:

- You may only resubmit an assignment that received less than an A-.
- You must submit the revised assignment in hard-copy format together with the original that was graded, and include a short cover note summarizing what you changed and what you learned from the rewrite.
- The deadline for resubmissions is the second class following receipt of the feedback, i.e. maximum of two weeks. Please hand it in in class.

2 – Class participation, including in team debate (20%). It is very important to come to class prepared to actively engage on the readings, case study and debates. As assessed by the instructor, this 20% is meant to reflect the quality of your engagement in class discussion. One significant part of this participation grade – roughly half – is the thoughtfulness of your team debate. Two teams of 3 students each will lead the discussion of the debate topic of the week, beginning with an opening statement of 5-10 minutes from each week and continuing on to cross-questioning both from the class and the opposing side. Guidelines and assessment criteria on the debate will be given in a separate handout.

3 – Quiz x 2 (20%) – There will be a mid-term quiz and a final quiz, each worth 10% of your grade. These are short-answer, open-book, interpretive questions that focus on your understanding of the issues primarily as laid out in the readings. The best preparation for these in-class quizzes is simply to keep up with the readings and follow the key points covered in class.

**Texts.** The course will draw on readings from a number of books and online material. We will cover substantial parts of the following required texts. The first three are all currently available in the UW bookstore, and the final one is on order and can be

- Currie-Alder et al., *International Development: Ideas, Experiences and Prospects*, Oxford University Press 2014. (Note: this is available in kindle edition and for rent if you prefer)

Three books – one an ‘old’ development classic, one more recent perspective on a development practitioner’s experiences, and one novel set in a developing country but containing rich food-for-thought on the meaning of development – are variously evocative, inspiring and idiosyncratic. We will not cover them in detail in class, but I
recommend you get hold of them at some point, as they can be bought inexpensively e.g. on amazon.

- Robert Chambers, *Rural Development: Putting the Last First.*
- Robert Klitgaard, *Tropical Gangsters II.* Klitgaard’s original *Tropical Gangsters* is itself an earlier classic.

Since you are taking this class, you may well be considering a career that has an international development dimension. I suggest you peruse some resources that can help you navigate your options. For example, if you type “international development careers” into amazon.com, you will find at least seven highly relevant and inexpensive source-books and guides, some of which are in the UW library. Don’t neglect to explore these.
Session Flow, Readings, Current Examples and Debate topics for *Development Management in the 21st Century*

Note: This list at Oct 1, 2015. Subject to revision in real time; please check Canvas site one week in advance of the week to be covered to ensure you have the correct assignment and readings for the following week.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Readings</th>
<th>Assignments</th>
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| 1     | **Introduction to course: Deconstructing development, management and the 21st century**  
*Policy/Management focus: Public managers in the policy process: Roles and entry points* | | |
|       | **Rural Reform in Centropico case: see assignment**  
**Policy Primer: ch. 1-2**  
**Int. Dev.: ch. 1, 2, 28**  
**Dev & Social Change, ch. 1**  
**Explore “Worldwide Governance Indicators”: read** [http://www.brookings.edu/research/opinions/2009/06/29-governance-indicators-kaufmann](http://www.brookings.edu/research/opinions/2009/06/29-governance-indicators-kaufmann) and explore the data for countries you are interested in if you have time at [http://info.worldbank.org/governance/wgi/index.aspx#doc](http://info.worldbank.org/governance/wgi/index.aspx#doc) | Current examples: On the first two pages of *The Public Policy Primer*, several examples of “a fragmented policy world” are given. Pick one that applies to a development problem that you are interested in, and describe the fragmentation and its effects in the real world.  
*First Case: Rural Reform in Centropico – respond to the challenge below, in a single-spaced, two-page policy memo (or for oral presentation)*  
**To:** D. Lawrence  
**From:** J. Judicio, Sec. of Rural Reform  
**Re:** Land reform strategy  
I know you’ve been at work for a couple of weeks while I’ve been traveling, so sorry I haven’t been able to meet with you. Could you please give me your initial thoughts on a proposed land reform strategy? In doing so, please keep in mind:  
* The need for practical and clear suggestions on the way forward, given…  
* …Centropico’s political environment and the opportunities and constraints it seems to hold (we need a strategy that will work in the current political environment); and  
* …the DRR’s administrative capacity (we need a strategy that will work with this department).  
Just give me the outline of what you think I should do – two pages maximum, “quick and dirty” as they say – and be prepared to briefly summarize your ideas (and critique those of other consultants who will be present) when I call on you next Wednesday.  
(Note: look for updates on Canvas for further... |
| 2     | **Frameworks: Governing Development**  
*Policy/Management focus: Entrepreneurial agenda setting* | | |
<table>
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<tr>
<th>Strategy</th>
<th>Policy/Management focus</th>
<th>Notes</th>
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| 3        | Get the role of the state and markets right | **Policy Primer**: ch. 3  
**Int. Dev.**: ch. 4, 37, 38 and 45  
**Dev & Social Change**: ch. 4-5  
Brinkerhoff and Crosby: ch. 7 and 8  
Current examples:  
1 - entrepreneurial policy agenda setting in developing countries or on development issues; or  
2 - Controversy over a role government is playing or a tool it is deploying  
Debate: “The East Asian development model points the way forward for other regions and countries in the world.” |
| 4        | Leverage social capital and civil society | **Policy Primer**: ch. 4  
**Int. Dev.**: ch. 46  
**Managing Policy Reform**, ch. 3 and 10  
Current examples: Use of evidence and deliberation in policymaking in a developing country context  
Debate: “Globalization is reducing the scope of governments in developing countries to effectively respond to emerging socioeconomic challenges and pressures.” |
| 5        | Strengthen global governance | **Policy Primer**: ch. 7  
**Int. Dev.**: ch.  
**Managing Policy Reform**, ch. 5  
**Dev & Social Change**: ch. 6  
Current examples: Emergence of, and limitations to, multilateral or global cooperation to address a particular problem in the post-WWII period  
Debate: “The attempt to define post-2015 ‘Sustainable Development Goals’ is flawed from the start; they will be as meaningless as the Millennium Development Goals were.” |
| 6        | Reform development assistance | **Policy Primer**: ch. 5  
**Int. Dev.**: ch.  
**Managing Policy Reform**, ch. 1, 2  
Current examples: Great implementation failures (or successes) and their causes  
Debate: “The US should immediately commit to spending .7% of Gross National Income on ODA, as have a majority of donor countries.” |
| 7        | Build capacity in core institutions of government | TBA  
Current examples: Applications of NPM- or post-NPM reforms in developing countries  
Debate: “The ‘New Public Management’-style public sector reforms, first pioneered in developed countries, are inappropriate for developing countries, since these lack the prerequisites of a reasonably effective, predictable and well institutionalized civil service.” |
| 8        | Democratize and decentralize | **Policy Primer**: ch. 6  
**Int. Dev.**: ch. 9  
**Managing Policy Reform**, ch. 12  
Current examples: Examples of evaluations of decentralization initiatives (whether at the policy or programmatic level) |
Debate: “The development discourse has been dominated by the assumption that Western values, such as those touting specific forms of multiparty democracy, as being ultimately universal values. In a multipolar world, this rhetorical smokescreen must end.”

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<tr>
<th>9</th>
<th>Strategy: Fight corruption</th>
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<tr>
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<td>Policy/Management focus: Diagnosing corrupt systems; change management</td>
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<tr>
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<td>• <em>Int. Dev.</em>: ch. 14</td>
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<td>Current examples: Anti-corruption reforms in specific settings and their outcomes</td>
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<td>Debate: “The so-called fight against ‘corruption’ is more about political theater than development, and highly unlikely to yield real results on the ground.”</td>
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<tr>
<th>10</th>
<th>Lessons Learned and the Road Ahead</th>
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<tbody>
<tr>
<td></td>
<td>• <em>Int. Dev.</em>: ch. 29</td>
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<td>• Human Development Report 2013</td>
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<td></td>
<td>• <em>Dev &amp; Social Change</em>: ch. 8-9</td>
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<td>Current examples: Forecasted climate change impacts in specific countries and adaptation initiatives</td>
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<td>Debate: “Looking ahead 50 years, and all things considered, there is good reason to be more optimistic than pessimistic about the prospects for meaningful and sustainable human progress on a global level.”</td>
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