

## Development Management in the 21<sup>st</sup> Century – PUBPOL 531

Evans School of Public Policy and Governance, University of Washington – Fall 2017

Classroom: Parrington 308

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Office hours: Mondays 3 - 4:30 pm. Sign up [here](#); or by request for other times

**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 21<sup>st</sup> 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.

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**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 successfully pursued in specific managements scenarios and what lessons might be drawn out for would-be reformers and public-sector managers). The aim is not to attempt to be comprehensive, but to become familiar with the a number of broad debates in the field and to stimulate and prepare you to continue your learning beyond the course.

**Student assessment.** There are three basic components to student work and assessment in this course. They are intended to directly contribute to your own learning and enable you to pursue your own distinctive learning objectives, within the framework of the course.

1. Discussion forum submissions – 40%: Beginning already in week one, you are asked to submit weekly posts responding to specific discussion questions covering the readings, case studies and/or debates. Guidelines on these submissions are found at the end of the syllabus.
2. Research project – 45%. You will produce an annotated bibliography, op-ed and poster presentation on a topic of your choice that falls into one of four types:
  - an policy / program assessment, that assesses a contemporary development intervention deemed to be innovative.
  - an donor organizational assessment;
  - a country brief with a focus on the requirements to make progress towards a Sustainable Development Goal of your choice; or
  - a global governance brief that succinctly evaluates the state of global cooperation to address a particular development problem.See guidelines below.
3. Class participation – 15%. Class participation will be assessed through a combination of the following:
  - General contributions to class discussion;
  - Comments on posts of others in the discussion forum (minimum of two comments each week).

**Texts.** The course will draw on readings from a number of books, articles and online material. We will cover several chapters from *International Development: Ideas, Experiences and Prospects* (Oxford University Press, 2015), for which all chapters and som supplemental materials such as interviews with the authors are available online at <http://www.developmentideas.info/study-guide/>.

In addition, we will cover two case studies that must be separately purchased, as follows:

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- Harvard Business Publishing: Please purchase two cases - Bonded Labor in India and 'The Good Commissioner'  
here: <http://cb.hbsp.harvard.edu/cbmp/access/70390356>
- <http://case.hks.harvard.edu/female-genital-cutting-confronting-the-power-of-tradition-in-senegal/> for the purchase of one multimedia case – “Female Genital Cutting: Confronting the Power of Tradition in Senegal” (add to cart then purchase and download).

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. Do explore these. The development field is a complex one to break into, one that rewards early and systematic exploration.

## **GUIDELINES: RESEARCH PROJECT**

### **Objectives:**

This project – resulting in 4-10 page annotated bibliography and a research poster presentation – is meant to give you an opportunity to pursue a topic of your interest, within broad parameters, while enabling the class to benefit, through the poster presentation sessions, from a series of thematically linked case studies. This is also an opportunity to hone research and presentation skills.

(Exception to the info below: If you are interested in writing a full research paper of about 5,000 words length for this assignment instead of an annotated bibliography and op-ed piece, you may do so. In this case, please email me for instructions.)

### **Assessment:**

- 45% of course grade, split equally between the annotated bibliography, op-ed and poster presentation.
- Note that late or poorly developed first drafts will affect final draft grade.
- Assessment criteria:
  - For the annotated bibliography:
    - Shows serious work gathering and reviewing relevant information; solid work conceptualizing and defining the topic and organizing the information; shows obvious engagement with the material and the connections between the different sources. (Note: emphasis in first draft on having done a complete and thorough identification of sources, emphasis in the final draft on showing the connections through the annotations.)
    - See here for a sample template and further instructions for the annotated bibliography.
  - For poster presentation:

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- Thoughtful consideration given to the visual presentation of the material; effective communication of key points and messages in a visually stimulating and clear manner; effective in drawing student interest and contributing to lessons learned in the context of the course.
- See [here](#) for a good example of a poster presentations from last year's class, but note there are many variations possible - use your creativity.
- For op-ed piece: Write an op-ed that is related to your topic. It should be 800-1,200 words in length, with a preference for the shorter, 800 end of that spectrum. Follow the advice on op-ed writing in the pieces below. And do try to get your op-ed published at the end of the quarter!
  - [https://shorensteincenter.org/wp-content/uploads/2012/07/HO\\_NEW\\_HOW-TO-WRITE-AN-OPED-OR-COLUMN.pdf](https://shorensteincenter.org/wp-content/uploads/2012/07/HO_NEW_HOW-TO-WRITE-AN-OPED-OR-COLUMN.pdf)
  - <http://www.prnewswire.com/blog/13-tips-for-writing-and-pitching-op-ed-stories-10590.html>

### Timeline:

- Monday, October 9 (12 noon): Topic proposals due (submit on [google doc here](#)). Topic feedback to be given same day through comment by instructor on form - check back.
- Monday, November 6 (12 noon): First draft of annotated bibliographies and op-ed pieces due ([all topics](#); submit on canvas).
- Monday, November 6 (12 noon): Also, first draft of poster presentations due for the Nov 13 presenters (submit on canvas).
- Monday, November 13: Innovations in development policy - poster presentation in class. Also, first draft of poster presentations due for the Nov 20 presenters due by 12 noon on canvas.
- Friday, November 20: Donor assessment poster presentation in class. Also, first draft of poster presentations due for the Nov 27 presenters due by 12 noon on canvas.
- Friday, November 27: Country aid brief poster presentation in class. Also, first draft of poster presentations due for the Dec 4 presenters due by 12 noon on canvas.
- Monday, December 4 (final class session): Global governance brief poster presentation in class.
- Monday, December 11 (12 noon): Submit final annotated bibliography (submit on canvas)

### Guidelines:

There are four categories of research papers, each with its distinctive features.

1. Innovative development intervention: For this category, identify a contemporary development intervention that you deem to be innovative. The intervention could be a particular policy in a particular country (for example, Cambodia's use of NGOs to manage district health systems); a donor / NGO program or grassroots initiative (for example, the launch of *ipaidabrike.com* by the Indian NGO Janagraaha); or a broader *type* of intervention (for example, social funds, community-driven development,

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use of impact bonds, or microfinance). Describe the problem it is meant to address and the context for its emergence and development. Present a logic model for the intervention (for which, see resources below). Assess available evidence on its effectiveness. Assess its prospects for expansion, upscaling or replicability in different contexts. (Note there is no presumption here that the approach must be successful; many will be controversial and contested in their impacts and prospects, which should emerge in your analysis.)

*Resources:*

- *On logic models, see: Kellogg Foundation, “Logic model development guide”, 1998 (focus on pages 1-25, skim the rest), available at <http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide>*
- *You may find some interesting examples of innovations, and insights about how the field is attempting to promote them, in: Ramalingam, B. and Bound, K. (2016) “Innovation for International Development: Navigating the Paths and Pitfalls”, available at [https://www.nesta.org.uk/sites/default/files/innovation\\_in\\_international\\_development\\_v7.pdf](https://www.nesta.org.uk/sites/default/files/innovation_in_international_development_v7.pdf) (but again, no need to do more than skim here to find material of interest)*

2. Donor organizational assessment. For this category, choose a significant aid donor, which can fall into any number of types – international NGOs, foundations, bilateral donor programs, multilateral organizations etc. After an overview of the donor’s trajectory (activities, funding, policy framework, governance), draw on whatever resources you can find (primary and secondary) to assess the contributions, strengths and weaknesses of the donor. What key proposals can you identify that could enhance the donor’s effectiveness?

*Resources:*

- *Roche, C. (1998) “Organizational assessment and institutional footprints” in Finding Out Fast: Investigative Skills for Policy and Development, Sage: London.*
- *International Development Research Centre (2002) Organizational Assessment: A Framework for Improving Performance. Available at <https://www.idrc.ca/en/book/organizational-assessment-framework-improving-performance>. (There is no need to read the whole book. The overview identifies key areas to consider, and you can explore as needed.)*

3. Country/subnational achievement of Sustainable Development Goal/Sub-goal. This category will appeal to students with a strong interest in a particular type of problem or a particular country. For one of the Sustainable Development Goals (or a target under one of the goals, if it is helpful to be more focused), assess the prospects and trajectory of the country or subnational region in question. You may also want to explore the role aid has played to date, and the policy and aid agenda related to the goal going forward. How do you assess the country’s prospects for making substantial progress toward the goal in the coming decade? On what factors will such progress hinge?

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4. Global governance brief. In this category, you will succinctly evaluate the current state global collective action mechanisms to address a specific problem of global significance. Examples include: global health, labor migration, refugee movements, climate change, combatting human trafficking, rebuilding failed states etc. Describe the nature and evolution of the problem; identify key actors, resources and motivations; and assess the functioning and trajectory of institutional arrangements to coordinate effective, cross-border action. Assess major proposals currently in play for improving the state of play, and their prospects.

### **Poster presentation guidelines:**

During the forum for your assigned category, you along with 7-12 others in your category will post your poster on the classroom wall. While you stand next to your poster, the other 30 or so students will make rounds visiting the various posters, and you will engage their questions and comments for about one hour in total. We will then reconvene as a class to discuss cross-cutting themes and lessons that we can draw out of the various posters.

Excellent advice for the creation of research posters is found here:

- <http://guides.nyu.edu/posters>
- <https://www.whitman.edu/academics/signature-programs/whitman-undergraduate-conference/guidelines-for-presenters/guidelines-for-poster-presenters#overview> (see in particular links to poster-design tutorials on this site)
- <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1876493/>

The posters will be 36"x24", and can be printed out without cost by emailing [jeffrud@u.washington.edu](mailto:jeffrud@u.washington.edu) at least one working day in advance (preferably two), for pickup at Savery Hall (see guidelines here: <http://julius.csscr.washington.edu/pdf/poster-instructions.pdf> noting that I have clarified that Evans School students are also eligible. Also note you should use white background to help them save ink.)

## **GUIDELINES: DISCUSSION POSTS**

### **Objectives**

The discussion posts facilitate your engagement with and learning from the material from week to week. Since they are visible to the entire class, they facilitate learning from one another. And they stand in for a more traditional exam format as a means for assessing your overall learning from the course.

### **Guidelines**

Submit your posts to the appropriate topic on the Canvas discussion forum by Monday, 12 noon *before class*. The forum will be set up so that posts can only be received up to this time; however, if you encounter a technical problem, you can always email me shortly thereafter.

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## Assessment

You are required to submit a discussion post in at least 6 of the 10 weeks of the course, and encouraged to submit to all of the weeks. If you post in all weeks, I will take the 6 best grades for your average *and* consider it positively in grading class participation. As a general guideline, you should aim for about half a page to a full page (single spaced) submission per post. You should not post more than 500 words per topic.

In some weeks, two discussion topics (e.g. a debate and a case study) are posted; and in those weeks, you can choose which one you write on - you don't have to post on both.

Unlike the research paper, the posts are not intended to be a form of professional writing per se. They should be clear and self-explanatory, but you are free to adopt a range of formats suitable for the material at hand. And the writing will not be assessed based on how polished it is or how well it corresponds to a format (such as a classic policy memo), provided it is clear and functional.

## GRADING CRITERIA

Your discussion posts and the research poster/annotated bibliography will be graded based on the criteria shown in the Evans School Student Handbook, reproduced below (however, note that there is no expectation in the discussion posts of "methodological sophistication" for this kind of more informal writing):

4.0	Excellent and exceptional work for a graduate student. Work at this level is unusually thorough, methodologically sophisticated, and well- written. Work is of good professional quality, shows an incisive understanding of the major policy and management issues, and demonstrates a clear recognition and mastery of the appropriate analytical approaches to address the problems and questions.
3.7	Strong work for a graduate student. Work at this level shows signs of creativity and is thorough and well reasoned. It indicates a strong understanding of appropriate methodological or analytical approaches, and demonstrates a clear recognition and good understanding of the salient policy and management issues and problems.
3.4	Competent and sound graduate student work. Work is well reasoned and thorough and methodologically and analytically sound, but is not especially creative or insightful, nor technologically or analytically sophisticated. It shows adequate understanding of the policy and management issues and problems, although that understanding may be somewhat incomplete. This grade indicates neither unusual strengths nor exceptional weaknesses.

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3.2	Adequate graduate student work. Basically competent performance, although the work shows some weaknesses. Work is moderately thorough and well reasoned, but there is some indication that the understanding of important policy or management issues is less than complete. It may also be inadequate in other ways, such as quality of reasoning, writing, or incomplete analysis. Methodological or analytical approaches are generally adequate but have one or more weaknesses or limitations.
3.0	Borderline graduate student work. This work barely meets the minimal expectations for a graduate student in the course. The understanding of basic policy or management issues is incomplete and the methodological or analytical work performed is minimally adequate. The writing and reasoning barely qualify for professional quality work. Overall performance, if consistent in graduate courses, would barely suffice to sustain graduate status in good standing and does not reflect long- term professional quality work.
2.6	Deficient graduate work. This work does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed and flawed by numerous errors and misunderstandings of important issues. Methodological work or analysis is weak and fails to demonstrate knowledge or basic skills competence expected of graduate student work. May also reflect unprofessional level of writing, organization, or reasoning skills. This grade means the course will not count towards graduation.

## 1. Poverty, Ethics and Development

(Please note that you are expected to have done the readings and prepared for the discussion before coming to this first class.)

Objectives:

- Examine the complexity of poverty reduction and development, and of attempts to intervene to reach these objectives.
- Explore the problem of professional ethics in development.
- Get an overview of the course and its expectations.

Required Readings:

- [Chambers, R. \(2006\) "Poverty Unperceived: Traps, Biases and Agenda" Institute of Development Studies Working Paper 270](#)

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- Drydyk, J. (2016) "Chapter 4: Ethical Issues in Development". In *The Palgrave Handbook of International Development*, pp. 55-77
- Peruse the following webpage: <https://ourworldindata.org/extreme-poverty/>. The article is rather long - but get a feel for what kind of indicators are available.
- Watch this 6 minute video on "Wealth and Inequality in America": <https://www.youtube.com/watch?v=eKtQJmCMuCc>

Additional resources:

- Hulme, D. "Ch. 5: Poverty in Development Thought: Symptom or Cause": available at <http://www.developmentideas.info/chapter/poverty-in-development-thought>
- Video lecture by Robert Chambers, 2012: The challenges for participatory development in contemporary development practice - Part 1 <https://www.youtube.com/watch?v=sh3Ugs-CvaQ> Professor Chambers takes the stage at about 22 minutes in.

[Note: see the syllabus for explanation of discussion forum. Basically, you are asked to write up to one page on one of the discussion forum questions per week x 7 weeks for the course - you choose which weeks to write on; and also to offer a thoughtful comment on at least one of the submissions of other students each week (as a reply to their post). In weeks in which there is more than one discussion question, just choose which one to write on - you don't have to do more than one.]

### Discussion forum (1.1): Reaction to Chambers piece

Chambers talks about 'rural development tourism' and various biases that afflict the development profession. Do any of his observations resonate with an experience you have had? Explain.

### Discussion forum (1.2): Poverty and poverty trends

Pick what you personally consider to be the most important or interesting figure or chart from the "ourworldindata" webpage above, and explain what you think it means. Then, critique it - what perspective could be left out, or what could be misleading about it? Be prepared to share your perspective with the class briefly.

## 2. Poverty Reduction, Rural Reform and "Good Enough" Governance

Objectives:

- Continue our discussion of professional ethics in development, from last week.
- Explore the role of policy analysis in development.
- Explore the complexity of rural development and land reform.

Readings:

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- *Rural Reform in Centropico* (this will form the basis of our discussion, so be sure to prepare carefully)
- White et al. (2013) "Chapter 28: Land Reform": available at <http://www.developmentideas.info/chapter/land-reform/>
- Grindle, M. S. (2004). Good enough governance: poverty reduction and reform in developing countries. *Governance*, 17(4), 525-548.

### Discussion forum 2.1: Centropico case: your plan of action

*Respond to the challenge below. Note: there is no need to deploy formal policy memo style, the focus is on substance here - as if these are notes for your presentation in class. Just be clear and self-explanatory.*

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 – "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 Monday.*

### 3. 10/16 Bureaucratic and Ministerial Reform Strategies

Objectives:

- Examine public sector reform and social service delivery strategies.
- Build on last week's discussion of the Centropico case by examining the complexities of health ministry roles and reform.
- Unpack the idea of "reform champions" and leadership in a reform setting.

Required readings:

There are two case studies for this week - please read both:

1. Madore A, Yousif H, Rosenberg J, Desmond C, Weintraub R. (2015) "Political leadership in

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South Africa: HIV  

2. Madore A, Yousif H, Rosenberg J, Desmond C, Weintraub R. (2015) "Political leadership in South Africa: National Health Insurance", Harvard Business Publishing.  

Other required readings:

World Bank (2005) World Development Report 2005: Making Services Work for the Poor (overview)

Fritzen, S. (2007) Reorienting health ministry roles in transition settings: Strategy and capacity gaps. *Health Policy* (83) 73-83

Further resources:

Kim, Y.K., Farmer, P., Porter, M. (2013) Redefining global health-care delivery. *The Lancet*

Discussion forum 3.1: South Africa health ministry cases

How do the two case studies help you understand the challenge of overcoming "strategy and capacity gaps" of the type that Fritzen writes about for Vietnam? And what advice from the World Bank's "Making services work for the poor" piece do you think might be useful for Motsoaledi as he tries to push NHI and HIV reforms forward in South Africa?

#### 4. 10/23 Corruption and Development Management

Objectives:

- Gain an overview of how corruption affects development, and major approaches to its diagnosis and reform, through the examples of health sector reforms
- Explore the professional ethics dilemmas that corruption can pose to development practitioners

Readings:

- Winston, K. - The Good Commissioner, Harvard case study (in course pack). Preparation for class discussion (not a written discussion forum piece): Based on insights obtained from previous sessions (Centropico, Chambers piece etc.), examine carefully the actions of the district commissioner in the case study. Would you say he acted ethically and appropriately? Why or why not?
- [Fritzen, S. and Dobel, J.P. \(2017\) What does it take to transform corrupt systems? Working paper](#)  
- Klitgaard, R. 2000. Subverting corruption. *Finance & Development* 37(2): <http://www.imf.org/external/pubs/ft/fandd/2000/06/klitgaar.htm> (Links to an external site.) [Links to an external site.](#) [Links to an external site.](#)
- [Khan, M. \(2006\). Governance and anti-corruption reforms in developing countries: Policies, evidence and ways forward](#)
- [Johnston, M. \(2008\) Syndromes of Corruption, chapter 3](#)  

[Discussion forum 4.1: Corruption and governance](#)

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For a country that you are interested in, examine which of Johnston's four syndromes fit the country best, and why. (Note: Johnston's data is from over ten years ago, so even if he tentatively classified a country a certain way, the situation may well have changed in the intervening period.) Then, based on any of the other readings, state why you are optimistic or pessimistic that the country can make progress towards reducing corruption over the next ten years.

## 5. 10/30: Decentralization

Objectives:

- Explore decentralization as a theme underlying many public-sector reform strategies in developing countries – types of decentralization, their rationale, the wide range of experiences, and contemporary state of the debate.

Readings:

- [White, R. and Smoke, P. \(2005\) "Chapter 1: East Asia Decentralizes", in \*East Asia Decentralizes: Making Local Government Work\* 25-52.](#)

For the remaining readings, choose *either* Indonesia *or* Vietnam readings below:

- if choosing Indonesia:

- [Ribot, J. C., Agrawal, A., & Larson, A. M. \(2006\). Recentralizing while decentralizing: how national governments reappropriate forest resources. \*World development\*, 34\(11\), 1864-1886.](#) (in case study section of paper, read only the Indonesian section)
- [Blunt, P., Turner, M., & Lindroth, H. \(2012\). Patronage's progress in post-Soeharto Indonesia. \*Public Administration and Development\*, 32\(1\), 64-81.](#)
- [Fritzen, S. A. \(2007\). Can the design of community-driven development reduce the risk of elite capture? Evidence from Indonesia. \*World Development\*, 35\(8\), 1359-1375.](#)
- [Leisher, S. H., & Nachuk, S. \(2006\). Making services work for the poor: a synthesis of nine case studies from Indonesia. \*Government Innovators Network, Harvard University\*. <http://www.innovations.harvard.edu/cache/documents/11247.pdf> \(read only introduction/synthesis and one of the case studies if time permits\)](#)

- if choosing Vietnam:

- [Painter, M. \(2008\). From command economy to hollow state? Decentralisation in Vietnam and China. \*Australian Journal of Public Administration\*, 67\(1\), 79-88.](#)
- [Schmitz, H., Tuan, D. A., Hang, P. T. T., & McCulloch, N. \(2015\). Drivers of economic reform in Vietnam's provinces. \*Development Policy Review\*, 33\(2\), 175-193.](#)
- [Fritzen, S. A. \(2006\). Probing system limits: Decentralisation and local political accountability in Vietnam. \*Asia Pacific Journal of Public Administration\*, 28\(1\), 1-23.](#)
- [Thomas Sikor & Phuc Xuan To \(2011\) Illegal Logging in Vietnam: Lam Tac \(Forest Hijackers\) in Practice and Talk, \*Society & Natural Resources\*, 24:7, 688-701](#)

### Discussion forum: DEBATE: Assessing decentralization

White and Smoke, in "East Asia Decentralizes", write "Though East Asia's decentralization has come later than in some other parts of the world, it is now here to stay...[T]he key question is no

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longer whether to decentralize. It is how best to design intergovernmental structures and manage the implementation process to achieve optimum results.” (p. 1). Using the articles on either Indonesia or Vietnam as your main evidence, do you agree or disagree with the above statement? State your evidence clearly.

*Extra credit (but not expected): Include a comparison between Vietnam and Indonesia.*

## 6. 11/06: Human Rights and Values in Development

Objectives:

- To explore the promotion of human rights as strategy and theme in development discourse.
- To encourage you to leave your comfort zone – whatever that may be – regarding your understanding of divergent opinions on these matters.
- To use the case study as a study of alternative approaches to the promotion of social behavioral and value change.

Readings:

- Case study: “Female Genital Cutting: Confronting the Power of Tradition in Senegal”, Harvard Kennedy School (purchase online at <http://case.hks.harvard.edu/female-genital-cutting-confronting-the-power-of-tradition-in-senegal/> (Links to an external site.) [Links to an external site.](#) )
- Bell, D. (2000) “Chapter 1: Towards a Truly International Human Rights Regime”, Chapter 1 of [\*East Meets West: Human Rights and Democracy in East Asia\*, Princeton University Press.](#) 
- Escobar, A. (1995) “Chapter 2: The Problematization of Poverty: The Tale of Three Worlds and Development” in *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press (pp. 21-54 only) [Note: log in to UW library, search “Encountering Development: The Making and Unmaking of the Third World” and access full text from there.]
- [Gready, P. and Ensor, J. \(2016\) "Chapter 26: What Do Human Rights Mean in Development?" in \*The Palgrave Handbook of International Development\* pp. 453-468](#)  

Further resources:

- [Population Council \(2016\) A State of the Art Synthesis on Female Genital Cutting: What Do We Know Now?](#)  
- [Mackie, G. \(1996\) Ending Footbinding and Infibulation: A Convention Account. \*American Sociological Review\* 61:999-1017.](#)  
- [Sen, G., & Mukherjee, A. \(2014\). No empowerment without rights, No rights without politics: Gender-equality, MDGs and the post-2015 development agenda. \*Journal of Human Development and Capabilities\*, 15\(2-3\), 188-202.](#)  
- Tinker, I. and Zuckerman, E. (2015) “Ch 7: Women’s Economic Roles and the Development Paradigm”, in *International Development: Ideas, Experiences, Prospects* (available online at: <http://www.developmentideas.info/chapter/womens-economic-roles/> (Links to an

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[external site.](#)) [Links to an external site.](#) )

- [Vandenhoe, W. and Gready, P. \(2014\) Failures and Successes of Human Rights-Based Approaches to Development: Towards a Change Perspective. Nordic Journal of Human Rights, 32\(4\).](#)

*Discussion Forum 6.1: Debate: Argue pro or contra the following proposition, being specific in your reasoning: “The development discourse has been dominated by the assumption that Western values, such as those touting specific forms of multiparty democracy or specific interpretations of human rights, as being ultimately universal values. In a multipolar world, this rhetorical smokescreen must end.”*

*Discussion Forum 6.2: Female Genital Cutting case and human rights in development*  
*Drawing on any of the readings for this week (and particularly Gready & Ensor) answer the following question: In way way does the Tostan concept and method to combat Female Genital Cutting reflect a human rights approach to development, as explored in different readings? Do you see any tensions associated with human rights and development that may be applicable to this case? Explain.*

## 7. 11/13: Confronting the State; Reforming the State

Objectives:

- To explore specific proposals for strengthening core capacities of the state and bureaucracy.
- Through our case study, to explore ways in which non-state actors can seek to engage and pressure the state to reach their objectives.
- Through the “Innovations Forum”, to gain an appreciation for the diversity of new approaches in the development field today, and to assess their prospects.

Readings:

- Case: “Fighting Bonded Labor in Rural India: Village Activist Gyarsi Bai Tackles an Entrenched System of Coercion” (purchase this multimedia case at <http://cb.hbsp.harvard.edu/cbmp/access/70390356> ([Links to an external site.](#)) [Links to an external site.](#) via the Harvard course pack)
- Explore this recently published report: Alliance 8.7 (2017) Global estimates of modern slavery. Available at [http://www.alliance87.org/global\\_estimates\\_of\\_modern\\_slavery-forced\\_labour\\_and\\_forced\\_marriage.pdf](http://www.alliance87.org/global_estimates_of_modern_slavery-forced_labour_and_forced_marriage.pdf) ([Links to an external site.](#)) [Links to an external site.](#)
- [Woolcock, M., & Narayan, D. \(2000\). Social capital: Implications for development theory, research, and policy. \*The World Bank Research Observer\*, 15\(2\), 225-249.](#)
- [Lewicki et al. \(2007\) Finding and using negotiation power, chapter 7 in \*Essentials of Negotiation.\*](#)

Further resources:

- LeBaron, G. (2016) “Chapter 22: Slavery, Human Trafficking, and Forced Labour: Implications for International Development” in *The Palgrave handbook international development.pdf*

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### Discussion Forum 7.1: Tostan and India

Imagine Tostan's founder, Molly Melching, visiting Gyarsi Bai in India and offering advice on the situation presented in this case. What if any advice do you think she could offer based on Tostan's experience? Be sensitive to differences and similarities in the context and strategy. How does that help you see broader implications for both cases (Tostan and Gyarsi Bai) for development professionals?

### Discussion Forum 7.2: Strategies for challenging the state and social practices

Describe how Gyarsi Bai and other activists in this case use coalitions spanning multiple levels, and effective negotiation tactics, to expand their influence and challenge the status quo? How do Woolcock/Narayan and Lewicki readings help you understand and/or suggest an improvement or adjustment to their strategies going forward?

## 8. 11/20: Rethinking Development Assistance (1)

Objective:

- Over the next two weeks, to use the Donor Assessment Forum, readings, debate and guest speaker to explore the changing landscape of development assistance. This week, we pay close attention to the strategic management challenge facing donors as control-oriented bureaucracies working in difficult and diverse country environments.

Readings:

- Case study: "Ebola's lessons: How the WHO mishandled the crisis": available at <https://www.foreignaffairs.com/articles/west-africa/2015-08-18/ebolass-lessons> (Links to an external site.) [Links to an external site.](#) (see below for study questions)
- Fritzen, S. (manuscript) [Strategic Management in International Aid Bureaucracies: The Donor-Decentralization Gap Reconsidered.](#)  
- Jolly, R. (2015) "The United Nations Contributions to Development" " in *International Development: Ideas, Experience and Prospects*, available at <http://www.developmentideas.info/chapter/the-united-nations-contributions-to-development/> (Links to an external site.) [Links to an external site.](#)
- Kharas, H. (2015) "Development Assistance" in *International Development: Ideas, Experience and Prospects*, available at <http://www.developmentideas.info/chapter/development-assistance/> (Links to an external site.) [Links to an external site.](#)

Further resources:

- Evans, T. (2015) "Global Health" in *International Development: Ideas, Experience and Prospects*, available at <http://www.developmentideas.info/chapter/global-health/> (Links to an external site.) [Links to an external site.](#)
- Leipziger, D. (2015) "International Financial Institutions" in *International Development: Ideas, Experience and Prospects*, available at <http://www.developmentideas.info/chapter/international-financial-institutions/> (Links to an external site.) [Links to an external site.](#)

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### Discussion Forum: CASE STUDY – WHO Reform

Read the critiques of the WHO contained in the article from Foreign Affairs, then peruse the website devoted to WHO reform:

- [http://www.who.int/about/who\\_reform/en](http://www.who.int/about/who_reform/en) (Links to an external site.) [Links to an external site.](#) , including its plans for Ebola prevention and lesson-drawing:
- [http://apps.who.int/gb/ebwha/pdf\\_files/WHA69/A69\\_30-en.pdf](http://apps.who.int/gb/ebwha/pdf_files/WHA69/A69_30-en.pdf) (Links to an external site.) [Links to an external site.](#) .

Put yourself in the following situation: A program planning staffer in the office of the Director-General (DG) of the WHO, Dr. Margaret Chan, you have been asked to brief the DG on the Foreign Affairs article's critique of the WHO and assessing whether, in your own opinion, the current reform process sufficiently addresses the points it raises. Close with recommendations for the reform process arising from your reading of this Foreign Affairs article, if any. (Note: you do not have to deploy formal memo style in your response; think of it as self-explanatory notes to yourself encapsulating your analysis, which you would use as a roadmap to an oral briefing for the DG.)

## 9. 11/27: Rethinking Development Assistance (2)

Objective:

- Continuation of last week's exploration of the changing aid landscape. This week, special emphasis is placed on issues surrounding donor coordination and the Millenium Development Goals and their successor Sustainable Development Goals.

Readings:

- [Making Development Aid More Effective - The 2010 Brookings Blum Roundtable Briefs](#)(read the first two chapters, then go further into another two chapters of your choice)  
- [Aiding Development: Assistance Reform for the 21st Century](#) (this is a broad overview and a relatively quick read - skim as needed)  
- [Jenks, B. and Kharas, H. \(2016\) "Toward a New Multilateralism"](#)   (read executive summary, pp. 1-6), available at <https://www.brookings.edu/wp-content/uploads/2016/07/Toward-a-new-multilateralism.pdf> (Links to an external site.) [Links to an external site.](#)

### Discussion Forum 9.1: DEBATE – Development Goals

Argue for or against the following proposition: "The attempt to define post-2015 'Sustainable Development Goals' is flawed from the start; they will be as meaningless as the Millenium Development Goals were."

For the debate of the week, read the following to kick off your understanding:

- [United Nations \(2015\) The Millenium Development Goals Report 2015.](#)  
- [Fukuda-Parr, S. \(2013\). Global Development Goal Setting as a Policy Tool for Global Governance. International Policy Centre for Inclusive Growth, 20.](#)   (skim)

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- ‘Sustainable development goals’: Explore <http://www.un.org/sustainabledevelopment/> (Links to an external site.) [Links to an external site.](#)

You can find many critiques of the sustainable development goals just with a little

googling. Please do! e.g. <http://www.economist.com/news/leaders/21647286-proposed-sustainable-development-goals-would-be-worse-useless-169-commandments>

(Links to an external site.)

[Links to an external site.](#)

and <http://www.planetizen.com/node/80183/critiquing-uns-sustainable-development-goals>

(Links to an external site.)

[Links to an external site.](#)

and <http://impakter.com/sdgs-tyranny-acronym/>

(Links to an external site.)

[Links to an external site.](#)

etc...

## 10. 12/4: Global Governance for Development

Objective:

- This session closes the course by looking at the changing global context of development, which is creating tremendous pressures as well as opportunities. The theme is focusing on whether the *supply* of global governance institutions can meet the growing *demand* for the same, to give the world any chance of responding to cross-boundary problems, not least of which is climate change.

Readings:

- [Case study: “Transboundary Haze: How Might The Singapore Government Minimise Its Occurrence?”](#) Lee Kuan Yew School of Public Policy  
- Chin, G. and Heine, J. (2015) “State Power and Multilateral Institutions” in *International Development: Ideas, Experience and Prospects*, available at <http://www.developmentideas.info/chapter/state-power-and-multilateral-institutions/> (Links to an external site.) [Links to an external site.](#)
- Denton, F. (2015) “Climate Adaptation” in *International Development: Ideas, Experience and Prospects*, available at <http://www.developmentideas.info/chapter/global-health/> (Links to an external site.) [Links to an external site.](#)
- [Bernstein, S., & Cashore, B. \(2012\). Complex global governance and domestic policies: four pathways of influence. \*International Affairs\*, 88\(3\), 585-604.](#)  

Further resources:

[Siegel, K. \(2016\) Chapter 39: Can Regional Cooperation Promote Sustainable Development?, in](#)

[The Palgrave Handbook of International Development](#)  

[Swain, A. \(2106\) Chapter 41: Running Dry: Water, Development and Conflict, in the Palgrave](#)

[Handbook of International Development](#)  

 [Gurtner, B. \(2010\) The Financial and Economic Crisis and Developing Countries, \*International\*](#)

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*Discussion Forum 10.1: Case study: Transboundary haze*

*It is October, 2015, and Singapore is once again badly affected by transboundary haze, to the extent that it must close its schools on certain days. You are a political affairs analyst in the Office of the Prime Minister of Singapore. The PM is requesting a briefing on the deeper causes of, and potential approaches to dealing with, the transboundary haze issue, to prepare for a Press Conference with the Singaporean media and just before undertaking a trip to Jakarta to meet Indonesia's President. Prepare your analysis for the Singaporean Prime Minister responding to this request. (Note: you do not have to deploy formal memo style in your response; think of it as self-explanatory notes to yourself encapsulating your analysis, which you would use as a roadmap to an oral briefing for the PM.)*

*Resources in addition to the Transboundary Haze case above:*

- *Transboundary Haze: How Might The Singapore Government Minimise Its Occurrence?*
- <http://www.economist.com/news/asia/21664231-after-all-meetings-and-promises-smog-south-east-asia-still-proves-ineradicable-hazing> (Links to an external site.) [Links to an external site.](#)
- <https://sg.news.yahoo.com/singapore-slams-indonesia-over-haze-response-schools-shut-040601893.html> (Links to an external site.) [Links to an external site.](#)
- <http://jakartaglobe.beritasatu.com/news/indonesia-says-singapore-behaving-like-a-child-over-haze/> (Links to an external site.) [Links to an external site.](#)
- <http://thediplomat.com/2014/02/singapore-and-indonesia-an-uneasy-coexistence/> (Links to an external site.) [Links to an external site.](#)

*Discussion Forum 10.2: Debate: Development prospects*

*Argue pro or contra the following proposition: "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." Be specific and draw on insights you have gained from this course.*