

THE GEORGE WASHINGTON UNIVERSITY
THE TRACHTENBERG SCHOOL OF
PUBLIC POLICY AND PUBLIC ADMINISTRATION

SYLLABUS

FINAL DRAFT 1.12.15

Spring 2015

PPPA 6057 INTERNATIONAL DEVELOPMENT POLICY & ADMINISTRATION

Time/Location: 6:10-8:00 Tuesdays, Rome Hall 206, 801 22nd St. N. W.

NOTE: NO CLASS FEB. 17. CLASSES ON FEB. 3 AND 24 AND MARCH 17 WILL RUN TO 8:45 PM.

Students will make 10 minute presentations of their research findings on April 14 and 21. Depending on final enrollment, class MAY run from 6:10 to 8:15 pm to accommodate all the presentations.

Instructor: Joan Dudik-Gayoso

Co-Instructor: Russ Webster

Email: joandg@att.net

Email: rwebster@cnfa.org

PLEASE PUT YOUR NAME and PPPA 6057 in the SUBJECT LINE, in front of the subject of your email. Turn around time 36 hours, weekdays only.

Telephone: JDG (Home) 703-917-0842

Telephone: RW 202-255-8209

Office: MPA Building, TSPPPA Career Center

Office hours: By appointment

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Telephone: 862-262-6703

COURSE DESCRIPTION

This course provides an institutional, policy and operational context to prepare students for work in developing or transitioning countries. It includes a brief overview of international development theories, their translation into mainstream development policies and priorities (such as the Millennium Development Goals, structural adjustment and economic policy reform, and poverty reduction); ethical arguments for development aid, financial flows and issues related to aid effectiveness. The course introduces the major actors in the international development industry (multi-laterals, bi-laterals, NGOs, etc.) with special attention to U.S. bilateral players, policies and institutions. It relates selected sectoral policy areas (e.g., health and population, gender, agriculture) to broader current global issues such as global economic integration and climate change, and introduces students to regional and comparative perspectives, and selected policy implementation issues.

STUDENT LEARNING OBJECTIVES

By the end of this course, students should:

1. Be able to critically assess mainstream development policies, priorities and initiatives
2. Understand the respective roles and comparative advantages of the major players in international development.
3. Have a realistic grasp of the background, current context and potential of development work in terms of particular regions, policies and implementation/operational challenges.

COURSE FORMAT AND POLICIES

- Recognizing that students have different learning/working styles, this course will use a variety of learning/teaching formats: lectures, discussions, student presentations of research and in-class exercises.
- Communication will be via email to/from professor, also via Blackboard as appropriate. Groups may set up on-line mechanisms e.g., Googledocs.
- Written assignments are due in **BOTH THREE hard copies to the instructors AND an electronic copy to BOTH the instructors and the teaching assistant** by the specified times. The research paper outline and bibliography is to be submitted BOTH in hard copy AND by email. The optional team peer reviews are to be submitted by email only.
- Standard professional English is required for written assignments. Grades will reflect quality of writing, editing, proofing, organization and citation of sources, etc.
- The attached Trachtenberg School policies apply.

COURSE REQUIREMENTS, ORGANIZATION AND CALENDAR

SUMMARY: MAJOR COMPONENTS AND GRADING

20%	Participation/Communication/Teamwork*	Page 5
20%	Analytical Essay and Presentation	Att.A
30%	Research Paper	Att. B
10%	Research Presentation	4
20%	Country Strategy Memorandum	Att. C

*As a seminar, this class places substantial emphasis on collaborative discussion and analysis of assigned materials. **Students are expected to do the required readings and participate fully in all class discussions.** If you are not present in class, you cannot participate, thus every class missed will reduce your participation grade by one grade unit, (i.e., from A to A-, A- to B+, etc.). One or two classes missed for health, family, work, or other emergencies can be excluded from this rule, with the instructor's permission. **Attendance at classes April 7, 14 and 21 is mandatory.**

SUMMARY OF ASSIGNMENTS/DELIVERABLES AND DUE DATES

Assignment	Due Date
Analytical Essay Topic - Hard Copy – sign up with TA Analytical Essay - Hard Copy – and Oral Presentation	January 20 January 20 – March 31 - In class the day of presentation
Research Paper: Topic/Research Question – hard copy AND email to instructors and TA Research Paper Argument, Draft Outline, Preliminary Bibliography – hard copy AND email to instructors and TA Final day for optional consultations with professor on research paper Research Paper DRAFT due to peer reviewer and teaching assistant Peer reviewer comments due to author Research Paper Final – THREE Hard Copies AND electronic copy to instructors and TA Research Presentations	February 3 March 3 March 25 April 3 April 6 April 14 April 14 and 21
Country Strategy Memorandum: Group Members Identified – Hard Copy AND email to instructor and TA Country Selected – Hard Copy AND email to instructor and TA Country Strategy Memorandum – THREE hard Copies AND electronic copy to instructors and TA Country Strategy Presentation	NLT March 25 NLT March 25 April 21 April 21
Optional Peer Reviews: Notice of intention to submit peer review for group work – Email to instructors and TA Optional Peer Review of peer reviewers & Country Strategy Groups – Email to instructors and TA	April 28 May 4

Analytical Essay and Presentation

SEE DETAILED INSTRUCTIONS IN ATTACHMENT A

DUE: The day of the class for which the readings were assigned (no exceptions!). Three hard copies and electronic copy.

Purpose: To provide experience in critical thinking and analysis, identifying the key aspects of different perspectives on an issue or idea and drawing a conclusion/making an argument related to that issue or idea.

Students will select ONE of the TOPICS/ISSUES (NOT a single reading!) from topics listed for classes Jan. 20 –March 31, and prepare a five page maximum analytical essay. This is *not* a research paper nor a summary of the reading. It is an essay analyzing the readings and making the case for a position related to the key questions or issues raised in the readings. The student's presentation will serve as the starting point of class discussion. Students should prepare a 7 minute in class presentation.

Research Paper

SEE DETAILED INSTRUCTIONS IN ATTACHMENT B

DUE: April 14 THREE hard copies and electronic copy – 15 pages maximum, excluding bibliography

Purpose: To explore/analyze a development admin/policy issue or topic in depth, review experience/lessons learned; and make policy recommendations. To stimulate the development of skills for making a succinct, fact based argument for a policy position.

Portions of the paper will be due periodically during the semester as follows:

February 3 Proposed Research Topic/Research Question

March 3 Argument statement, draft outline and preliminary bibliography **DUE BOTH in HARD COPY AND PASTED INTO AN EMAIL – NO ATTACHMENTS!**

March 25 **Final day for optional consultations with professor on any issues with research paper**

April 3 DRAFT hard copy and electronic copy to peer reviewer and Teaching Assistant

April 6 Peer reviewer comments due to author and TA - hard or electronic copies as agreed.

April 14 FINAL Paper Due – THREE hard copies and electronic copy

Research Presentation

Due April 14 (Attendance Mandatory)

Students will make oral presentations of their research findings. We will group presentations on related topics. **Focus the main part of your presentation on your conclusions/recommendations**, using whatever tools (PowerPoint/handouts) you feel helpful and appropriate. **Plan your presentation for 7 - 10 minutes. We will have 3-5 minutes for Q and A.**

An “A” presentation will include KEY background facts, SUCCINCT, REALISTIC and PRACTICAL recommendations and reasons for them, a clear presentation style, answers to questions that demonstrate a thorough understanding of the topic, AND WILL STAY WITHIN THE TIME LIMITS.

Country Strategy Memorandum and Presentation-Group Work SEE DETAILS IN ATTACHMENT C

DUE: April 21 THREE hard copies and an electronic copy

- Purpose:** - To understand how domestic and external actors complement each other and can work together to address a specific country's development challenges, as well as the types of conflicts that different stakeholders must resolve in the process when their interests differ.
- To become familiar with a country and understand that country's development policies and problems from the point of view of a variety of key local stakeholders.
 - To become familiar with a specific development organization's goals, policies and practices.
 - To gain a perspective on how foreign and domestic investment/business/commercial/trade activities fit into a country's development process - how they can contribute to development, and the kind of policy environment required.

In groups of three (maximum) students will choose and research a country, a specific donor aid institution (bilateral, multilateral or non-governmental), and a for profit entity (foreign investor or business). Each group member will adopt the perspective of and serve as primary spokesperson for one organization – that of the host country, the aid donor or the for profit entity. Together they will prepare an 6 page SINGLE SPACED consensus country strategy memorandum, analyzing the country's development challenges, identifying appropriate development goals and priorities, as well as interventions/contributions/roles of the country's institutions, the external aid donor and the for profit entity in achieving the specific goals.

Due NLT March 25 - Group members, and respective roles - hard copy and email to JDG, RW & MS
Due NLT March 25, The country, aid institution and for profit entity
Due April 21, Country Strategy Memorandum – Three hard copies & electronic copy. No exceptions.
April 21, Presentation (15 Minutes).

GRADING

Final grades for this course will be based on the following:

Participation/Communication/Teamwork	20%
Analytical Essay and Presentation	20%
Research Paper	30%
Research Presentation	10%
Country Strategy Memorandum and Presentation	20%

Letter grade distribution will be based on standard percentages (e.g. 95-100 = A; 90-94 =A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 74-76 = C; 70-73 = C-, etc.)

Peer Reviews for Group Work

You have the OPTION of submitting a peer review for the country strategy group assignment. If you choose to submit a peer review, you must notify the professor of your intention by email, no later than April 28. Peer reviews are due by May 4. They must include: a rating on a scale of 0-4, with 4 being excellent, of each of team member AND yourself. In addition, you should identify one particular strength of each team member that significantly facilitated the team's work. You may rate a team member 2 or below, ONLY AFTER you have raised the specific issue with him/her personally. An explanation of the issue and how you tried to try to resolve it must accompany any rating of 2 or below. The instructor will take these rankings into account in arriving at the individual grades for class participation. Note: Try to address the teamwork issues within the team and resolve them quickly, as they arise, rather than waiting. If you cannot, notify the instructors or TA.

READING

We will use the three texts below, as well as other readings which you will find on Blackboard (posted under “Files” by class and date) and/or accessible on the web through active links in the electronic copy of this syllabus. The readings beyond the texts come from a variety of sources including World Bank and UN documents – policy documents, research, reports, as well as texts agreed in international negotiations, US government documents, development blogs, NGO and think tank reports and papers, newspaper articles, and academic papers.

These three required texts, available at the bookstore, provide a general foundation, key definitions, introduction to the development vocabulary and sources for the study of development policy and administration.

Weaver, James H., Michael T. Rock, and Kenneth Kusterer. *Achieving Broad-Based Sustainable Development: Governance, Environment, and Growth with Equity*. West Hartford: Kumarian Press, 1997.

De Haan, Arjan. *How the Aid Industry Works*. West Hartford. Kumarian Press, 2009.

Carothers, Thomas, and Diane De Gramont. *Development Aid Confronts Politics – The Almost Revolution*. Carnegie Endowment for International Peace. Washington, D. C. 2013.

Readings are assigned as indicated in the class schedule below. The reading list for each class may seem long – and sometimes it is - but you will also find that many of the readings are just a few pages long. Sometimes readings are assigned because it is important for you to know the perspective of different organizations or governments, or so you will be aware of the breadth of consensus or extent of disagreement about an issue. You will find that some of parts of a reading may overlap with other readings, especially in terms of the background information the author presents. Once you are familiar with the background (say, from one of the broader reading assignments), you can skim to get to the author’s main and unique points. The bulk of the assigned readings come early in the course to give you a foundation. Toward the latter part of the course, your reading will be related to your research topic and country strategies. Some of the readings can also serve as sources for your country strategies.

Please note: Readings are listed in order of importance and scope. Readings at the top of the list usually give an overview. Readings further down on the list and in the “recommended” sections offer alternative perspectives or greater detail. If you are writing an analytical essay on a specific topic/issue, it will be especially important to delve into the “recommended” readings. An asterisk (*) indicates a reading that past students have found especially useful.

CLASS SCHEDULE

1. JANUARY 13 I. INTRODUCTION

Preface: Who we are and why we're here (relevant experience), course syllabus and organization

A. What Is Development? In Whose Interest?

B. What is Development Policy, Administration and Management?

C. A Mental Map of the Developing World

D. The Millennium Development Goals

E. Get acquainted - Search for common interests for group work

Required

Carothers and De Gramont, *Development Aid Confronts Politics*, Ch. 1:3-17.

United Nations Development Program, *About the MDGs: Basics*: 2 pages (Blackboard)

UN DESA, *The Millennium Development Goals Report 2014, Foreword and Overview*: 3-5. Look for PDF English download, available at: <http://www.un.org/en/development/desa/publications/mdg-report-2014.html>

McArthur, John. (2013). "Own the Goals: What the Millennium Development Goals Have Accomplished." Brookings. Available at: <http://www.brookings.edu/research/articles/2013/02/21-millennium-dev-goals-mcarthur>. You may need to search on the site by author and title.

Clemens, M. & Moss, T. (2005, September). What's Wrong with the Millennium Development Goals? *CGD Brief*, Available at: <http://www.cgdev.org/content/publications/detail/3940>

*Fukuda-Parr, S. (2004). Millennium Development Goals: Why They Matter. *Global Governance*, 10, 395–402.

Hulme, D. (2007, December). The Making of the Millennium Development Goals: Human Development Meets Results-Based Management in an Imperfect World. *Brooks World Poverty Institute Working Paper No. 16*. Available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1246696

Lomborg, B., "Promises to Keep: How to Choose the Next Millennium Development Goals." *Foreign Affairs*. Nov.-Dec. 2014. Available at: <http://www.foreignaffairs.com/articles/142197/bjorn-lomborg/promises-to-keep>

Radelet, Steven. "A Primer on Foreign Aid." *Working Paper*, No. 92. Washington, DC: Center for Global Development, July 2006. Available at: <http://www.cgdev.org/content/publications/detail/8846>

Thomas, A. (2000). Development as Practice in A Liberal Capitalist World. *Journal of international development*, 12(6), 773-787.

*U.S.A.I.D, Policy Framework 2011-2015, Executive Summary. i-iv. Available at: <http://www.usaid.gov/documents/1870/usaid-policy-framework-2011-2015>

Recommended

Esteva, Gustavo. Development. In Sachs, W., Ed., *The Development Dictionary: A Guide to Knowledge as Power*. London & New Jersey: Zed Books Ltd., 1992: 6-25.

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Cooke, B. (2001). From colonial administration to development management. IDPM Discussion Paper Series Working Paper No. 63. Available at: <http://ideas.repec.org/p/ags/idpmgd/30562.html>

Lyman, Princeton. The Development Record and the Challenges Ahead. Remarks at the Symposium on Science and Sustainable Development, the Annual Meeting of the American Association for the Advancement of Science, February 16, 2003. (Blackboard)

2. JANUARY 20

DUE IN CLASS AND ELECTRONICALLY – TOPIC SELECTED FOR ANALYTICAL ESSAY AND PRESENTATION

II. DEVELOPMENT DEFINED

III. DEVELOPMENT THEORIES

Required

Development definitions

*Weaver et al. (1997). The Concept of Broad-Based Sustainable Development AND Forty Years of Economic Development, Ch. 1 and Ch. 2 in *Achieving Broad-Based Sustainable Development*. West Hartford: Kumarian Press: 13-57.

United Nations Development Program. “Overview” and “Defining and Measuring Human Development.” in [Human Development Report 1990](http://hdr.undp.org/): 1-16. SKIM Available at: <http://hdr.undp.org/> Click on Library, select Global Reports on the left hand menu and scroll down to the 1990 report.

Ingham, B. (1993). The Meaning of Development: Interactions Between “New” and “Old” Ideas. *World Development*, 21(11), pp. 1803-1821.

Development Theories

So, Alvin Y. [Social Change and Development: Modernization, Dependency, and World-System Theories](#). Newbury Park: Sage Publications, 1990.

Chapter 2, 17-18, 33-37.

Chapter 5, 91-93, 95-98, 104-109.

Chapter 8, 169-173, 180-187, 192-199.

Conclusion, 261-263.

McKay, J. (2004). Reassessing Development Theory. Ch. 2 in: Kingsbury, D., Remenyi, J., McKay, J. & Hunt, J. *Key Issues in Development* (2004). New York, NY: Palgrave Macmillan: 45-66.

3. JANUARY 27

IV. DEVELOPMENT ETHICS, EQUITY AND RIGHTS

Required

*Crocker, David A. "Toward Development Ethics." *World Development*, Vol. 19, No. 5 (May 1991): 457-483.

*De Haan, Arjan. *How the Aid Industry Works*. Ch. 7. Development's Poor Cousins: Rights Based Approaches. West Hartford. Kumarian Press, 2009: 167-170.

Institute for Development Studies (2003, May). The rise of rights. Rights-based approaches to international development. *IDS Policy Brief*, Issue 13. Available at: <http://www.ids.ac.uk/files/pb17.pdf>

*Anand, S. & Sen, A. (2000). Human Development and Economic Sustainability. *World Development*, 28(12), 2029-2049. [skip Addendum]

UN General Assembly Declaration on the Right to Development, 1986. Available at: <http://www.un.org/documents/ga/res/41/a41r128.htm>

Marks, S. (2004) The Human Right to Development: Between Rhetoric and Reality. *Harvard Human Rights Journal* vol. 17: 137-168.

Explanation of the US Vote on UN General Assembly Resolution 172, the right to development (2014) available at: <https://geneva.usmission.gov/2014/09/25/explanation-of-vote-right-to-development/>

Explanation of Vote by John F. Sammis, U.S. Deputy Representative to ECOSOC on L.47 – Right to Development (2009) available at: <http://usun.state.gov/briefing/statements/2009/132188.htm>

EU Explanation of Vote – UN Third Committee: Right to Development (2010). (Blackboard)

Noel, A. & Therien, J. (1995). From Domestic to International Justice: The Welfare State and Foreign Aid. *International Organization*, 49(3), 523-553.

Pogge, T. (2005). World Poverty and Human Rights Ethics. *International Affairs*. 19(1), 1-7.

World Bank (2006). *World Development Report 2006: Equity and Development*: Overview AND ch. 10: 1-17 AND 206-223. (You can skip the specific recommendations for national policies pp. 11-15) Available at: http://econ.worldbank.org/external/default/main?pagePK=64165259&theSitePK=469372&piPK=64165421&menuPK=64166093&entityID=000112742_20050920110826 Click on Overview and on ch. 10.

Recommended

Caney, S. (2001). Review Article: International distributive justice. *Political Studies*, 49: 974-997.

Cornwall, A., & Nyamu-Musembi, C. (2004, December). Putting the 'rights-based approach' to development into perspective. *Third World Quarterly*, 25(8), 1415-1437.

Explanation of Position by Craig Kuehl, United States Advisor, on UN General Assembly Resolution L.30 Rev. 1 the Right to Food (2009) available at: <http://usun.state.gov/briefing/statements/2009/132187.htm>continued on p. 10.....

Gready, P. (2008). Rights-based approaches to development: What is the value-added? *Development in Practice*, 18(6), 735-747.

Nelson, P. J. & Dorsey, E. (2003). At the Nexus of Human Rights and Development: New Methods and Strategies of Global NGOs. *World Development*, 31(12), 2013-2026.

World Bank (2006). Chapter 3. Equity from a Global Perspective. In: *World Development Report 2006: Equity and Development*. Available at: http://econ.worldbank.org/external/default/main?pagePK=64165259&theSitePK=469372&piPK=64165421&menuPK=64166093&entityID=000112742_20050920110826 Click on Chapter 3.

The Universal Declaration of Human Rights (1948) available at: <http://www.un.org/en/documents/udhr/index.shtml>

4. FEBRUARY 3 EXTENDED CLASS 6:10-8:45 PM!!

V. MAJOR PLAYERS 6:10- 7:30

VI. BASIC UNITS OF MANAGEMENT/AID MECHANISMS 7:45-8:45

DUE IN CLASS: Proposed RESEARCH TOPIC/RESEARCH QUESTION – THREE HARD COPIES (and by email)

Required

Major Players

*Lancaster, C. (2007). *Foreign Aid: Diplomacy, Development and Domestic Policies*. Chapter 1, Why Foreign Aid? Setting the Stage: 1-18. Chicago: The University of Chicago Press

*De Haan, Arjan. *How the Aid Industry Works*. Ch. 2 The Aid Industry Defined: 21-61. West Hartford. Kumarian Press, 2009.

OECD, Development Assistance Committee, *Development Co-operation Report 2011*, The OECD at 50 – Development Co-operation Past, Present and Future: 27-35. Available at: http://www.oecd-ilibrary.org/development/development-co-operation-report-2011_dcr-2011-en

Kharas, H. (2011). The Evolving International Architecture for Development Cooperation. Brookings, November 2011. Available at: http://www.brookings.edu/~media/Files/rc/papers/2011/11_international_architecture/G20_Global_Views.pdf

*Brinkerhoff, Jennifer M., Stephen C. Smith, and Hildy Teegen. “Beyond the ‘Non’: The Strategic Space for NGOs in Development.” Chapter 4 in Jennifer M. Brinkerhoff, Stephen C. Smith, and Hildy Teegen, eds. *NGO’s and the Millennium Development Goals: Citizen Action to Reduce Poverty*. New York: Palgrave MacMillan, 2007.

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Greenhill, Prizzon and Rogerson “The age of choice: developing countries in the new aid landscape” Working Paper 364, January 2013. Executive Summary: viii-ix, and Conclusions and Policy Recommendations: 33-36. Available at: <http://www.odi.org/publications/7163-age-choice-developing-countries-new-aid-landscape>

*Paulo, S. and Reisen, H. (2010). Eastern Donors and western soft law: Towards a DAC donor peer review of China and India? *Development Policy Review*, 28(5): 535-552.

*Blattman, C. (2010, March 25). Patrick Leahy and Congress get the aid agency they deserve. Chris Blattman Weblog. Available at: <http://chrisblattman.com/2010/04/27/patrick-leahy-and-congress-get-the-aid-agency-they-deserve/>

Wade, Robert Hunter. “Making the World Development Report 2000: Attacking Poverty.” *World Development*, Vol. 29, No. 8 (2001): 1435-1441.

Units of Management

*De Haan, Arjan. *How the Aid Industry Works*. Ch. 4 Development Projects: Rationale and Critique, pp. 91-109; Ch. 5, Program and Sector Approaches, pp. 126-132. West Hartford. Kumarian Press, 2009.

Koeberle, Stefan and Zoran Stavreski. Chapter 1, Budget Support – Concept and Issues, pp. 1-25, AND pp. 137-139 in Stefan Koeberle, Zoran Stavreski, and Jan Walliser, eds. *Budget Support as More Effective Aid? Recent Experiences and Emerging Lessons*. Washington, DC: The World Bank (2006). Available at: http://www-wds.worldbank.org/external/default/WDSContentServer/TW3P/IB/2006/04/27/000090341_20060427100443/Rendered/PDF/359670Budget0Support01PUBLIC1.pdf

Van Donge, J. Flexible SWAPs for Strategic Policy-making: Reflections on the Zambian Experience. *Development Policy Review*, 25(4), 473-494.

Glass, Ira. This American Life: Island Time. Act I, “10,000 Brainiacs.” Adam Davidson and Chana Joffe-Walt, Planet Money. (25 minutes) and Act II, “Compound Fracture” Apricot Irving. (13 minutes). National Public Radio. May 21, 2010. Available at: <http://www.thisamericanlife.org/radio-archives/episode/408/island-time>

CGAP. 2014. Performance-Based Agreements as a Management Tool. http://www.microfinancegateway.org/sites/default/files/publication_files/becoming_a_learning_organization_performance-based_agreements_as_a_management_tool.pdf

Recommended

Center for Global Development. “Commitment to Development Index 2013” Available at: <http://www.cgdev.org/publication/commitment-development-index-2013>. Browse. Also, see charts: <http://www.cgdev.org/initiative/commitment-development-index/index>

De Haan, Arjan. *How the Aid Industry Works*. Ch. 1, Why Is Aid Contested? 1-19. West Hartford. Kumarian Press, 2009.

Martens, Bertin. (2005) Why do aid agencies exist? *Development Policy Review*. 23(6): 643-663.

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Hudson Institute (2013). The Index of Global Philanthropy and Remittances 2013: “International Philanthropy”: 11-13. Washington DC. Available at: <http://www.hudson.org/research/9914-2013-index-of-global-philanthropy-and-remittances-with-a-special-report-on-emerging-economies>

U.S.A.I.D. and Department of State. *Congressional Budget Justification, Appendix 2, Foreign Operations*. <http://www.state.gov/f/releases/iab/fy2015cbj/pdf/index.htm>

Review table of contents to see ALL components of U.S. Foreign Operations, Secretary of State’s transmittal letter, Summary Table; voluntary* contributions to international organizations and programs and contributions to international financial institutions. Summary tables of objectives and program areas, country accounts for FY 2015. SKIM the rest of the document to see narrative justification for focus development sectors, regions/countries, uses of aid and relative amounts of allocations.

*Note: does not include funding for US assessed contributions to the UN and its technical and specialized agencies, the OECD, and other multilateral organizations, which are shown in the budget justification, Appendix 1 which also includes funding for State Department operations.

World Bank. *Migration and Development Brief 22*. April 2014:1-7 and 10-11. Available at: <http://siteresources.worldbank.org/INTPROSPECTS/Resources/334934-1288990760745/MigrationandDevelopmentBrief22.pdf>

Development Strategies

Note: These readings give you an idea of various approaches to achieving development, what has worked, what hasn’t, where and (perhaps) why, what new strategies might be tried, and how general development strategies relate to aid programs. The readings on the “Washington Consensus” also give you a sense of the origins of one strategy, how it became distorted, and the lively dialog among practitioners and academics about this strategy.

Weaver et al. “Development Strategies.” Ch. 3:58-88.

Carothers and De Gramont. “Apolitical Roots,” Ch. 2:21-51.

Rodrik, D. (2013). “The Past, Present, and Future of Economic Growth,” Working Paper `1, Global Citizens’ Foundation: Introduction: 1-5; Stylized Facts: 18-28; Strategy Reform: 29-32; Global Supply Chain and Changes in Manufacturing: 46-47; Natural Resources: 47-50; Prognosis 50-54; Policy Implications : 54-55. https://www.sss.ias.edu/files/pdfs/Rodrik/Research/GCF_Rodrik-working-paper-1_-6-24-13.pdf

Lin, Justin. *New Structural Economics – A Framework for Rethinking Development and Policy*. The World Bank, Washington, D. C. (2012). Introduction and Ch. I, “New Structural Economics A Framework for Rethinking Development” including comments by Anne Krueger, Dani Rodrik, and Joseph Stiglitz, and Lin’s Rejoinder: 1-79; and Ch. VII, Epilogue: 349-356. Available at: http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2012/01/13/000356161_20120113025555/Rendered/PDF/663930PUB0EPI00nomics09780821389553.pdf

Overseas Development Institute. Briefing Paper 33 (2008). “Pro-poor growth and development. Linking economic growth and poverty reduction.” Available at: <http://www.odi.org.uk/resources/docs/825.pdf>

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De Haan, Arjan. Ch. 3, “The Evolution in Thinking about Aid and International Development”: 63-89.

*Gore, Charles. “The Rise and Fall of the Washington Consensus as a Paradigm for Developing Countries.” *World Development*, Vol. 28, No. 5 (2000): 789-804.

*Broad, R. and Cavanaugh J. (2006). “The Hijacking of the Development Debate: How Friedman and Sachs Got it Wrong.” *World Policy Journal* (Summer 2006): 21-30.

Recommended

Monterrey Consensus, International Conference on Financing for Development, Monterrey, Mexico, March 22, 2002. Excerpts on Blackboard. Full text is available at: <http://www.un.org/esa/ffd/>. SKIM

Doha Declaration, 2008. Available at: http://www.un.org/esa/ffd/doha/documents/Doha_Declaration_FFD.pdf

Further reading on the Doha Declaration

- Site: <http://www.un.org/esa/ffd/doha/>
- Brookings comment on Doha Declaration: http://www.brookings.edu/opinions/2008/1205_development_kharas.aspx?emc=lm&m=220517&l=26&v=976029
- EURODAD comment on Doha Declaration: Leaders in Doha fail to agree significant development finance reforms. 02 December 2008.
- Overseas Development Institute (ODI) comment of Doha Conference

World Bank. *Migration and Development Brief 12*:3, 6-7, 9-14. April 2010. Available at: <http://siteresources.worldbank.org/INTPROSPECTS/Resources/334934-1110315015165/MigrationAndDevelopmentBrief12.pdf>

Williamson, J. (2000). “What Should the World Bank Think about the Washington Consensus?” *The World Bank Research Observer*, 25(2): 251-64.

Naim, Moses. “Washington Consensus or Washington Confusion?” *Foreign Policy*, No. 118 (Spring 2000): 87-103.

Rodrik, D. (2006) “Good Bye Washington Consensus, Hello Washington Confusion?” *Journal of Economic Literature*, Vol. 44 (4): 973-987.

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FEBRUARY 17 NO CLASS

6. FEBRUARY 24 EXENDED CLASS 6:10-8:45 PM!!

IX. PART A - DEVELOPMENT POLICY PRIORITIES – GROWTH AND BASIC HUMAN NEEDS; AGRICULTURE, INDUSTRIALIZATION, EDUCATION, HEALTH, POPULATION, ENVIRONMENT AND GENDER

Required

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“Growth’s Spectacular Records – and Disasters,” in Chapter 1: 11-17.

http://hdr.undp.org/en/media/hdr_1996_en_chap1.pdf

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http://hdr.undp.org/en/media/hdr_1996_en_chap2.pdf

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Weaver et al. Part III, “Sectoral Policies for Broad-Based Sustainable Development,” Ch. 7 (Agriculture and Rural Development), 8 (Urbanization, Industry and Trade), 9 (Education), 10 (Health), 11 (Population), 12 (The Role of Women): 131-188 and 193-207.

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<http://www.who.int/mediacentre/factsheets/fs290/en/>

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Cervantes-Godoy, D. and J. Dewbre (2010), Economic Importance of Agriculture for Poverty Reduction, *OECD Food, Agriculture and Fisheries Working Papers*, No. 23, OECD Publishing: 3-23. Available at: <http://www.oecd.org/dataoecd/32/50/44804637.pdf>

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<http://www.unfpa.org/sites/default/files/pub-pdf/CP51265.pdf>

**7. MARCH 3 IX. PART B - DEVELOPMENT POLICY PRIORITIES - POLICY REFORM,
STRUCTURAL ADJUSTMENT AND CONDITIONALITY**

**DUE IN CLASS AND ELECTRONICALLY - RESEARCH PAPER ARGUMENT
STATEMENT, DRAFT OUTLINE AND PRELIMINARY BIBLIOGRAPHY**

Required

Weaver et al. Ch. 5, "Economic Policies": 98-116.

De Haan, Arjan. Ch. 5, "Hard-nosed Development: Reforms, Adjustment, Governance": 111-119.

Thomas, Vinod, Ajay Chhibber, Mansoor Dailami, Jaime de Melo, eds. *Restructuring Economies in Distress: Policy Reform and the World Bank*. Ch. 2, "Introduction to Part I": 11-19. New York. Oxford University Press, for the World Bank, 1991.

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Weaver et al. Ch. 6 "Transitional Socialist Economies: Russia and China":117-129.

MARCH 10 SPRING BREAK

8. MARCH 17 NOTE EXTENDED CLASS TIME 6:10 – 8:45 PM!!

X. PART C - DEVELOPMENT POLICY PRIORITIES - POVERTY REDUCTION 6:10-7:30

Please come to class fully prepared to apply some of the lessons learned about the processes for designing and implementing programs to "alleviate poverty."

**IX. PART D - DEVELOPMENT POLICY PRIORITIES – ROLE OF THE STATE,
DEMOCRACY, GOVERNANCE, CIVIL SOCIETY, PARTICIPATION,
CORRUPTION 7:45-8:45**

Required

Poverty Reduction

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"Poverty in the Human Development Perspective: Concept and Measurement." Ch 1: 15-23.
"Progress and Setbacks," Ch. 2, esp. Box 2.1, "Two Great Ascents from Human Poverty:" 24-25.
"Failures of Economic Growth," and "Towards an Agenda for Poverty Eradication," in Ch. 3: 71-81.

De Haan, Arjan. Ch. 6, "Country-led Approaches and Donor Coordination" 135-145.

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...Role of the State, Democracy, Governance, Civil Society Participation, Corruption, continued p. 20....

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Role of the State, Democracy, Governance, Civil Society, Participation, Corruption

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- Worldwide Governance Indicators: <http://info.worldbank.org/governance/wgi/index.aspx#home>
- Transparency International – View or Download the 2014 Corruption Perception Index Country rankings at: <http://www.transparency.org/cpi2014/results>

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9. MARCH 24 IX. PART E – DEVELOPMENT POLICY PRIORITIES -THE SPECIAL CASE OF FRAGILE OR FAILING STATES AND RECONSTRUCTION

X. AID EFFECTIVENESS

DUE: MARCH 25 - SELECTION FOR COUNTRY STRATEGY, AND LIST OF GROUP MEMBERS/ROLES

Required

Fragile, Failing States and Reconstruction

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Aid Effectiveness

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Browse this site for background on aid effectiveness
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- Shaikh , A. (2010) Is Impact Measurement a Dead End? AidWatch Blog, July 10, 2010, available at: <http://aidwatchers.com/2010/07/is-impact-measurement-a-dead-end/#>
- World Bank, Independent Evaluation Group (IEG) Blog. "Acting as one World Bank Group- Really? The IEG Experience. Post by Taylor-Dormond, Boehmer and Tenev 1.10.14. Also browse this site. Available at: <http://ieg.worldbankgroup.org> Blog tab is at the top right hand side of the page. Click on tab, then on # 5 at the bottom of the page, scroll down to this item.
- Millennium Challenge Corporation, Independent Evaluations. Read overview and explanations of impact and performance evaluations; skim through some past and current impact evaluations of MDGs. Available at: <http://www.mcc.gov/pages/results/evaluations>

10. MARCH 31 XI. DEVELOPMENT IN THE FUTURE AND AID “REFORM”

Required

- De Haan, Arjan. Ch. 9 Challenges for the Aid Industry in the 21st Century pp.189- 196.
- Carothers, Thomas. “The Way Forward,” Ch.6,7,8:157-251, and “Conclusion,” Ch. 9: 255-283.
- UN Secretary General. *Synthesis Report – Post 2015 Sustainable Development Agenda*. UN General Assembly Doc. A/69/700. Dec. 2014: 1-34. Available at: http://www.un.org/ga/search/view_doc.asp?symbol=A/69/700&Lang=E
- *Birdsall, N. (2004/2005, December). Seven Deadly Sins: Reflections on Donor Failings. *Center for Global Development Working Paper*, Number 50. Available at: http://www.cgdev.org/files/2737_file_WP50_rev12_05_2.pdfcontinued p. 25...

Collinson, E. and Schwanke, B. "A U.S. Development Policy Wish List for 2015. Center for Global Development, Rethinking U.S. Development Policy Blog Post 12.30.14. Available at: <http://www.cgdev.org/blog/us-development-policy-wish-list-2015>

Kenney, Charles, and Sarah Dykstra. "The Global Partnership for Development: A Review of MDG 8 and Proposals for the Post-2015 Development Agenda." Center for Global Development Policy Paper, July 17, 2013. Available at: <http://www.cgdev.org/publication/global-partnership-development-review-mdg-8-and-proposals-post-2015-development-agenda>

InterAction. "Overarching Principles for a Post-2015 Framework." Policy Paper, May 2013. Available at: <http://www.interaction.org/sites/default/files/Overarching%20Principles%20for%20a%20Post-2015%20Framework.pdf>

Birdsall, Nancy and Alexis Sowa, "The United States from Multilateral Champion to Handicapped Donor...and Back Again?" Center for Global Development Policy Paper 029, August 2013. Available at: <http://www.cgdev.org/publication/united-states-multilateral-champion-handicapped-donor-and-back-again>

Moss, Todd. "Updating US Foreign Assistance Tools and Development Policy for the Post-Aid World." Center for Global Development Senate Foreign Relations Committee Testimony May 22, 2013. Available at: http://www.cgdev.org/sites/default/files/Moss%205%2022%2013%20SFRC%20Testimony_0.pdf

Chhotray, V., & Hulme, D. (2009). "Contrasting Visions for Aid and Governance in the 21st Century: The White House Millennium Challenge Account and DFID's Drivers of Change." *World Development* 37(1): 36-49.

Linn, Johannes. "Realizing the Potential of the Multilateral Development Banks." Brookings Institution. September 2013: 1-4. Available at: <http://www.brookings.edu/research/articles/2013/09/multilateral-development-banks-linn>. You may have to type in the author and/or the name of the paper to bring up the article.

*Fengler, W., and Kharas, H.J. (2010). Overview: Delivering Aid Differently. Ch. 1 in Fengler, W., and Kharas, H.J. (2010). *Delivering aid differently: Lessons from the Field*. Washington, D. C." Brookings Institution Press. pp. 1-41.

*Munro, L. T. "Focus-Pocus? Thinking Critically about Whether Aid Organizations Should Do Fewer Things in Fewer Countries." *Development and Change*, Vol. 36, No. 3 (2005) pp.425-447.

Atwood, J., McPherson, M., & Natsios, A. (2008, November). Arrested Development. *Foreign Affairs*, 87(6), 123-132.

Recommended

Natsios, Andrew S. "Five Debates on International Development: The US Perspective." *Development Policy Review*, Vol. 24, No. 2 (2006) pp.131-139.

....continued p. 26...

MCA Monitor: Center for Global Development: Explore the MCA Monitor site
<http://www.cgdev.org/page/mca-monitor-tracking-millennium-challenge-account>

Country Selection
Funding Levels and Congress
Monitoring and Evaluation
Program Implementation
MCA Funding Levels

11. APRIL 7 XII. DESIGNING A COHERENT DEVELOPMENT PROGRAM/PROJECT
ATTENDANCE MANDATORY NO ASSIGNED READINGS

12. APRIL 14 RESEARCH PAPER PRESENTATIONS

ATTENDANCE MANDATORY

**DUE IN CLASS: RESEARCH PAPER – THREE HARD COPIES AND
ELECTRONIC COPY**

13. APRIL 21 COUNTRY STRATEGY MEMORANDA PRESENTATIONS

ATTENDANCE MANDATORY

**DUE IN CLASS – COUNTRY STRATEGY MEMORANDUM – THREE HARD COPIES
AND ELECTRONIC COPY**

MAY 4 DUE: PEER REVIEW – BY EMAIL

GUIDELINES FOR ANALYTICAL ESSAY AND PRESENTATION

DUE: The day of the class for which the readings were assigned (no exceptions!). Two hard copies and electronic copy.

Purpose: To provide experience in critical thinking and analysis, identifying the key aspects of different perspectives on an issue or idea and drawing a conclusion/making an argument related to that issue or idea.

Students will select ONE of the TOPICS/ISSUES (NOT a single reading!) from topics listed for classes Jan. 20 –March 31, and prepare a five page maximum analytical essay. This is *not* a research paper nor a summary of the reading. It is an essay analyzing the readings and making the case for a position related to the key questions or issues raised in the readings. The paper should include a brief summary of the points of view on the issues/themes the readings raise and your own conclusion/argument supported by the analysis/reasons you reached that conclusion. The student's presentation will serve as the starting point of class discussion. Students should prepare a 7 minute in class presentation.

Length: five pages maximum.

Format: double spaced; 12 point font; one inch margins

Footnotes: NOT necessary, BUT include IN your text, in parentheses, the author and page source

Bibliography: NOT necessary

Structure: This is NOT a research paper. It is NOT a summary of the reading. Imagine, your boss is going to a conference on the topic and you have to prepare a briefing paper, including the main issues and questions of which your boss should be aware, and what you conclude about them. The paper should be clearly structured including:

Introduction: A clear statement of the topic and why it matters

Brief Summary of the material you are analyzing

Analysis of the ideas/points of view in the readings

YOUR conclusion about the issue/topic/theme, based on YOUR analysis

An "A" on this assignment requires a paper well-written in standard professional English which includes each of these components and indicates careful consideration of the points raised in the readings.

Your oral presentation will lead off the class discussion of the topic for that class. Length of the presentation will depend on the number of students choosing the same topic. Plan on a presentation of not more than 7 minutes.

GUIDELINES FOR RESEARCH PAPER**Due Dates: Portions of the paper will be due periodically during the semester as follows:**

- February 3 Proposed Research Topic/Research Question
March 3 Argument statement, draft outline and preliminary bibliography **DUE BOTH in HARD COPY AND PASTED INTO AN EMAIL – NO ATTACHMENTS!**
March 25 Final day for optional consultations with professor on any issues with research paper
April 3 Draft hard and electronic copies due to peer reviewer and Teaching Assistant
April 6 Peer reviewer comments due to author and teaching Assistant

DUE April 14 FINAL Paper THREE hard copies and electronic copy

Purpose: To explore/analyze a development admin/policy issue or topic in depth, review experience/lessons learned; and make policy recommendations. To stimulate the development of skills for making a succinct, fact based argument for a policy position.

Students are required to submit a type-written *analytical research* paper on an approved topic. The paper must include realistic and practical policy conclusions/recommendations. It should present and support an integrated argument based on review and analysis of the topic in the available literature, including theory and experience/lessons learned, a case or cases. For example, students may choose examine a particular theory or approach or development policy priority as it applies to a specific region, country, organization, project or development issue (e.g., public investment or social welfare policies and programs at the national, or regional level). The intention is to explore fully the implications of that theory, approach or policy via the analysis of experience/case(s). Students should take care not to choose too broad or general a topic, and at the same time not to make the paper solely about a case; it must illuminate our understanding of the **topic** and **practice** more generally. (Professor will provide guidance when you submit your proposed topic.) The policy conclusions/recommendations should be realistic and practical, based on your analysis of experience and cases and should offer suggestions for next steps or ways to improve the approach as applied to the situation you have chosen to study. **Cited sources should include at least one practitioner working in the field.** If needed, professor will assist you in identifying a practitioner.

Process: Students will select their topics and consult with the professor or Teaching Assistant on the topic, the argument and draft bibliography. Students will submit a draft for peer review by a classmate and receive feedback before preparing the final submission to the instructor. See due dates above and on p. 3-4.

Length: 15 pages maximum, double spaced, plus cover page, table of contents and bibliography; annexes optional (2 pages max).

Format: Double spaced; 12 point font; one inch margins

Footnotes: At the bottom of each page (Chicago style). Please select and consistently use a standard format for citations. Give credit where credit is due.

Bibliography: Credibility of sources is important; professor will provide guidance when you submit your preliminary bibliography. Be alert for sources' ideological, institutional or disciplinary biases; distinguish between rhetoric and "PR" and substance, and make sure your bibliography is balanced.

Select and use consistently a standard alphabetized format, INCLUDING information on practitioners interviewed and cited (position title, date and time of interview).

Structure:

1. Introduction: The question you are examining, why it is important, the argument you will be making, the structure of the ("roadmap through") the paper.

2. Background: Review/analysis of the literature/experience/lessons learned

3. Discussion: Description of the specific situation/case (region, country, organization, project, issue).

4. Analysis: application of the literature (theory/experience) to the case. How is your case illustrative of findings in your research? How/why does it differ?

5. Implications, Conclusions/Recommendations: Based on your findings in the analysis, what recommendations would you make for the case? What does the case tell us that we should add to our more general knowledge from the literature? CAUTION: NO NEW IDEAS SHOULD ARISE FOR THE FIRST TIME IN THE RECOMMENDATIONS. If a new idea comes to mind, prepare the reader for it in the discussion/analysis sections BEFORE it appears in a recommendation.

6. A Concluding Paragraph: Summary of the paper, highlighting why the argument matters

Content:

The various sections of the paper should build on each other and be distinct. DON'T: 1) mix new descriptive information into your analysis; 2) interject your opinions/recommendations into your case description; 3) include ideas/information/issues in the recommendations that you have not explained or discussed earlier.

Include only information necessary to your argument. A literature review is not the sequential summary of different findings or research work and not organized around the actual publications. Literature reviews should be organized around ideas or topics and should integrate findings/ideas from different sources. They should be based on ideas relevant to your argument. If your research reveals conflicting information, either explain the reason and/or reconcile the conflicts in the background section or address the problem in the discussion section.

Your policy conclusions/recommendations should a) be based on your analysis of experience and cases(s); b) be REALISTIC and practical, taking political, economic and administrative feasibility into account, c) offer suggestions for next steps or ways to improve the approach as applied to the situation you have chosen to study.

Grading Standard:

An "A" paper will be well written in standard professional English, must include each of the above components and a well reasoned, well supported argument.

GUIDELINES FOR COUNTRY STRATEGY MEMORANDUM – GROUP WORK

DUE: April 21

Purpose: To understand how domestic and external actors complement each other and can work together to address a specific country’s development problems, as well as the types of choices they must make and the conflicts that different stakeholders must resolve in the process.
 To become familiar with a country and understand that country’s development problems from the point of view of a variety of key stakeholders.
 To become familiar with a specific development organization’s goals, policies and practices.
 To gain a perspective on how foreign and domestic investment/business/commercial/trade activities fit into a country’s development process - how they can contribute to development, and the kind of policy environment required.

In groups of three (maximum) students will choose and research a country, a specific donor aid institution (bilateral, multilateral or non-governmental), and a for profit entity (foreign investor or business). Each member of the group will adopt the role of and serve as primary spokesperson for one point of view – that of the host country, the aid donor and the for profit entity. Together they will prepare a 6 page SINGLE SPACED consensus country strategy memorandum, analyzing the country’s development challenges, identifying appropriate development goals and priorities, as well as interventions/contributions/roles of the country’s institutions, the external aid donor and the for profit entity in achieving the specific development goals. The strategy should reflect key lessons learned during the course of the semester.

Interim due dates:

Due NLT March 25, Group members, and their respective roles

Due NLT March 25, the country, aid institution and for profit entity

Length: 6 pages SINGLE SPACED (excluding end notes page and bibliography; 12 point font, 1 inch margins)

Format: Memorandum - see sample format on page 3; do not indent paragraphs; skip a line between paragraphs; top of first page should list on separate lines: Date:, To:, From:, Subject: Use side heads for sections if you wish. Follow the sample for showing conclusions/ recommendations with a sidehead.

Content: Characteristics and historical features relevant to the country’s development prospects and priorities, including political, social, economic/financial (trade, foreign investment, aid, debt); major challenges particular to the country’s development; major opportunities to realize the country’s potential, including a brief assessment of the general climate for investment; government and aid donor activities that may help create an “enabling” business environment, and reasons why there are favorable prospects for BOTH a return on the investment AND an impact on the development/quality of life in the country if the strategy is implemented.

Footnotes – not necessary

Endnotes – cite sources including page, for data or ideas that are not yours

Bibliography – alphabetical list of sources consulted

NOTE: You will find the following sources helpful:

World Bank Operations Evaluation Department. 2004 Annual Report of Development

Effectiveness – The Bank’s Contributions to Poverty Reduction. Available at:

worldbank.org. Click on publications and scroll down to this publication.

Chapter 2, “Assessing the Bank’s Poverty Focus at the Corporate Level:” 11-15.

Chapter 3, “Development Effectiveness at the Country Level – Major Determinants of Satisfactory Outcomes:” 24-32.

Chapter 4, “Building the Climate for Investment, Jobs and Sustainable Growth:”39-43, and “Key Constraints to Achieving Positive Results:” 47-54.

Chapter 5, “Empowering Poor People to Participate in Development and Investing in Them:” 58-60.

Also: **Websites of the World Bank, International Finance Corporation, MIGA** (Multilateral Investment Guaranty Agency), all part of the World Bank Group, as well as **OPIC** (Overseas Private Investment Corporation – US Government Agency) with information about “Doing Business In...” specific countries, and the **Economist Intelligence Unit** of The Economist Magazine: www.eiu.com.

Website of OECD Development Assistance Committee which has profiles on all bilateral aid donors.

Website of InterAction (InterAction.org) which is an association of over 150 NGO’s working in international development.

Website of the Society for International Development/Washington Chapter: sidw.org which links to 100+ Institutional Members’ websites, including both NGO’s and for profit organizations working in development.

Websites of USAID (usaid.gov) **and the Department of State** (state.gov) which have summary country background and development information.

Websites of the World Bank and Transparency International re good governance and level of corruption.

Some countries and embassies also have websites on which you can find basic information.

SAMPLE FORMAT

DATE: April 21, 2015

TO: Minister of Planning, Country X
VP for Region Y at aid agency
Senior VP for Business Development Company Q

FROM: Your Names (As staffers of each of the above organizations)

SUBJECT: Strategy for Country X

SUMMARY: Optional, but helpful for busy people. You can use up to four SHORT sentences to summarize your main points. [If you do use a Summary, you should start your first sentence on the line directly BELOW the word SUMMARY, but if you are short on space, you can start on the same line, two spaces after the colon.]

Para one should start here, with no indentation, and should be single spaced.

Para two should start, skipping ONE line between paras one and two.

Para three, again, skipping one line after para two. Organize your paras according to what you think makes a cumulative, persuasive argument.

SIDE HEADS: Optional, but helpful for busy people. You choose the SIDE HEADS. They could include for example: Background, Current Situation (or separately Political, Econ Situation, Investment Climate Development Priorities/Objectives, Investment/Trade Opportunities, Discussion/Analysis, including assumptions you are making – e.g., that if you build more primary schools parents will send their children to school!). If you do use side heads you should start your first sentence either below the side head or on the same line, following the pattern you used for the SUMMARY.

CONCLUSIONS/RECOMMENDATIONS – This section should flow from all the preceding information/analysis. It should NOT include NEW information, but should summarize the country strategy and which organizations will take what action.

Separate page: General background info on your selected aid agency, its policy priorities and types of resources it can make available under what conditions – one page max.

Separate page: General background info on your selected for-profit entity, its objectives, comparative advantage and how doing business in/with Country X makes business sense – one page max.

Separate page: Reference notes go here as end notes.

Separate page: Bibliography - List sources in alphabetical order with the usual info – author, title, publisher, publication date

ATTACHMENT D

POLICIES IN PUBLIC ADMINISTRATION AND PUBLIC POLICY COURSES

1. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the SPPPA Student Handbook for the complete CCAS policy on incompletes. [Note: As group work represents 20% of the class grade, instructor is very unlikely to agree to a grade of incomplete.]
2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor. [Note: Dudik-Gayoso's policy is that without prior approval, late work is reduced by one-half grade for every two days (or parts thereof) that it is late.]
4. Academic Honesty: Please consult the "policies" section of the GW student handbook for the university code of academic integrity. Note especially the definition of plagiarism: "intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information." All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity.
5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.
7. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services, Marvin Center 436, 202-994-8250. Accommodations will be made based upon the recommendations of the DSS Office.
8. Policy on Contesting Grades: Students wishing to contest a grade are required to write a professional memo outlining their case, along with supporting examples from the submitted assignment.