

**Department of Public Administration
Maxwell School of Citizenship and Public Affairs
Syracuse University**

**PPA 756: Policy and Administration in Developing Countries
Spring 2007**

Tuesday 3:30pm-6:15pm
Maxwell Hall, Room 111

Instructor: Sophal Ear
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Office number: 316 Eggers
Office hours: Tuesdays: 1-3pm (except for holidays or other reason). Please sign-up for a time when you see a sheet on my office door. I may also be available to meet on other days by appointment.

Course Subject

This course concerns the alleviation of poverty in poor countries.¹ Its aim is to facilitate your understanding of the dimensions of poverty, its causes, and what you as a practitioner can do to help in its mitigation.² By the end of the course you will have:

- Gained an understanding of several of the major debates in the field of development studies, and developed your own perspective on these issues.
- Been introduced to a set of practitioner micro-skills that will enhance your capacity to create, manage and evaluate poverty alleviation projects at the local level. The tools you will analyze will involve a distinctively participatory methodological approach, one in which you *engage* rather than *direct* those affected by and involved with projects.
- Acquired knowledge of core issues in a series of policy sectors central to poverty alleviation, and developed detailed understanding of the one sector that is of greatest interest to you.

This course will not have a strong focus on issues concerning the macro-economy in developing countries such as trade policy, macro-economic management and transitions to market systems. Nor will it emphasize issues concerning countries in transition, such as the former socialist states of Southeastern Europe. In addition, it will not engage to any great extent developing country public sector issues such as decentralization, civil service reform and democratic transition. All these issues are critical development concerns but there are other courses in the Maxwell School that cover them and that you should take if you are interested in these subjects.

We will begin the course by examining the meanings of the terms ‘expertise,’ ‘poverty,’ and ‘development,’ constructs that are not as easy to define as first appears. We will also inquire about the appropriate role of the external development practitioner in seeking to induce social transformation. We will then examine the participatory paradigm in development, and a series of development management skills that emerge from this paradigm. Following this we will examine particular policy issues critical to

¹ From its inception several years ago, this course has been taught by Prof. Jeremy Shiffman who is currently on sabbatical. It follows as its blueprint his syllabus, but will invariably see adjustments as we learn together and make it our own.

² You may think its mitigation is none of your business. If you hold that position, this is fine.

development, including population and fighting corruption. In the final section of the course we will analyze the role of a set of critical actors engaged in or influencing development work, including bilateral donor agencies, states, NGOs, international financial institutions and multinational corporations. This part of the course will also include a public symposium, described below, and one session defined by student interest.

Course Requirements, Grading and Readings

Requirements

There are three requirements for this course.

1. Class participation and attendance

This class is heavily participatory. There will be instructor presentations, but learning takes place primarily through active engagement with material rather than through passive listening. For this reason, your presence and active participation will be expected at *all thirteen sessions*. I will expect you to show up on time as I will begin each session at 3:30pm.

Also, because I wish to reward those who make a strong contribution to the quality of the learning environment in the course, class attendance and participation will be a large component (33%) of the grade. I expect your participation will reflect your careful reading and consideration of each week's works on the syllabus. *By participation I mean not only active involvement in discussion, but also careful listening, consideration and respect for the opinions of members of the class.*

To attain a grade of 'A' on class participation, you must attend *all fourteen sessions in their entirety* (including symposium requirements – please see below), and *consistently be a central contributor* to the discussions, exercises and case analyses, demonstrating in your comments a careful consideration of the readings. Missing one or more sessions, being disengaged in class, or coming to class late or without having done the readings will adversely affect your participation grade. (Medical and family emergencies, of course, do not count as an absence from a class session. Please let me know if such an emergency occurs so I will not count it as an absence).

Throughout the course we will be using the case method to analyze issues. You should read “Learning by Case Method” (available for a nominal fee at <http://ksgcase.harvard.edu/casetitle.asp?caseNo=1136.0>) concerning the case method, which is an approach in which we jointly discuss issues raised by a case in order to uncover deeper management principles. The philosophy of this technique is that individuals learn best when they grapple with actual material to uncover lessons themselves, rather than when the instructor feeds them information and they listen passively. It is imperative that you read cases carefully before class and think through their significance. In that way you will be much better able to participate in the analysis we do during class.

2. Preparation and presentation of a policy and program analysis piece

Paper

You will write a policy and program analysis piece. In this piece you will be expected to choose a country and issue of interest (such as AIDS policy in Uganda; anti-corruption policy in Thailand; micro-credit programs in Bolivia; population policy in Bangladesh; efforts to reduce ethnic conflict in Macedonia and so forth). You will then analyze in detail the policies and programs that exist, assess their impact, offer recommendations to improve their efficacy and provide lessons for other countries based on that particular country's experience with the issue. *The paper must be a new project for you. It cannot be a modification of a piece you have written for work, a prior course or a concurrent course.*

The paper must be 13 to 15 pages long, excluding footnotes and bibliography. It should be double-spaced, using 1.25 inch margins and 12-point font. It is due by noon (12pm) latest on Monday, March 19th.

I will comment on your paper, and you may write a second draft if you wish. If you write only one draft it will count for 33% of your course grade. If you write a second draft, the grade on the first draft will count for 13% of your course grade, and the grade on the second draft will count for 20% of your course grade (i.e. the grade on the second draft does not completely replace the grade on the first). The second draft should also be double-spaced, using 1.25 inch margins and 12-point font; however, in order to incorporate feedback, it may be 18 to 20 pages long. It is due by 5pm latest on April 27th, Friday.

Symposium

You will present your analysis piece on March 27th, 28th or 29th during a symposium on development and social transformation to be held jointly with Professor John McPeak's class. This will be a formal symposium, where we divide into panels according to related themes. There will be considerable interaction between panel members and the audience. The conference will be open to the public. It will run in both the mornings and afternoons of all days.

You are strongly encouraged to attend all panels on all days, except for those times when you have a class conflict. In order to meet the minimum class participation requirements for the course, you must attend at least six panels (your own counts as one) over the three days. These average an hour a piece. Attending more panels will influence your class participation grade positively. As the symposium attendance requirements correspond to approximately two sessions (six hours) in terms of class time, I will not hold regular classes on March 20th and April 3rd. Exceptions to symposium attendance requirements will be granted *only if* your class schedule is such that you cannot meet these requirements without missing sessions of your other classes. Students in past sections of this course have found the symposium to be a particularly enjoyable and valuable educational experience.

You can find a website for the symposium at:

<http://www.maxwell.syr.edu/moynihan/programs/dev/sym/index.html>.

In order to help you enhance your presentation skills and prepare for the symposium, you will be encouraged to participate in presentation enhancement groups. These will be groups of three to five people that will meet once. In these groups each person will practice his or her presentation, and immediately thereafter receive feedback from all other members of the group. While participation in these groups is voluntary, I strongly encourage you to do so, and will consider this favorably when I calculate class participation grades. In order to get credit for this, after the meeting, each person in the group should send a one page e-mail memo to their entire group, copying myself, noting (1) the main criticisms that you received concerning your presentation and (2) the modifications you will make to enhance its quality. These notes, if you choose to participate in a group, are due by Sunday, March 25th at midnight.

At the second session, I will distribute a handout giving more specific instructions concerning expectations for this piece, for your presentation, for the presentation enhancement groups and for the symposium.

In 2004, *The Journal of Development and Social Transformation* was established to publish the best papers from the symposia held during the prior calendar year. If the paper you present for the symposium this Spring is particularly strong, you will be invited to have it considered for publication, enabling a large audience of scholars and practitioners to access it. Selection does not guarantee publication. Rather, your paper will be submitted for external peer review. If it passes this review, you will be invited to make revisions so that your article may be considered for inclusion in the journal. All students in Maxwell courses will be eligible to submit articles for consideration; however a portion of the article slots will be reserved exclusively for the best papers from the symposium. Only those people who choose to do second drafts of their course papers will be considered for these reserved slots.

You can find the website for the Journal (and are encouraged to read previously published articles to learn from them) at:

<http://www.maxwell.syr.edu/moynihan/Programs/dev/journal.html>

3. Take-home final

There will be a take-home final. This will facilitate your synthesis of the material we have covered in the course. It will consist of a choice of three of four essay questions concerning material from throughout the class, and will draw heavily from the readings and class discussions. The exam will be open book: you will be allowed to consult the readings and your notes in order to answer the questions. I will provide additional details about the final later in the semester.

Academic Integrity

I expect students to abide by the academic rules and regulations established by Syracuse University. Academic Rules and Regulations 2006–2007 (<http://www.syr.edu/publications/gradcat/rulesandregs.pdf>) pp. 6-7 state:

1.0.1 ACADEMIC INTEGRITY EXPECTATIONS

Academic integrity is violated by any dishonest act which is committed in an academic context including, but not limited to the following:

1.0.1.1 Use of Sources Plagiarism is the use of someone else's language, ideas, information, or original material without acknowledging the source. Examples of plagiarism:

- (1) Paper is downloaded from an Internet source and/or obtained from a paper mill;
- (2) paper contains part or all of the writings of another person (including another student), copied without citation;
- (3) paper contains passages that were cut and pasted from an Internet source, without citation.

While students are responsible for knowing how to quote from, paraphrase, and cite sources correctly, the ability to apply that information in all writing situations is an advanced literacy skill acquired over time through repeated practice.

When a student has attempted to acknowledge sources but has not done so fully or completely, the instructor may determine that the issue is misuse of sources or bad writing, rather than plagiarism. Factors that may be relevant to the determination between misuse of sources and plagiarism include prior academic integrity education at Syracuse University, and the program level of the student.

1.0.1.2 Course Work and Research

- (1) The use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- (2) fabrication, falsification, or misrepresentation of data, results, sources for papers or reports; in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- (3) copying from another student's work;
- (4) actions that destroy or alter the work of another student;
- (5) unauthorized cooperation in completing assignments or examinations;
- (6) submission of the same written work in more than one course without prior written approval from both instructors.

1.0.1.3 Communications

- (1) Violating the confidentiality of an academic integrity investigation, resolution, or documentation;
- (2) making a false report of academic dishonesty;
- (3) dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, or in any other matter relating to a course.

1.0.1.4 Representations and Materials Misuse

- (1) Falsification of records, reports, or documents associated with the educational process;
- (2) misrepresentation of one's own or another's identity for academic purposes;
- (3) misrepresentation of material facts or circumstances in relation to examinations, papers, or other academic activities;
- (4) sale of papers, essays, or research for fraudulent use;
- (5) alteration or falsification of university records;
- (6) unauthorized use of University academic facilities or equipment, including computer accounts and files;
- (7) unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- (8) expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- (9) expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- (10) unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, laboratories, or academic resource centers.

1.0.2 COURSE-SPECIFIC EXPECTATIONS

...

Collusion is assisting or attempting to assist another in an act of academic dishonesty. Collusion is distinct from collaborative learning, which may be a valuable component of scholarly development. Acceptable levels of collaboration vary in different courses, and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.

I expect students to “exhibit honesty in all academic endeavors. Cheating in any form is not tolerated, nor is assisting another person to cheat. The submission of any work by a student is taken as a guarantee that the thoughts and expressions in it are the student’s own except when properly credited to another. Violations of this principle include giving or receiving aid in an exam or where otherwise prohibited, fraud, plagiarism, or any other deceptive act in connection with academic work. Plagiarism is the representation of another’s words, ideas, programs, formulae, opinions, or other products of work as one’s own, either overtly or by failing to attribute them to their true source” (Syracuse University Bulletin 2003-2004: p. 2).

I take this extremely seriously. It is your responsibility as a student to understand what plagiarism is and how to correctly reference documents and attribute other peoples’ arguments that you are citing. If you have any questions about what constitutes plagiarism, or how to make references in papers, see: http://www.essex.ac.uk/sociology/course_materials/doc_down/PhD_handbook.pdf. See also any of the standard references on writing, such as *The Elements of Style*.

Grading

Class attendance and participation of which:	33%
Of which:	
Attendance and participation in class sessions	22%
Attendance and participation in symposium	11%
Policy and program analysis piece:	33%
Final exam:	<u>34%</u>
Total	100%

Papers will be penalized a half grade for each day they are late (i.e. – one day late from A- to B+; two days late from A- to B; three days late from A- to B-). Medical and family emergencies will be exempted from penalties, of course, but not emergencies caused by poor planning.

Readings

With the exception of two cases, course readings are in a Reader (details of which I will give you in class). I suggest you purchase and download the cases at the same time you get the Reader to ensure that you have them in hand by the time we read them for the course.

The following case is copyrighted and I cannot duplicate it for you in the Reader. However, it is easy to purchase and download from the website of the Georgetown University Institute for the Study of Diplomacy (GUISD).

- Michael Clancy – Sweating the Swoosh: Nike, the Globalization of Sneakers, and the Question of Sweatshop Labor

Go to <http://www.guisd.org/>. In the search box type in the first few words of the title of the case and press search. Then scroll down and click on the title of the case, and then on the ‘buy’ box. You will be instructed there how you can purchase the case. The cost is \$3.50 to download the case to your computer, and \$5.00 to receive a hard-copy in the mail.

One other case is also copyrighted and must be purchased online:

- Kirsten Lundberg. 2004. “Aiding or Abetting? World Bank and the 1997 Judicial Reform Project.”

To acquire this, go to:

<http://www.ksgcase.harvard.edu>. In the quick search box type in the first few words of the title and click on 'go.' Then click on the title (for the case, not the sequel). At the side you will be able either to purchase a download at \$2.75 or hard copy at \$3.25. Make sure you select for the academic rather than the corporate price.

Course Sessions

Part I: Foundational Issues in Development

Session 1: Jan 16

The nature of expertise

No readings
Buy Reader and start reading.

Session 2: Jan 23

The meaning of development

Readings:

Jhumpa Lahiri. 2000. "A Real Durwan," pp. 70-82 (From book of short stories, *Interpreter of Maladies* that won the 2000 Pulitzer Prize).

Amartya Sen. 1981. "Concepts of Poverty," pp. 9-23
(Chapter two from *Poverty and Famines: An Essay on Entitlement and Deprivation*. Sen was a recent Nobel Prize winner for Economics).

Amartya Sen. 1999. "Introduction: Development as Freedom," pp. 3-11 (Chapter one from *Development as Freedom*).

Session 3: Jan 30

The role of the development practitioner

Robert Chambers. 1997. "Editorial: Responsible Well-Being – A Personal Agenda for Development," pp. 1743-1751.

Martha Nussbaum. 2000. *Women and Human Development: The Capabilities Approach*, pp. 1-15, 70-80.

Robert A. Hahn. 1999. "Anthropology in Public Health," pp. 6-9.

Prepare Case:

Yumiko Tanaka. 1998. "Run Before You Get Shot Down"

Session 4: Feb 6

The participation paradigm, part I

Readings:

Jennifer Rietbergen-McCracken and Deepa Narayan. 1998. Selections on Stakeholder Analysis, pp. 65-75, 89-98. [**Note: this is not in the order found in the Reader**]

Jennifer Rietbergen-McCracken and Deepa Narayan. 1998. Selections on Participatory Rural Appraisal, pp. 123-130, 141-160 (In *Participation and Social Assessment: Tools and Techniques*).

Robert Chambers. 1994. "Participatory Rural Appraisal (PRA): Analysis of Experience," pp. 1253-1266.

Victoria J. Michener. 1998. "The Participatory Approach: Contradiction and Co-optation in Burkina Faso," pp. 2105-2116.

Session 5: Feb 13

The participation paradigm, part II

Readings:

James Scott. 1998. Selection from *Seeing like a State: How Certain Schemes to Improve the Human Condition have Failed*, pp. 309-323. [**Note: this is not in the order found in the Reader**]

Marc Lindenberg and Benjamin Crosby. 1981. "The Role of the Development Manager and the Political Environment," pp. 3-7.

Jeremy Shiffman. 2004. "Political Management in the Indonesian Family Planning Program," pp. 27-32.

Jennifer Rietbergen-McCracken and Deepa Narayan. 1998. Selections on Participatory Monitoring and Evaluation, pp. 191-197, 205-216.

Prepare Case:

Peter A. Reiling, Andrea D. Luery and Ferdinand Nyantaykidapaah. 1993. "Project Monitoring: An Essential Tool in Quality Control of Development Assistance - Ghana, West Africa."

Part II: Policy Analysis in Development

Session 6: Feb 20

Population policy

Readings:

J. Kenneth Smail. 1997. "Beyond Population Stabilization: The Case for Dramatically Reducing Global Human Numbers," pp. 183-191.

Sandra D. Lane. 1994. "From Population Control to Reproductive Health: An Emerging Policy Agenda," pp. 1303-1310.

Adrienne Germain. 2000. "Population and Reproductive Health: Where do we go next?"

Session 7: Feb 27

Corruption

Readings:

Transparency International. 2005. "Corruption Perceptions Index 2005."

Gerald A. Caiden and Naomi J. Caiden. 2001. "Administrative Corruption," pp. 177-189.

World Bank. 1997. "Restraining Arbitrary State Action and Corruption," pp. 99-109, ch. 6 in *World Development Report 1997*.

Jeremy Pope and Transparency International. 2000. "Lessons Learned - A Progress Report," pp. 295-303, Chapter 29 of *Confronting Corruption: The Elements of a National Integrity System*.

Prepare case:

Tiina Randma. 1995. "An Ethical Dilemma at the Cumbrian Cultural Endowment Foundation"

Part III: Actors in Development

Session 8: Mar 6

International financial institutions, states and development

Readings:

Martin Feldstein. 1998. "Refocusing the IMF," pp. 20-33

Stanley Fischer. 1998. "In Defense of the IMF," pp. 103-106.

Editorial Letter. 1998. "The IMF's Imperial 'Reform,'" pp. 1-5.

Gerald Scott. 1998. "Who has Failed Africa? IMF Measures or the African Leadership?" pp. 265-274

Prepare case:

Not in Reader. See page 5 of syllabus on how to acquire.

Kirsten Lundberg. 2004. "Aiding or Abetting? World Bank and the 1997 Judicial Reform Project," pp. 1-32

→ **March 19th, Monday, noon (12pm): Turn in analysis piece. NB: This is AFTER Spring Break (March 11th-18th)**

→ **Spring Break, no class on March 13th, Tuesday!**

→ **March 20th: No Class. Time to work on symposium presentations.**

→ **If you choose to participate in a presentation enhancement group, notes are due by midnight March 25th, Sunday, for class participation credit.**

Sessions 9 and 10:
Mar 27, 28, 29

Symposium

No class readings.

Symposium will be held on Tuesday March 27th, Wednesday March 28th and Thursday March 29th. You are strongly encouraged to attend all panels, except for times when you have a class conflict. You **must** attend (and participate in) at least six panels (including your own) to meet minimum class participation requirements. Attending more panels will positively affect your class participation grade.

→ *April 3rd, Tuesday: No Class for post-Symposium.*

Session 11: Apr 10

Donors, NGOs and development

Readings:

Steven W. Hook. 1995. "The Setting of Development Assistance," pp. 19-42 in *National Interest and Foreign Aid*.

Alnoor Ebrahim. 2003. "Making Sense of Accountability: Conceptual Perspectives for Northern and Southern Nonprofits." *Nonprofit Management & Leadership*, Vol. 14, no. 2, Winter, pp. 191-212.

Michael Edwards and David Hulme. 1996. "Too Close for Comfort? The Impact of Official Aid on Nongovernmental Organizations," pp. 961-962 and 966-970.

Prepare case:

Andrea D. Luery. 1993. "Entry Strategies for New Country Programs."

Poland World Factbook

Session 12: Apr 17

Multinational corporations and development

Readings

Cynthia Enloe. 1995. "The Globetrotting Sneaker," pp. 10-15.

Paul Krugman. 1997. "In Praise of Cheap Labor," pp. 1-6.

Chakravarthi Ragavan. 1996. "Multinationals' Spreading Tentacles," pp. 1-4.

William Greider. 1993. "The Global Marketplace: A Closet Dictator," pp. 195-215.

Thomas D. Lairson and David Skidmore. 1997. "Multinational Corporations in the Third World," pp. 304-323.

Prepare case:

Not in Reader. See page 5 of syllabus on how to acquire.

Michael Clancy. 2000. "Sweating the Swoosh: Nike, the Globalization of Sneakers, and the Question of Sweatshop Labor," pp. 1-13.

→ *Mayfest April 24th, Tuesday: No Class.*

→ *April 27th, Friday: If you are doing a second draft of your paper, it is due by 5:00 PM on this day.*

Session 13: May 1

Wrap-up session

→ *May 4th, Friday: Pick up take-home final after 9:00 AM. They are due by May 7th, Monday, at 5:00 PM. Late finals will be subject to significant penalties.*