

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

**PPA 756: Policy and Administration in Developing Countries
Spring 2008**

Tuesdays 3:30-6:15

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Office hours: Wednesdays 3:00-6:00. Please make an appointment by signing up for a time on the sheet on Jeremy Shiffman's office door.

Course Subject

This course concerns the alleviation of poverty in poor countries. 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.¹ 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, including its philosophy and tools. Following this we will have sessions on current issues in development: the Millennium Development Goals, corruption, AIDS/global health, donor behavior and remittances. This part of the course will also include a public symposium, described below, and one session defined by student interest.

¹ You may think its mitigation is none of your business. If you hold that position, this is fine.

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 fourteen sessions*. I will expect you to show up on time as I will begin each session at 3:30.

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, 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 5:00 PM latest on Friday, March 7th.

I will comment extensively 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 5:00 PM latest on Monday, April 28th.

Symposium

You will present your analysis piece on April 7th, 8th, 9th, 10th or 11th during a symposium on development and social transformation to be held jointly with six other classes in the Maxwell School. 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 five 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 25th and April 8th (the week of the symposium). 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 Saturday, April 5th at midnight.

Shortly into the course 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 a publication was established, *The Journal of Development and Social Transformation*, that publishes the best papers from the symposia held during the academic year. If the paper you present for the symposium 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.

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.

Grading

Class attendance and participation of which:	33%
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

All course readings are in a coursepack that can be purchased at the Campus Copy Center in Marshall Square Mall.

Course Sessions

Part I: Fundamental Questions on Development

Session 1: Jan 15

Who knows?

No readings

Session 2: Jan 22

What is 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 2 in *Poverty and Famines: An Essay on Entitlement and Deprivation*).

Amartya Sen. 1999. "Introduction: Development as Freedom," pp. 3-11 (Chapter 1 in *Development as Freedom*).

Session 3: Jan 29

Should outsiders intervene and if so how?

Readings:

Jeffrey D. Sachs. 2005. "A Global Compact to End Poverty," pp. 266-287 (Chapter 14 in *The End of Poverty: Economic Possibilities for our Time*).

William Easterly. 2006. "Planners versus Searchers," pp. 3-33 (Chapter 1 in *The White Man's Burden: Why the West's Efforts to Aid the Rest have Done so Much Ill and so Little Good*).

William Easterly. 2007. "What Bono Doesn't Say about Africa."

Michael Clemens. 2007. "Smart Samaritans: Is There a Third Way in the Development Debate?" pp. 1-5.

Prepare Case:

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

Session 4: Feb 5

Does participation facilitate development?

Readings:

James Scott. 1998. Selection from *Seeing like a State: How Certain Schemes to Improve the Human Condition have Failed*, pp. 309-323.

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. 2007. *From PRA to PLA and Pluralism: Practice and Theory*, pp. 7-28.

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

Session 5: Feb 12

How valuable are participatory tools for development?

Readings:

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

Zsuzsa Varvasovszky and Ruairí Brugha. 2000. "How to do (or not to do) a stakeholder analysis," pp. 338-345.

Jennifer Rietbergen-McCracken and Deepa Narayan. 1998. Selections on Stakeholder Analysis, pp. 65-75, 89-98.

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: Current Issues in Development

Session 6: Feb 19

The Millennium Development Goals

Readings:

United Nations. 2007. *The Millennium Development Goals Report 2007*, pp. 3-35.

UN Millennium Project. 2005. *Investing in Development: A Practical Plan to Achieve the Millennium Development Goals*, pp. xii-36.

Ashwani Saith. 2006. "From Universal Values to Millennium Development Goals: Lost in Translation," pp. 1167-1197.

Session 7: Feb 26

Corruption

Readings:

Transparency International. 2006. "2006 Corruption Perceptions Index."

Pranab Bardhan. 1997. "Corruption and Development: A Review of Issues," pp. 1320-1341.

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"

Session 8: Mar 4

HIV/AIDS and Global Health Challenges

Readings:

Peter Piot. "AIDS: from crisis management to sustained strategic response," pp. 526-530.

Laurie Garrett. "The Challenge of Global Health" and responses to article.

Jeremy Shiffman. "HIV/AIDS and the Rest of the Global Health Agenda," p. 923.

Julio Frenk. 2006. "Bridging the Divide: Global Lessons from Evidence-based Health Policy in Mexico," pp. 954-960.

→ *Mar 7th, Friday: Analysis piece due by 5:00 PM at the latest.*

→ *Mar 11th, Tuesday: No class – Spring Break.*

Session 9: Mar 18

Donor Behavior and Donor-NGO Relations

Readings:

Homi Kharas. 2007. "Aid and Aid Agency Effectiveness."

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

David Roodman. 2006. "The 2006 Commitment to Development Index: Components and Results."

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

→ *Mar 25th, Tuesday: No class. Time to work on symposium presentation.*

Session 10: Apr 1

Remittances

Readings:

Cerstin Sander. 2003. *Migrant Remittances to Developing Countries: A Scoping Study*, pp. 4-34.

Anne Lindley. 2007. *Remittances in Fragile Settings: a Somali Case Study*, pp. 1-21.

→ ***Apr 5th, Saturday: If you choose to participate in a presentation enhancement group, notes are due by midnight for class participation credit.***

Sessions 11 and 12:
Apr 7,8,9,10,11

Symposium

No class readings.

Symposium will be held on Monday April 7th, Tuesday April 8th, Wednesday April 9th, Thursday April 10th and Friday April 11th. You are strongly encouraged to attend all panels, except for times when you have a class conflict. You **must** attend at least six panels (including your own) to meet minimum class participation requirements. Attending more panels will positively affect your class participation grade.

Session 13: Apr 15

Student-selected theme

Readings:

TBA (two to four articles. Total of 50 to 70 pages of reading)

- ***Apr 22nd, Tuesday: No class – all university classes are cancelled for Mayfest.***
- ***Apr 28th, Monday: If you are doing a second draft of your paper, it is due by 5:00 PM on this day.***

Session 14: Apr 29

Wrap-up session

- ***May 2nd, Friday: Pick up take-home final after 9:00AM. They are due by Tuesday, May 6th at 5:00 PM. Late finals will be subject to significant penalties.***