

**Development Management – PbAf 531**  
**Evans School of Public Affairs**  
**Sample Syllabus from Winter 2010**

Development Management is the second of three required core courses for the International Development Certificate Program (IDCP) at the University of Washington. Non-IDCP students are permitted in the class by instructor permission only.

Managing and promoting effective international development is probably one of the most challenging professions in the field of public affairs. Solutions are often unclear, political obstacles are numerous, implementing organizations can be weak, and resources are typically scarce. Even the basic goal of “development” itself is often vague or hotly contested--this is clearly evident in high conflict areas, but even in states that appear more tranquil, these debates often simmer just below the surface. In recent years, the challenges of globalization, combined with increasing internal dissent, often weaken state institutions and legitimacy, threatening the capacity of the state to function or even maintain basic order. And successful and ethical international development needs to be carried out in a way that respects and responds to the values, visions, and cultures of the societies themselves, with particular concern for the poorest and most vulnerable who are often marginalized rather empowered in international development and relief efforts.

The focus of this course will be on institutional, organizational, and socio-cultural perspectives on development. We will examine these issues at three levels: global, national and local, with our strongest focus on the national and local. The first two classes set the scene by presenting analytical frameworks through which we can examine current issues in development. The course then turns to issues of national public service delivery: many important services are public goods that need to be provided by the public sector. Thus, public sector service delivery is a key development issue. The final part of the course examines the management of development projects at the local level. The focus is on understanding and appreciating local contexts and on the interaction between the tools and approaches typical of development projects and the structure of local institutions.

The class also integrates the capstone project into the learning process by having capstone groups present work in progress related to course topics over the course of the quarter.

**Readings & Class Materials**

All readings, unless otherwise noted, will be posted to the course website. The current website is at: [https://catalysttools.washington.edu/workspace\\_preview/gugerty/10419/52728](https://catalysttools.washington.edu/workspace_preview/gugerty/10419/52728). Since UW is transitioning course websites, this site is somewhat under construction so please bear with me.

## **Assignments**

There are three assignments for the course. In addition, classroom participation will form 20% of the course grade. A brief description of each assignment is provided below. Additional detail will be provided in class.

### Assignment 1 - Due on assigned week 20%

Capstone project groups will lead the class for 45 minutes one time during the quarter, based on their capstone project areas. Each group will be expected to:

1. Provide one key reading for the week based on their review of the literature.
2. Provide one brief example or mini-case study of the topic that students can review before class. This could be via a newspaper article, website, academic/peer-reviewed article, or briefing paper/report. It need not (and is better not) be long, but should give other student an example that can serve as a basis for class discussion.
3. Develop a class plan for the 45 minutes in which each group provides an overview of their question, reviews their progress to date, and leads a class discussion of some of the key issues that are arising in the project, using the identified mini-case study as an example.
4. In addition to the classroom presentation, each group should turn in a short outline of their class plan.

The timeline is such that each group may be at a different phase in the production of the capstone, with groups going later in the quarter having been able to make more progress, as well as benefit from the insights generated by previous presentations. This will be taken into account in the grading.

### Assignment 2 – Due on a week of your choice –20%

Please select one of the weeks of the quarter of interest to you that is NOT your capstone week and write a short brief/analytic case study on the topic. The brief should be no more than 4 pages single-spaced and should include an application of the week's topic to a particular development program or project of interest to you. Use the week's readings to analyze this program or project. Examples will be provided of the type of paper I am expecting. In an ideal world, you would select a topic for which you'd like to write your final paper, and build on this paper in that final assignment.

### Assignment 3 – Research/Policy Paper - Due Monday March 15<sup>th</sup> at 9 a.m. – 40%

This assignment should be completed individually. We will discuss the details of this assignment on the second day of class. Students will pick a particular development management strategy or approach of interest to them, research various analytic perspectives on this issue, and undertake a brief case study of a project using this approach. I ask that you do NOT write on your capstone project topic for this paper (ditto for assignment 2) Ideally, the paper will build on work you completed for assignment two by conducting additional research, gathering more information on your case, etc. The final paper should be no more than 6 single-spaced or 12 double-spaced pages.

## Course Schedule

### January 8<sup>th</sup> – Experiences of Development

Role Play – Development in Dhankura

#### Part I – Global and National Perspectives on Public Service Provision

### January 15<sup>th</sup> Governance and Institutions in Development

**Presenting Group:** Group 4, Evaluating Governance

Robert Chambers, "The Transfer of Reality." Chapter 3 and 4 in "Whose Reality Counts?: Putting the First Last"

Grindle, Merilee, 2004. "Good Enough Governance," Poverty Reduction and Reform in Developing Countries, *Governance* 17(4): 525-548.

Grindle, Merilee, Good Enough Governance Revisited, Development Policy Review, 2007.

### January 22<sup>rd</sup> – Week allotted to work on capstone projects, Leigh Anderson

**Deliverable:** Clear statement of your research question and your timeline of tasks. Professor Anderson will be meeting in 30 minute slots with each group. Groups not in meetings are expected to use this time for a group meeting on the project. Feedback on your questions from late last quarter will be provided early in the week of January 8<sup>th</sup>.

### January 29<sup>th</sup> - Service Delivery

**Presenting:** Group 7, Health Care Vouchers

Lant Pritchett and Michael Woolcock, Solutions When the Solution is the Problem: Arraying the Disarray in Development. *World Development* 32(2). 2004.

World Bank, World Development Report 2004, *Making Services Work for Poor People*, Chapters 2 (skim), 3, 4 and 5

"Rethinking Decentralization in Developing Countries." Chapters 1 and 2 (don't panic—it's only 10 pages!).

### February 5<sup>th</sup> - Nonstate Actors: Civil Society and the Private Sector in Development

**Presenting:** Group 3, SME Agribusiness  
Group 2, Food Safety Standards

Jessica Matthews. 1997. "Power Shift" Foreign Affairs.

Putnam, Robert. 1993, "The Prosperous Community – Social Capital and Public Life"

Keck, Margaret and Kathryn Sikkink. "Transnational Advocacy Networks in International and Regional Politics." UNESCO, 1999.

"The Fortune at the Bottom of the Pyramid." CK Prahalad and Stuart Huart.

View recent debate on the Private Sector in Development at:  
<http://www.economist.com/debate/overview/146>.

## **Part II – Managing Development Projects: Local Institutions and Contexts**

### **February 12 - Development Projects and Local Contexts**

**Presenting:** Group 6, Optimal land size

Chambers, *Rural Development: Putting the Last First*. Chapter 1, "Rural Poverty Unperceived." Longman Press, 1983.

David Korten, Community Organization and Rural Development: A Learning Process Approach. *Public Administration Review*, 40(5).

James Scott – excerpts from *Seeing Like a State*, Chapter 1 and Chapter 9.

Review Chambers, Chapters 3 and 4 (from week 1).

**Case: What did I do Wrong?, Electronic Hallway**

**NOTE:** depending on where Group 7 presents, I will add a short case study to Feb 19 or 26.

### **February 19<sup>th</sup> - Working Collaboratively with Local Organizations; Partnerships**

**Presenting:** Group 5, Water Partnerships

Ashman, Darcy, 2001. "Strengthening North-South Relationships for Sustainable Development." *Nonprofit and Voluntary Sector Quarterly*, 30:1.

Leach, Mark. "Models of Inter-Organizational Collaboration in Development." Institute for Development Research. 1997.

Anuradha Joshi and Mick Moore, 2004. "Institutionalised Co-production: Unorthodox Public Service Delivery in Challenging Environments." *Journal of Development Studies*, 40(4): April 2004, 31-49.

Uphoff, Norman, et al. Chapter 2, "Learning Process and Assisted Self-Reliance." and Chapter 8: "Utilization of Outside Assistance. *Reasons for Success: Learning From Instructive Experiences in Rural Development*.

### **February 26<sup>th</sup> – Local Institutions, 'Community-Driven Development' and Participation**

**Presenting:** Group 1, Use of (remote) data in development

Mansuri, Ghazala and Vijayendra Rao (2004) "Community-Based and -Driven Development: A Critical Review" *World Bank Research Observer* 19(1): 1-39

Cornwall, Andrea. "Unpacking 'Participation: Models, Meanings, Practices.'" *Community Development Journal*, 2008.

Aniruddh Dasgupta and Victoria Beard, 2007, "Community-Driven Development, Collective Action and Elite Capture in Indonesia." *Development and Change* 38(2): 229-249.

Chambers, Robert, "What Works and Why", Chapter 7 of 'Putting the First Last.'

### **March 5<sup>th</sup> Second Set of Capstone Meetings, Professor Leigh Anderson**

### **March 12<sup>th</sup> Relief and Community Rebuilding After Disasters**

Robert Klitgaard, "Addressing Corruption in Haiti."

Philip LeBillion, "The Political Economy of War: What Relief Agencies Need to Know."

Sue Kenny, 2005. "Reconstruction in Aceh: Building Whose Capacity?" *Community Development Journal* 42(2).

**Final Assignment Due Monday, March 15<sup>th</sup> via email by 9 a.m.**