

Carnegie Mellon University
Heinz College of Public Policy
Washington DC Program
Global Development
with Susan G. Reichle

Fall 2016: Course 90-896

September 6 – October __ 2018

Contact information

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Course Mission:

This course aims to educate students in analyzing and engaging in the rapidly changing world of global development. It is taught from the point of view of a policy entrepreneur faced with developing policy on international development in an environment of competing priorities and paradigms, complex problems, diverse constituents, and multiple international stakeholders. The perspective of a variety of development actors will be highlighted throughout the course, including the US Government, the developing country; non-governmental organization; the private sector; and multilateral institutions. The course presumes no previous experience in global development but will enable graduates to enter the field, and/or participate in policy making in the global setting building on their analytical PPM education. At the end of the course, all students are expected to use their knowledge to become fully engaged global citizens.

Course Objectives:

Upon completion of the course, the student will have: (1) a much broader and deeper understanding of global development issues and stakeholders after exploring the history, landscape and current challenges; (2) analytical skills to more effectively serve as an effective policy-maker which will be deepened as we examine development issues, particularly as they emerge in the media; and (3) tools to engage as a global citizen, building on your PPM training while focusing on the use of science, technology, innovation and partnership. Attainment of these course objectives will be assessed through class participation, a policy memo and a team project.

Course Requirements:

The course readings and guest lectures will provide insight and a realistic grounding in how to operate most effectively in the fluid and fast-paced global policy environment, and provide lessons on how to navigate and prevail in the highly contentious and charged policy debates surrounding international development. Each class will start with a discussion of global development in the news and a seminar on the topic and readings, followed by a guest speaker and a wrap up discussion. The world of global development is constantly changing, sometimes slightly and others times rather dramatically when natural and/or man-made disasters strike. To spot these trends, there are often clues in the press. In addition to the assigned readings for each class, you will be asked to scour the news of ongoing intelligence. You will be looking for

interesting stories and forward to the instructor the Friday before each class a link which we will use as a source of discussion. I encourage you to review and comment on postings by your classmates before each class. This will enrich our class discussion and prove valuable after the class is completed so you can more fully engage as a global citizen on a range of topics.

You will get the most out of the class and contribute to the learning of your colleagues if you come prepared and fully participate. Think about the tough questions you want to ask me, our guest speakers and the issues that are raised by the cases and articles provided by your classmates each week. Students should submit questions via _____ which I will review and comment on before class each week. Your postings on _____ will count toward your participation grade. The guest speakers voluntarily share their experience and wisdom. A well-prepared and intellectually aggressive group of students will make the experience more enjoyable and valuable for all. The message here is *please come prepared*, including having done some background reading on the guest speaker.

Students will write a short policy memo (2-4 pp. on 8.5x11, 1 inch margins with size 11 font double spaced) due on October 5 presenting recommendations for the next Presidential Policy Directive of Global Development. Each student will briefly present their ideas as part of a team in short “pitches” as part of the final presentation to a student panel representing the incoming administration’s transition teams. The final team project will be presented during the final class. Teams of 4-5 students will be formed when students share their ideas for innovative approaches to address development challenges.

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| Grades will be based on: | Class Participation: | 40% |
| | Policy Memo: | 30% |
| | Team Project: | 30% |

Office Hours: By Appointment

Course Policies:

Students are expected to attend every class and to arrive on time. You should inform me before class if for some unavoidable reasons you must miss class so that out of class work can be assigned to make up for class participation. Drinks and food are allowed. Class lectures and discussions may not be recorded. The sessions with guest speakers are off the record. Students are expected to adhere to the highest standards of professionalism and respect the Carnegie Mellon University’s code of ethics.

Required Readings for Purchase:

- Paul Collier, *The Bottom Billion* (New York: Oxford University Press, 2007)
- Steven Radelet, *The Great Surge* (Simon & Schuster, 2015)
- Other readings as assigned and will be posted on blackboard

Course Outline:

September 6 (Thursday night 6-9:30): Introducing Global Development

The course begins by examining the history of global development dating back to the Marshall Plan and bringing us forward to today's policy framework. Students will be exposed to current analysis of international development, and the current debates around local ownership, private sector engagement and the role of USG policy. The policy memo due from each student in October will be outlined in the final hour of class.

Readings and Videos:

Hans Rosling, *200 Countries 200 Years* (4 min): Great video to gain a quick historical perspective on development. I highly recommend looking at additional work by Hans Rosling but it's not required.

Presidential Policy Directive on Global Development (PPD-6): Read carefully and identify key concepts for discussion in class.

National Security Strategy 2015 and National Security Strategy 2017: Identify development themes previously highlighted in the PPD and more recent development goals outlined in the strategy.

Paul Collier, "Falling Behind and Falling Apart: The Bottom Billion: and "An Agenda for Action" in the *Bottom Billion*, (New York: Oxford University Press, 2007), Chapter 1, pp 3-13. Each week you will read from Collier which continues to be a primary resource for development professionals.

Michael A. Clemens "Smart Samaritans" *Foreign Affairs*, September/October 2007 (8 pages): Skim after reading Collier to understand the importance of Collier's framing to take us beyond the traditional Easterly-Sachs debate. For those interested in developing a deeper understanding of development theory and the debates, I am happy to provide additional readings.

Steven Radelet, *The Great Surge* (Simon & Schuster, 2015), Chapters 1 & 2. Each week you will read a chapter or two from Radelet which provides the most recent data and analysis of development trends.

September 14 (Friday 2–6 pm): Global Development Landscape

This class examines the rapidly changing development landscape where private capital flows account for the majority of foreign financial flows into the developing world and there are a growing number of international actors. The role of the private sector, international foundations, non-governmental organizations and multilateral institutions will be considered as well as the local system they operate in. The first portion of this session will provide an overview of several development sectors, including food security, education, water and democracy and governance, while highlighting top line targets and monitoring and evaluation systems designed to track progress. The role of the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) will be discussed, including the politics behind creating universal development goals.

Our first speaker, Anthony Bucci was the State Department's SDG coordinator as a Presidential Management Fellow. He can give you first-hand knowledge of how the SDGs are approached

under the Trump administration and his views on what is needed to elevate the SDGs to reach the broader public.

Readings:

Farmer, Paul, “Rethinking Foreign Aid: Five Ways to Improve Development Assistance (Foreign Affairs, December 12, 2013). Read this article in the context of the previous week’s class and how development has changed over time.

Ahead of the Curve: Insights for the International NGO of the Future (www.fsg.org): Skim to understand the NGO landscape but suggest a closer reading for those interested in exploring a career with NGOs

UN Millennium Development Goals for 2015, View (<http://www.youtube.com/watch?v=v3p2VLTowAA>): Review in order to understand the MDGs

White House Fact Sheet on the SDGs http://www.un.org/sustainabledevelopment/wp-content/uploads/2015/08/Factsheet_Summit.pdf

Paul Collier, “Falling Behind and Falling Apart: The Bottom Billion: and “An Agenda for Action” in the *Bottom Billion*, (New York: Oxford University Press, 2007), Chapter 6 “(On Missing the Boat: The Marginalization of the Bottom Billion in the World Economy”)

Steven Radelet, *The Great Surge* (Simon & Schuster, 2015), Chapters 3, 4 & 8

September 21 (3-6pm): Science, Technology, Innovation and Partnership: Moving the needle of Development

By 2050, the global population will reach 9.6 billion people. To feed an increasingly affluent global population, we will need 70% more food production and doubling of inputs, available water, and arable land, which will increasingly come at the expense of natural systems. This is made more complicated as the planet itself is undergoing vast biological and physical changes due to climate change and environmental degradation. More than 50% of the world’s population lives in urban areas, with 75% of the world’s largest cities will be found in the developing world over the next few decades. Those urban areas will create their own challenges, from the spread of pandemic diseases, to sanitation, to energy needs. To meet these challenges, we need a new set of entrepreneurs, intrapreneurs, and extrapreneur. The world has the largest youth population at any other time in the history to meet today’s challenges and progress fighting global poverty over the past twenty years demonstrates progress is possible but not guaranteed as Bill Gates frequently highlights with data (www.globalgoals.org). Donors are creating new open models based on science, technology, and innovation to help address wicked development challenges. This provides huge opportunities for new entrepreneurs seeking to address challenges in the development world and in conservation.

Our second guest speaker, Dr. Alex Dehgan, is the founder of conservationxlabs ([www.conservationxlabs](http://www.conservationxlabs.com)).

Readings and Video

Government Executive. “How USAID and Science Agencies Tap Data to Forecast Famine” GovExec.com, 2013. This is a short article to understand the important nexus between data and development.

The New Republic, “Stop Trying to Save the World” November 17, 2014. This is an interesting article that highlights some of the issues surrounding STIP and development.

USAID’s Local Systems Framework April 2014, (<http://www.usaid.gov/policy/local-systems-framework>). Skim but focus on the development principles, five “Rs” and the risk framework for class discussion.

Paul Collier, “Falling Behind and Falling Apart: The Bottom Billion: and “An Agenda for Action” in the *Bottom Billion*, (New York: Oxford University Press, 2007), Chapter 7 (“Aid to the Rescue?”)

Steven Radelet, *The Great Surge* (Simon & Schuster, 2015), Chapter 7

September 28 (2-5 pm): Humanitarian Relief and Resilience:

We are now more than half way through this mini-course on global development and it is time to take a deep dive into the issue of humanitarian assistance and resilience when a crisis strikes. For the first time in 2014 the United States, with USAID as its lead development agency, was called on to manage four large scale emergencies in addition to the Ebola epidemic: Iraq, Syria, South Sudan, and the Central African Republic. In 2015, we saw an unprecedented number of refugees (42,000/day up from 11,000/day in 2011) seeking humanitarian relief. The pace of the movement of populations and humanitarian crisis continued in 2016/17/18 with unrelenting natural and manmade disasters. I will spend approximately half the class walking through the USG’s Haiti 2010 post earthquake response. We will discuss lessons from this and other humanitarian responses and I will save time to answer any questions related to the policy paper due the following week.

Haiti Lessons Learned Report: Executive Summary (http://pdf.usaid.gov/pdf_docs/pdacr222.pdf)
Read the executive summary closely and prepare questions in advance of class for the first hour’s discussion on the Haiti earthquake response which I was deeply involved.

Jack Chow, The Ultimate Ebola Fighting Force: Foreign Policy (www.foreignpolicy.com/articles/2014/09/10). Building on your class with John Flaherty, this reading, articles submitted by students in advance and the systems synthesis student project focusing on the ebola response will provide a great opportunity for class discussion about how better to respond to global health crisis.

USAID Policy and Program Guidance: *Building Resilience to Recurrent Crisis*.
<http://www.usaid.gov/resilience>. Skim for a better understanding of resilience.

Steven Radelet, *The Great Surge* (Simon & Schuster, 2015), Chapter 12.

October 5 (2-4:50 pm): Fragile States: Role of Development in Preventing Violent Extremism and the “3 Ds” (Development, Diplomacy and Defense) Policy Papers Due!

Even with historic development gains, the world is straining from the effects of fragility, conflict, and climate change and food insecurity. This session focuses on an issue we see every day in the headlines, from Boko Haram to ISIL. We will analyze the role of development in the context of complex crisis, including violent extremism and insurgency by taking a close look at the case of Colombia. Conflict, violent extremism, global pandemics, inter-ethnic conflict and gross human rights abuses are just a few of the dangerous trends emerging from fragile states today. We will look at approaches by previous administrations to address complex crisis and take a deep dive into the policy-making process, including a discussion on the role of the National Security Council (NSC) which will prepare you for your presentations the last class. .

Required Reading:

Paul Collier, “Falling Behind and Falling Apart: The Bottom Billion: and “An Agenda for Action” in the *Bottom Billion*, (New York: Oxford University Press, 2007), Chapters 2 and 3 (“The Conflict Trap” and “The Natural Resource Trap”)

Michael Mazarr, “The Rise and Fall of the Failed State Paradigm, Requiem for a Decade of Distraction”, *Foreign Affairs*, Jan-Feb 2014.

<http://www.foreignaffairs.com/articles/140347/michale-j-mazarr/the-rise-and-fall-of-the-failed-state-paradigm>

USAID policy on Development Response to Violent Extremism and Insurgency (http://www.usaid.gov/sites/default/files/documents/1870/VEI_Policy_Final.pdf). Skim but focus on the principles.

“Winning Hearts and Minds: Examining the Relationship Between Aid and Security in Afghanistan,” Tufts University, 2011: <http://fic.tufts.edu/assets/WinningHearts-Final.pdf>

October 1_: Final Presentations!

During our final session, student teams will present their recommendations for the new Administration’s Presidential Policy on Global Development.