

UNCW—Fall 2011

PLS 492/592:

International Assistance: Development, Relief, and Governance



Getting water from a community well
Madurai, India 2008 (Tan)

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Office hours: T/R 12:30pm-1:45pm in LH 257

Course meets: T/R 11:00am-12:15pm in LH 254A

Course Description:

International Assistance (3) Examines the field of international assistance in development and governance with attention to the classic theories as well as current debates and innovative approaches.

Student Learning Outcomes:

By the end of this course:

- Students will be able to evaluate the strengths and weaknesses of major approaches to development.
- Students will develop awareness of major aid organizations and their missions as well as innovative approaches organizations are taking in development.
- Students will familiarize themselves with the literature on democratization and the role that outside players can play in fostering democratization.

Course Readings and Materials:

- De Haan, Arjan. *How the Aid Industry Works*. Sterling, VA: Kumarian. 2009.
- Easterly, William, *The White Man's Burden*. New York: Penguin, 2006.
- Additional materials from Blackboard or the internet as assigned in the course syllabus.



For PLS 492, the course grade will be determined in the following way:

Class attendance/participation: 10%
Tutorial papers: 20%
Grant proposal: 20%
Final Paper: 20%
Final examination: 30%

Celebrity relief providers, Sean Penn in Haiti

Class participation: Students are required to attend class with a maximum of two absences. Successful class

participation involves quality participation in class discussion: asking interesting questions, offering interesting observations from assigned or recommended reading and videos, or the students' own experience. Class participation also includes occasional homework assignments listed on the syllabus. Class participation is worth 10% of the final grade.

Tutorial papers: Students will write four tutorial papers during the semester. These are short papers, 3-5 pages, dealing with course topics. Students should use class lecture material, readings, as well as outside research to produce their tutorial papers. Please see the Writing Well handout for guidelines on written work for this class: <http://people.uncw.edu/tanp/WritingWell.html>. In total, the tutorial papers are worth 20% of the final grade.

Grant proposal: Students will conceive of a development project for the newly independent nation of South Sudan or for the famine-stricken areas of East Africa and write a mock grant proposal to a funding agency. Please see the Foundation Center's online short course in how to write a grant for guidance as to how to produce your grant proposal: <http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>. Your grant should follow the page guidelines from the Foundation Center but may be double spaced. The grant proposal is worth 20% of the final grade.

Tips for success with the grant proposal assignment:

- Love your project. It will come through in the passion of your writing.
- Be sure to discuss partnerships and buy-in that you already have with local government and NGO partners. Perhaps add a mock letter of agreement to your appendix to demonstrate how your cooperation will unfold.
- Be sure your project holds up in achieving worthy goals as well as some potential alternatives that are running through the funder's mind when she reads your proposal. Justify your project as best.
- Pitch correctly for your funder. If you're talking to the Gates Foundation about malaria, you don't have to start with a basic introduction to the disease (Gates is involved in a major campaign to eradicate it). Instead, show how your proposal is in sync with Gates efforts.
- Use data and sources to buttress claims you make on the scale of a problem and the efficacy of proposed solutions.
- Your budget must be in tabular form. Do your best to come up with estimates for all of your line items. Showing me that you did research to get a "real" number will demonstrate your seriousness to the funder.
- Always give a US\$ figure for cost estimates in your project. In your text, US\$ amounts should be listed following this model: "US\$6 million."
- Use the Writing Well handout to proofread your work. Funders are annoyed when they have to correct your syntax to get through your proposal. See: <http://people.uncw.edu/tanp/WritingWell.html>.

Final Paper: For the paper, students may choose one of the following topics:

- Evaluate international development/democracy promotion efforts in Haiti.
- Propose feasible development/democracy promotion activities in Libya to one of the big players in development/democracy promotion as if you were an employee of that organization.

- Evaluate the impact of technological changes on development and/or democracy promotion work.
- Another suitable topic based on student interest.

The paper should be twelve-to-fifteen pages long. It should use class lecture material, readings, and outside research. Please see the Writing Well handout for guidelines on written work for this class: <http://people.uncw.edu/tanp/WritingWell.html>. The final paper is worth 20% of the final grade.

Final examination: The final exam will have both short-answer and essay questions. It will be the length of a normal class period: one hour and fifteen minutes. Short answer and essay questions will be comprehensive. The final examination is worth 30% of the final grade.

For PLS 592, the grade will be determined as above for the undergraduates, except:

- Standards will be higher for all work.
- The final paper will be twenty pages in length.

Course Policies

Academic Honesty

This instructor believes academic honesty is the foundation of the entire enterprise of a university. Only in an environment of honesty can genuine learning occur and good citizenship be fostered. For further information, students should consult the online UNCW Code of Student Life available via <http://www.uncw.edu/stuaff/odos/>. Students should also feel free to ask the instructor any questions they may have about academic honesty. Because academic honesty is treated as a serious matter, the course policy is one of zero tolerance for academic dishonesty.

The core principle of the Academic Honor Code is that *student work represents the original work of the student*. For this reason, plagiarism, using the work of another without proper citation, and cheating, the unauthorized use of information during an examination, are prohibited.

The Academic Honor Code works for both students and teachers. Students can expect that the instructor will treat them in a fair, honest, and impartial manner. The instructor also expects students to deal with her and with one another honestly. Plagiarism and cheating are violations of academic honesty because they steal from the original creator of the work. In addition, they violate the relationship of honesty between student and teacher as the student attempts to pass off work as his or her own which was produced by another. Further, plagiarism and cheating violate the bond of honesty among students themselves. Students who produce their assignments through long, hard work are being violated by those taking a shortcut through the misappropriation of another's work or knowledge. Most sadly, students who violate academic honesty cheat themselves of the chance to learn.

Please note two particular policies the instructor follows:

- 1) Work for this course must be yours, and it must be original. If you wish to work on a project you have previously worked on for another class, you must add at least as much content as the assignment requires that is new and original for this class.
- 2) You may receive help on your written assignments (not tests) from your roommate, significant other, parents, the University Learning Center, or a passerby on the street. The process of reading and revising your work based on the comments of others is an important part of how we learn and improve.

Contacting the Instructor

Students are encouraged to call or e-mail with questions, or stop by office hours (listed above). I endeavor to be available to assist you with your course work. It's my job. As a hint, e-mails are likely to guarantee a quicker response than phone messages. I am most happy to set up an appointment for a meeting in addition to those times listed as office hours. However, because I have a young child at home, students must understand that there are limits on my time. A note on courtesy: When students receive assistance through any one of these extra-class channels, they should be sure to thank the instructor for her time, thought, and effort. This little trick will serve you well in the future. *It is an expected part of social etiquette.*

Late Papers

PLEASE PAY ATTENTION TO THIS POLICY!

Students are encouraged to plan in advance to make time to complete assignments. Things come up during the semester; relatives require our attention, cars break down, and students get sick. Students should begin their assignments early enough to allow for these foreseeable and unforeseeable eventualities. **The instructor does not wish to receive any late assignments during the semester.**

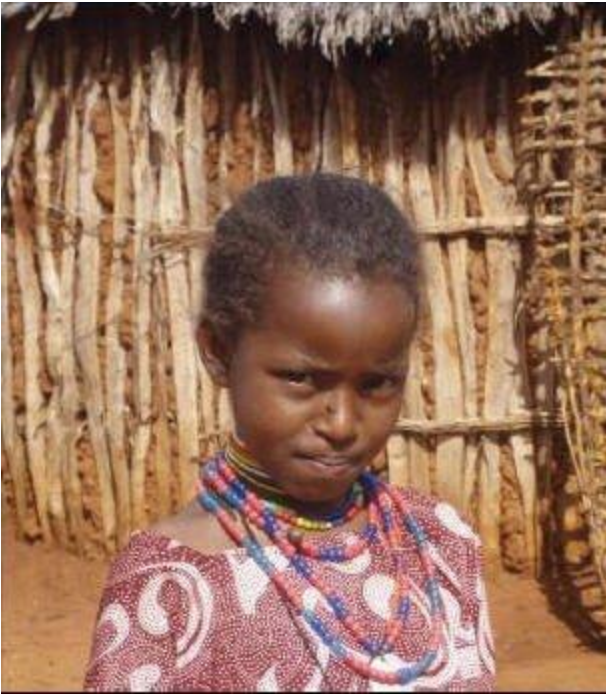
Papers are due at the start of class on the date listed on the syllabus. Each twenty-four hours that a paper is late may result in a penalty of one letter grade. ***Late papers must be submitted by e-mail (pasted into your message and attached in Word format) and must receive confirmation of receipt from the instructor to be considered "turned in." For your protection, submit your paper from an e-mail account which will keep a record of your outgoing e-mail. With this, you could demonstrate a true attempt to submit the paper that somehow disappears into the electronic ether. Do not submit papers to the instructor's faculty snail mailbox, the department secretary, or under the instructor's office door. After submitting papers electronically, students should bring a print-out of the late assignment to the next class meeting.*** Late assignments will not be graded on the same schedule as assignments submitted on time. Under no circumstances should students miss class to complete an assignment.



Extra Credit

Students are invited to attend lectures, panels, and movies on campus that deal with international topics. Just check with the instructor beforehand as to whether you've picked a good event. After the event, submit a one- to two-page single-space write-up that deals with your reactions to the presentation. How does it relate to what we are doing in class? How does it relate to other things you've studied at UNCW? Did you agree or disagree with the speaker/s argument? What did the presentation make you think about? This extra credit will be used toward class participation or in the calculation of final grades in borderline cases.

Above: School for Girls, Asia Foundation



Tardiness

Students are strongly encouraged to show respect for fellow students and the instructor by arriving for class on time. Late arrivals disturb fellow students and disrupt the learning process. It is better to come in late than not to come at all, but try to be respectful of classmates by making arrangements to be in class and in your seat at the start of class. Chronic tardiness will be taken into consideration in students' class participation grades.

Excused/Unexcused Absences

This class has two allowed absences during the semester for any reason. In general, it does not matter whether an absence is excused or unexcused.

An excused absence still counts toward students' total of two absences; however, whether an absence is excused or not determines whether the instructor will allow a student to make up

missed work (like a test or quiz). Please note that an excused absence is discussed with the professor IN ADVANCE of the class missed and is an absence for which documentation can be provided. All make-up work will be done at the instructor's convenience.

Religious Observance Policy: In accordance with NC SL 2010-211, you are entitled to two excused absences for religious observances **per academic year**. You must inform me in writing the first week of class if you will be missing any classes due to religious observance and using one of the two permissible absences for the academic year. In addition, please inform the Registrar the first week of class who will then confirm your intentions to miss class with the impacted course instructors. Any absence for religious purposes will be considered unexcused unless you submit the request in writing the first week to me and the Registrar.

Photo above from Care

Disabilities

The instructor understands that some students may have need of accommodation (for example, extended testing time or a quiet testing locale) due to a disability. If you feel that you are in need of an accommodation, please contact Disability Services in Westside Hall to make the appropriate arrangements. The phone number is 910-962-7555.

Electronic Devices

Students are permitted to use laptop computers during class to access PowerPoints, online notes, or to type their own course notes. ***Laptops are not to be used for surfing the internet or checking e-mail. Students with computers MUST sit in the back of the classroom to avoid disturbing fellow students. During periods of class discussion, computers should be closed to ensure adequate attention and participation.*** Obviously, when tests and quizzes are being administered, laptops are not permitted. Use of cellphones, including texting, is never permitted. ***PLEASE NOTE: If students are found to be using electronic devices in a manner inconsistent with the professor's assessment of the best environment for group learning, they may be penalized with a one-letter grade reduction in their final class participation grade.***

Information Resources

Web Links

Amnesty International <http://www.amnesty.org>
Blum Center for Developing Economies, Berkeley <http://blumcenter.berkeley.edu/>
Care <http://www.care.org>
Carter Center <http://www.cartercenter.org>
Center for Global Development <http://www.cgdev.org>
Charity Navigator <http://www.charitynavigator.org>
Charity Watch <http://www.charitywatch.org>
Checchi and Company Consulting <http://www.checciconsulting.com/>
Chronicle of Philanthropy <http://philanthropy.com>
Committee to Protect Journalists <http://www.cpj.org>
Department for International Development (DFID, UK) <http://www.dfid.gov.uk/>
Earth Institute, Columbia University <http://www.earth.columbia.edu/sections/view/9>
Eldis, Development Gateway <http://www.eldis.org>
Election Guide <http://www.electionguide.org>
FedBizOpps.gov for contract work through USAID <http://www.fbo.gov>
Find What Works (blog) <http://findwhatworks.wordpress.com/>
Fixes from NYT (blog) <http://opinionator.blogs.nytimes.com/category/fixes/>
Ford Foundation <http://www.fordfoundation.org>
Freedom House <http://www.freedomhouse.org>
From Poverty to Power (blog) <http://www.oxfamblogs.org/fp2p/>
Give Well <http://www.givewell.org>
Global Development Network http://cloud2.gdnet.org/cms.php?id=gdn_development_research
Good Intents <http://goodintent.org>
Google.org <http://www.google.org/>
Greenpeace <http://www.greenpeace.org>
Guardian Development News and Blogs <http://www.guardian.co.uk/global-development>
How Matters, a development blog <http://how-matters.org>
International Development Statistics, OECD <http://www.oecd.org/dac/stats/idsonline>
International Foundation for Election Systems <http://www.ifes.org>
International IDEA <http://www.idea.int/>
International Monetary Fund <http://www.imf.org>
International Republican Institute <http://www.iri.org>
International Rivers Network <http://www.internationalrivers.org>
Inter-Parliamentary Union Democracy Promotion <http://www.ipu.org/dem-e/overview.htm>
Make Poverty History <http://makepovertyhistory.org>
Management Systems International <http://www.msi-inc.com/>
Mo Ibrahim Foundation <http://www.moibrahimfoundation.org/en>
Modernize Foreign Assistance Network <http://www.modernizeaid.net>
National Democratic Institute <http://www.ndi.org>
Nature Conservancy <http://www.nature.org>
Open Society Institute <http://www.soros.org>
Poverty Action Lab <http://www.povertyactionlab.org/>
Red Cross Code of Conduct <http://www.ifrc.org/Global/Publications/disasters/code-of-conduct/code-english.pdf>
ReliefWeb <http://www.reliefweb.int/>
Stuff Expat Aid Workers Like <http://stuffexpataidworkerslike.com/>
Tiri <http://www.tiri.org>
United Nations <http://www.un.org>
United Nations Development Program <http://www.undp.org>
United Nations Environment Program <http://www.unep.org>

US Agency for International Development (USAID) <http://www.usaid.gov>

World Bank <http://www.worldbank.org>

World Bank e-Atlas of Global Development <http://www.app.collinsindicate.com/worldbankatlas-global/en>

World Bank Podcasts <http://podcasts.worldbank.org/podcasts/blogdisplay/posts/list.html?bikey=1>

World Bank Topics in Development <http://www.worldbank.org/html/extdr/thematic.htm>

World Bank Let's Talk Development Blog <http://blogs.worldbank.org/developmenttalk/>

World Health Organization <http://www.who.org>

World Trade Organization <http://www.wto.org>

World Vision <http://www.worldvision.org>

World Wildlife Fund <http://www.wwf.org>

Further Sources: Databases, Books, Periodicals, and Scholarly Journals

To find more information on international development, you may consult the following library databases (accessible via the library homepage at <http://library.uncw.edu/>).

- CIAO
- EbscoHost
- JSTOR
- LexisNexis Academic
- Project MUSE
- WorldCat

Course Schedule:



School in the slums, Bangalore, Karnataka, India, 2009 (Tan)

01 Aug 25 Course Introduction

Lecture: Course Introduction, Assignments, the International Aid Industry

Discussion: Development Dilemmas

Reading: De Haan, Ch. 2.

Recommended: Hans Rosling, "Let My Dataset Change Your Mindset," June 2009,

http://www.ted.com/talks/hans_rosling_at_state.html.

For the future: Consider "liking" Care, ONE, and other development organizations on Facebook to keep up with their work.

02 Aug 30 International Development

Lecture: The Evolution of International Development Thinking

Reading, De Haan, Ch. 3. Easterly, Ch. 1.

Recommended: Look over the UNDP's *Human Development Reports*: <http://hdr.undp.org/en/reports/>

03 Sep 1 International Development

Lecture: Focus on Structural Adjustment, Governance, and Emerging Africa

Reading: De Haan, Ch. 5. Easterly, Ch. 2.

Recommended: Steve Berkman, *The World Bank and the Gods of Lending*

Introduce grant proposal assignment

04 Sep 6 International Aid Debates

Documentary Film: *What Are We Doing Here? Why Western Aid Hasn't Helped Africa* (95 minutes)

Reading, De Haan, Ch. 1. Michael A. Cohen, Maria Figueroa Kupcu, and Parag Khanna, "New Colonialists," *Foreign Policy*, July/August 2008, 74-79 (FP New Colonialists.pdf).

05 Sep 8 International Aid Debates

Lecture: Critiques from Left, Right, Center, and Way Out in Left Field

Reading: Easterly, Ch. 4 and 5.

Recommended: Paul Collier, *The Bottom Billion*. Graham Hancock, *The Lords of Poverty*

06 Sep 13 International Aid Debates

Lecture: Principles of Humanitarian Action, Introducing Ethics

Discussion: Rwandan refugee camps

Reading: Fiona Terry, *Condemned to Repeat: The Paradox of Humanitarian Action*, Cornell: 2002, 155-215 (Terry155-215.pdf).

Recommended: Peter Gill, *Famine and Foreigners: Ethiopia Since Live Aid*

Introduce final paper.

Tutorial 1 due: Does democracy promote development?

07 Sep 15 International Aid: Proposals for Reform

Reading: Nancy Birdsall and William Savedoff, *Cash on Delivery: A New Approach to Foreign Aid*, Washington, DC: Center for Global Development, 2010, Chs. 1 and 2 (CODAID1.pdf and CODAID2.pdf).

Recommended: Esther Duflo, "Social Experiments to Fight Poverty," TED, February 2010,

http://www.ted.com/talks/esther_duflo_social_experiments_to_fight_poverty.html. Also, visit Abdul Lafif Jameel Poverty Action Lab, <http://www.povertyactionlab.org>.

For the future: Want to be part of making aid happen? How about an internship with USAID to get started? See <http://www.usaid.gov/careers/studentprograms.html>.

08 Sep 20 Corporations and Assistance, AND the Corporatization of Assistance

Reading: Easterly, Ch. 6 and 7. (Reading doesn't sync today with our topic, but it does help build your knowledge of the international assistance. It's important!)

Lecture: Corporations and Corporatization

Discuss: Data on development

Recommended: Hopkins, *Corporate Social Responsibility and International Development*

Sullivan, *You Can Hear Me Now: How Microloans and Cellphones are Connecting the World's Poor to the Global Economy*

Novogratz, *The Blue Sweater: Bridging the Gap between the Rich and Poor in an Interconnected World*

To learn more about CSR, see: <http://www.bsr.org/>.

See also *Business Ethics* online magazine at <http://business-ethics.com>.

See Product (Red)'s film, *The Lazarus Effect* on YouTube: <http://www.youtube.com/watch?v=l16YH6xCN4c>

09 Sep 22 DIY Development

State of the Current Debate: Do-it-yourself (DIY) Aid: pro and con

Video: *Beyond Belief* about 9/11 widows working with Afghan widows

Reading: Nicholas Kristof, "D.I.Y. Foreign-Aid Revolution," *New York Times*, October 20, 2010,

<http://www.nytimes.com/2010/10/24/magazine/24volunteerism-t.html>.

Recommended: If you want to meet an amazing 23-year old (Maggie Doyne, mentioned in Kristof's DIY article), check out the 24-minute video on <http://blinknow.org/about-maggie-doyne/>. You can learn more about the organization profiled in *Beyond Belief* at: <http://www.beyondthe11th.org/index.php>.

For the future: What about a study abroad program with a development focus? CIEE has a public health program in Botswana. See <http://www.ciee.org>. Antioch Education Abroad has a program in Cameroon with ability to specialize in education, communication, health, public policy, business, community projects, or food/water/resource issues. See <http://aea.antioch.edu>.

10 Sep 27 Social Entrepreneurship

Finish *Beyond Belief*, discuss DIY Aid.

Reading: David Bornstein, *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, Oxford: Oxford University Press, 2007, 101-119 (BornsteinDisabled.pdf).

Recommended DVD: Robert Rooy, *Fazel H. Abed: Innovator for the Poor*, Ashoka, 2005 (In UNCW Library). Review also the website of Ashoka, which seeds social entrepreneurs all over the world. See <http://www.ashoka.org>.

11 Sep 29 The People of the Developing World in the Driver's Seat

Reading: James Tooley, *The Beautiful Tree*, Ch. 5.

Visitor: Rachel Fox, District 7 ONE Coordinator.

12 Oct 4 Development Projects and Country-based Approaches

Lecture: Development Projects and Country-based Approaches

Discuss: Doing Development Work and Making Donations.

Reading: De Haan, Ch. 4, 6. Please read also the "Tiri Outline" in Blackboard Learn.

For more information: Saundra Schimmelpennig, "The Dirty Truth about Disaster Fundraising," *Chronicle of Philanthropy*, March 29, 2011, <http://philanthropy.com/blogs/world-view/the-dirty-truth-about-disaster-fund-raising/219>. See this *Foreign Policy* magazine photo essay on misguided aid:

http://www.foreignpolicy.com/articles/2011/10/10/stuff_we_dont_want_haiti.

Tutorial 2 due: Are the women behind Beyond the 11th just development tourists? Are you a believer in DIY Aid?

13 Oct 6 Class cancelled. Instructor travel.

Oct 11 Fall Break

Oct 13 Poli Sci Days

Please see the [Department of Public and International Affairs website](#) for information on Poli Sci days events. Students must attend one Poli Sci days event in place of our October 13th session. Please bring your Poli Sci days ticket to me in class on the 18th.

14 Oct 18 Development's Poor Cousins: Environment, Gender, Participation, and Rights

Discuss: Are some countries lost causes?

Reading: De Haan, Ch. 7.

Recommended: Sebastian Mallaby, "How NGOs Hurt the Poor," *Foreign Policy*, September 1, 2004 (MallabyNGOs.pdf). Also, Sheryl WuDunn, TED Talk, "Half the Sky,"

http://www.ted.com/talks/lang/eng/sheryl_wudunn_our_century_s_greatest_injustice.html.

Tutorial 3 due: You have just won \$1,000,000 from the lottery. You plan to donate at least 25% of the money to good international development/democratization causes. How do you distribute the money? Justify your choices with solid research. Check charity evaluation websites as well as the charities themselves; use your personal experience and contacts. Find critical coverage by searching Lexis-Nexis, other news databases, and a general Google search.



15 Oct 20 Ethical Dilemmas in Development Work

Reading: Tony Vaux, *The Selfish Altruist: Relief Work in Famine and War*, London: Earthscan, 2001, Ch. 6, 137-158.
Recommended: Peter Singer, *The Life You Can Save*, New York: Random House, 2009.

16 Oct 25 On the Ground Doing the Work

Special Guest: Geni Achnas, Country Director, Indonesia, Campaign for Tobacco Free Kids. Former Country Director for Indonesia for Uplift International.

Reading: Greg Mortenson and David Oliver Relin, *Three Cups of Tea*, New York: Penguin, 2006, 83-124 and 136-153 (mortenson_ThreeCups Parts 1 and 2). Please note that in 2011 *Three Cups of Tea* excited controversy due to claims that the authors exaggerated the number of schools the Central Asia Institute built in Pakistan as well as the reason for Mortenson's original decision to build a school along with a flamboyant kidnapping episode.

Tutorial 4 due. The case of Somalia in the early 1990s brings up challenges of relief, development, and governance promotion. If you had been President Clinton, what would you have done in Somalia and why would it have been better than the course of action the US government did follow?

17 Oct 27 Innovative Ideas

Reading: Paul Collier, *The Bottom Billion*, Ch. 7 (This reading isn't going to jive exactly with what we're doing in class today, but it's useful information on whether aid works) (Collier7.pdf).

Recommended: Learn more about Latin American Conditional Cash Transfer programs at

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/EXTLACREGTOPLABSOCPRO/0,,contentMDK:21246201~pagePK:34004173~piPK:34003707~theSitePK:503655,00.html>.

For the future: How about an international volunteer experience with a development focus? Check out Seva Mandir <http://www.sevamandir.org> or Home of Hope <http://www.homeofhopeindia.org> in India. Cross Cultural Solutions organizes volunteer experiences with a tuition charge in a variety of countries. See <http://www.crossculturalsolutions.org>. We have a student who has done one of their programs in India and said it was worth every penny. He got to work in women's empowerment and felt he really got to use his Political Science training out in the "real world."

18 Nov 1 Working in International Assistance/Careers, The Future of the Development Field

Special Guest: Farzad Kapadia, UNCW PLS alum, World Food Program, Egypt

Reading: Read the job announcements at <http://people.uncw.edu/tanp/IntlAssistanceJobs.pdf>. What education and skills are required? Easterly, Ch. 11. De Haan, Ch. 9.

Homework assignment for today: Find three international jobs you might like to have. Print out and be prepared to discuss with the class.

Recommended: Kenneth Cain, Heidi Postlewait, and Andrew Thomson, *Emergency Sex and Other Measures* (about UN workers through the peacekeeping/humanitarian crises of the 1990s).

19 Nov 3 Governance Assistance: the Democratization Literature

Reading: Richard Gunther, "Southern Europe," Haerpfer et al, *Democratization*, Oxford: Oxford, 2009, 268-289 (gunthersoutherneurope.pdf).

For the future: Consider liking the International Foundation for Electoral Systems (IFES), the International Republican Institute, or another democracy promotion organization on Facebook to keep up with their work. (In the interest of fairness, the National Democratic Institute did not yet have a Facebook presence at this writing.)

20 Nov 8 How/Should the US Engage in Democracy Promotion?

Reading: Easterly, Ch. 9. Thomas Carothers, "The Rise of Democracy Assistance," *Aiding Democracy Abroad*, Washington, DC: Carnegie, 1999, Ch. 2 (CarothersDemoc2.pdf).

Grant proposal due.

21 Nov 10 Elections Monitoring

Reading: Eric Bjornlund, *Beyond Free and Fair*, Washington, DC: Woodrow Wilson Center Press, 2004, Ch. 3.

Recommended: Look around ElectionGuide.org

22 Nov 15 Parties, Democracy, and Party Aid

Reading: Carothers, *Confronting the Weakest Link*, Washington, DC: Carnegie Endowment for International Peace, 2006, Ch. 4 (CarotherParties4.pdf).

23 Nov 17 Top-Down Work with State Institutions

Reading: None for today

24 Nov 22 Fighting Corruption (Building Integrity)

Reading: *Economist*, "Naming and Shaming," October 30, 2010 at <http://www.economist.com/node/17361580>.

Special Guest: Tay Keong Tan, Chief Learning Officer and Director of Public Integrity Education, TIRI: Making Integrity Work (Jerusalem, London)

Recommended: Visit the Tiri website to learn about Dr. Tan's organization: <http://www.tiri.org>. Visit also Transparency International. <http://www.transparency.org>. Another player: Revenue Watch <http://www.revenuewatch.org/>

Recommended: Michela Wrong, *It's Our Turn to Eat* on Kenyan Corruption Whistleblower John Githongo.

Nov 24 Class Cancelled for Thanksgiving

Happy holidays. Be thankful.

25 Nov 29 Bottom-Up Work with Civil Society

Reading: None for today

26 Dec 1 Post-War Situations

Reading: Neil DeVotta, "Sri Lanka from Turmoil to Dynasty," *Journal of Democracy*, Vol. 22, No. 2, 2011, 130-144 (Blackboard DeVottaSriLanka.pdf).

MUST-DO HOMEWORK: Before visiting with our guest today, you must watch (@50 minutes) the Channel 4 report on Sri Lanka's civil war. Channel 4 (UK), "Sri Lanka's Killing Fields," June 14, 2011,

http://www.youtube.com/watch?v=Rz_eCLcp1Mc. Please note that there are very disturbing images in the video, mostly after the 32 minute mark, which reflect the brutality of Sri Lanka's conflict. Be sure to watch the video when you have time to watch and process what you see.

Special Guest: Keith Fitzgerald, Managing Director, Sea-Change Partners Pte Ltd (Singapore) and Conflict Advisor, Asian Development Bank (Sri Lanka).

Recommended: Paul Collier, "Paul Collier's New Rules for Rebuilding a Broken Nation," TED, June 2009, http://www.ted.com/talks/paul_collier_s_new_rules_for_rebuilding_a_broken_nation.html.

27 Dec 6 Encouraging Women in Politics

Reading: None for today

Final paper due.



Chickens, Heifer



United Nations mission, East Timor, 1999

Is international aid work for you? Consider graduate programs at these schools:

- American University has several relevant degrees: <http://www.american.edu/sis/admissions/Degree-Options.cfm>
- Blum Center for Developing Economies, UC Berkeley <http://blumcenter.berkeley.edu/>
- Duke University Center for International Development <http://sanford.duke.edu/centers/dcid/>
- Earth Institute Columbia University <http://www.earthinstitute.columbia.edu/sections/view/9>
- Kennedy School of Government, Harvard University <http://www.hks.harvard.edu/>
- Ohio University, <http://www.developmentstudies.ohio.edu/>
- UCLA <http://www.international.ucla.edu/idps/ids/article.asp?parentid=8067>
- University of East Anglia (UK) <http://www.uea.ac.uk/dev>
- University of Wisconsin-Madison <http://devstudies.wisc.edu/about.html>
- Master of Public Administration in International Development, Tsinghua University (China's MIT) <http://www.sppm.tsinghua.edu.cn/english/mid/>