

**INTERNATIONAL DEVELOPMENT POLICY AND MANAGEMENT
CERTIFICATE PROGRAM
(IDCP)**

**SELF-STUDY REPORT
For Submission to the Graduate School**

January 5, 2007

International Development Certificate Committee
Evans School of Public Affairs
University of Washington

INTRODUCTION

The International Development Policy and Management Certificate Program (IDCP) admitted its first students for entry in Autumn Quarter for the 2000-01 academic year. The program proposal, approved in 2000 by the Graduate School, highlighted the rising demand for international development practitioners in a range of fields, including public health, forestry and engineering. The Pacific Northwest was, and continues to be, the headquarters of several international nonprofit organizations, including Mercy Corps in Portland, World Vision in Federal Way, and the Program for Appropriate Technologies (PATH) in Seattle. The presence of the Bill and Melinda Gates Foundation in our region has further established the Pacific Northwest as a leader in international efforts to address a range of global policy and management challenges.

Now in its seventh year, the IDCP trains selected graduate students, from disciplines across the University, to work both overseas and in the United States to help confront the challenge of global development. IDCP students are selected based on their previous international experience and their commitment to pursuing international development work. The curriculum is innovative, rigorous and highly relevant to international policy and management.

Relationship to Institutional Role and Mission

The certificate program furthers the missions of both the Evans School and the University of Washington, in its focus on educating students to meet pressing challenges facing communities worldwide. The University's vision statement highlights the importance of increasing opportunities for interdisciplinary and internationally focused education and research programs, as well as global partnerships. The IDCP exemplifies this vision. The program also reflects the Evans School's strengths in international affairs and capacity in international development issues. Our faculty and center-based research projects are engaged in a variety of internationally oriented research activities, including work on global poverty alleviation, management of international nonprofit organizations, international economic and environmental policy, and global governance with a particular focus on international development issues.

UW Graduate Certificate Program in International Development Policy & Management

List of Approved Electives

NOTES:

Following is the current list of approved electives for the Graduate Certificate Program in International Development Policy & Management; however it is not an exhaustive list of courses that may apply toward the certificate. As course offerings continually change, courses on this list may no longer be offered or there may be new courses that have not yet been added. Students are encouraged to contribute to this list by submitting course descriptions and syllabi to devcert@u.washington.edu for consideration and possible approval. Similar courses on other UW campuses may also be submitted for consideration and possible approval. **Please check with departments for the most up-to-date course information.** Any 300-level courses must be taken as a graduate-level independent study.

Courses are listed by College or School in the order that follows:

- College of Architecture and Urban Planning
- College of Arts and Sciences
 - Anthropology
 - Center for the Studies in Demography and Ecology
 - Communications
 - Economics
 - Geography
 - History
 - History of the Americas
 - Jackson School of International Studies
 - East Asian Studies
 - Latin American Studies
 - Middle Eastern Studies
 - Latin American Studies
 - Russian, East European and Central Asian Studies
 - Political Science
 - Spanish
 - Sociology
 - Women Studies
- College of Education
- College of Engineering
 - Civil and Environmental Engineering
 - Computer Science and Engineering
 - Mechanical Engineering
 - Technical Communications
- College of Forest Resources
 - Forest Management
- College of Ocean and Fishery Sciences
 - Marine Affairs
 - Ocean and Fishery Sciences
- School of Business Administration
 - Business Economics
 - International Business
 - Operations Management
- School of Law
- School of Nursing
- Evans School of Public Affairs
- School of Public Health and Community Medicine
 - Environmental Health
 - Epidemiology
 - Health Services
 - Pathobiology
- School of Social Work
- Interdisciplinary Programs
 - Global Trade, Transportation, and Logistics
 - Program on the Environment

COLLEGE OF ARCHITECTURE AND URBAN PLANNING

Strategic Planning for Critical Infrastructure

SPCI 501 Introduction to Comprehensive Emergency Management (3)

Introduction to emergency management and risk reduction concepts and principles. Includes emergency management tools, techniques, and resources as well as governmental programs, relationships, and the broader social context.

SPCI 505 Epidemiology of Biological and Chemical Hazards Mitigation I: Principles (3)

Introduction to epidemiology: surveillance for detection of outbreaks, outbreak investigation, and control for infectious agents, toxins, and chemicals. Case studies are drawn from actual outbreaks illustrating these essential epidemiological methods. Examines problem-solving techniques. Credit/no credit only.

COLLEGE OF ARTS AND SCIENCES

Anthropology

ANTH / WOMEN / SIS 345 Women and International Economic Development (5)

Questions how women are affected by economic development in Third World and celebrates redefinitions of what development means. Theoretical perspectives and methods to interrogate gender and development policies introduced. Current processes of globalization and potential for changing gender and economic inequalities assessed.

ANTH 428 Anthropological Perspectives on Ethnicity (5)

Anthropological approaches to ethnicity and ethnic group relations with reference to other models including race, caste, class, regional groupings, nations, religion, and stratification. Data drawn from precolonial, colonial, and postcolonial periods. Prerequisite: one 200-level ANTH course or LING 203.

ANTH 437 Political Anthropology and Social Change (5)

Study of politics from different anthropological perspectives, specially processual approaches to political change. Focused examination of cultural aspects of modern state formation in local and regional contexts. Themes: colonialism and nationalism, regime and transitions, local politics and global processes, social construction of bureaucracy. Prerequisite: one 200-level ANTH course.

ANTH / SIS 449 Social Transformation of Modern East Asia (5)

Comparative study of social change in China, Japan, Korea, and Vietnam since 1945. Concentration on small-scale social units in rural and urban areas under both communist and capitalist political systems. Recommended: two history or anthropology of East Asia courses.

ANTH / ENVIR 451 Comparative Historical and Social Ecology of the Tropics (5)

Historical and social aspects of tropical environmental change. Comparative analysis of resource management, conservation, and environmental regulation issues in Asia, Africa, and Latin America from cultural and political economic perspectives. Special focus on issues of state policy, expert knowledge, social conflict, and international politics. Prerequisite: ANTH 210.

Anthropology (cont.)
<p>ANTH 457 Ecological Anthropology (5) Survey of anthropological research on interaction between human societies and their environments. Logic of different subsistence systems; intensification and transformation of subsistence strategies; population regulation; ecological aspects of human nutrition, disease, spatial organization, ethnicity, social stratification, conflict, and cooperation; historical roots of current ecological crisis.</p>
<p>ANTH 470 / SISEA 470 Minority Peoples of China (5) Interaction between China and the peoples of its periphery, including inner Asia, Tibet, northern mainland Southeast Asia, and aboriginal peoples of Taiwan. Emphasis on ethnicity, ethnic group consciousness, and role of the Chinese state. Prerequisite: one 200-level ANTH course; LING 203; either ANTH/SISEA 370 or HSTAS 454.</p>
<p>ANTH / HSERV 475 Perspectives in Medical Anthropology (5) Introduction to medical anthropology. Explores the relationships among culture, society, and medicine. Examples from Western medicine as well as from other medical systems, incorporating both interpretive and critical approaches.</p>
<p>ANTH 488 Agroecology (5) Cross-cultural survey of agroecological research methods, theoretical problems, policy issues, and ethical debates. Local knowledge and ethnoscientific bases of alternative agriculture. Comparative political ecology of agroecosystems with a focus on indicators of social equity and ecological sustainability.</p>
<p>ANTH / NURS 492 Anthropology of Refugees (3) The refugee phenomenon, its emergence in the postcolonial world, and the structure of the life history of refugees. Ethnic change, involuntary deculturation, and acculturation as they occur in refugee life histories. Prerequisite: one 200-level ANTH course or LING 203. (not in course catalogue as of 12/03)</p>
<p>ANTH 495 Advanced Problems in Ethnology: Comparative Historical and Social Ecology of the Tropics (3) Historical and social aspects of tropical environmental change. Comparative analysis of resource management, conservation, and environmental regulation issues in Asia, Africa, and Latin America from cultural and political economic perspectives. Special focus on issues of state policy, expert knowledge, social conflict, and international politics. Offered: jointly with ENVIR 450. Prerequisite: ANTH 210.</p>
<p>ANTH 507 Current Issues in Sociocultural Anthropology: Topics in Environment and Development (2) Biweekly presentations by participants and guest lecturers of current literature and ongoing research in topics pertaining to social, cultural, and linguistic anthropology. Credit/no credit only. Prerequisite: first-year sociocultural graduate students in good standing or permission of sociocultural faculty.</p>
<p>ANTH 535 Research Issues in Demography and Population Studies (1-2) Interdisciplinary seminar on current research issues in demography and population studies. Critical analysis and discussion of readings drawn from anthropological, economic, geographic, and sociological approaches.</p>
<p>ANTH 541 Cultural Aspects of International Development (3) Emergence of development as an aspect of late colonialism and the decolonization process. Ways in which development came to visualize social change in sectoral terms like rural land use, cities, and education, while objectifying people in target groups. Relationships between development and modernity, and development and globalization.</p>

Anthropology (cont.)
<p>ANTH / NURS 562 Clinically Applied Anthropology (3) Anthropology as it relates to interdisciplinary delivery of culturally relevant health care. Cultural variation in illness beliefs and behavior, types of healing practices, illness prevention, social support networks. Prerequisite: graduate standing, permission of instructor.</p>
<p>ANTH 570 Environmental Anthropology (5) Current issues in the study of human environment interaction from a cross-cultural perspective: ecological adaptation and maladaptation; ethnoecology and indigenous knowledge; anthropogenic environmental change; political ecology of "development;" interrelations of cultural and biological diversity; conflicts over indigenous land use and property rights, environmental justice, resource conservation, and sustainability.</p>
<p>ANTH 574 / NURS 582 / PHG 521 Socio-Cultural Perspectives of Public Health Genetics (3) Examines social and cultural issues of human genome sequencing and control of genetic expression. Attitudes and behaviors toward health, illness, and disability are studied using historical, contemporary, and cross-cultural case study material. Offered: jointly with NURS 582/PHG 521.</p>
Center for the Studies in Demography and Ecology
<p>CSDE 595 Sustainability: People, Institutions, Knowledge and the Environment (3) Investigates this crucial and contested concept of sustainability by looking at interactions between economic, social and environmental processes, and how different disciplines have thought about these interactions.</p>
Communications
<p>CMU 420 / SIS 419 / POL S 468 Comparative Media Systems (5) Provides students an understanding of policies that shape national communication processes and systems. Uses comparative analysis to identify both similarities and differences among media structures of nations at different levels of development. Primary emphasis on broadcast media.</p>
<p>CMU 423 Communication and Social Change (5) Examines both theory and application involved in using communications media as a tool for addressing political, social, and economic development issues. Utilizes a case study approach to look at localized applications of traditional and new communications tools in the pursuit of sustainable development.</p>
<p>CMU 427 International Communications Law & Policy (5) Examines the international and comparative aspects of traditional press law, broadcast regulation, and telecommunications policy. Also examines freedom of the press in international reporting and the efforts of countries to limit foreign media influences within their borders.</p>
<p>COM 474 Communication, Conflict, and Cooperation (5) Role of communication in resolving informal conflicts and in facilitating interpersonal and intergroup cooperation. Review of empirical literature. In-class simulations and exercises.</p>
<p>CMU 478 Intercultural Communication (5) Investigates intercultural communication theory and its application for varying levels of human interaction: interpersonal, intergroup, and international.</p>
<p>CMU 527 International Communication Research Methods (5) Methodological issues particular to the design or analysis of research that deals with data from different countries, cultures, or sub-cultures. Prerequisite: COM 501 or equivalent.</p>

Communications (cont.)
<p>CMU 562 International Communication Systems (5) International communications and contemporary issues that affect the functioning of global communication systems. Interdisciplinary focus.</p>
Economics
<p>ECON 448 Population and Development (5) Survey of topics in population economics, including history of thought, demographic experience of currently developing countries, household production models, fertility demand, quantity-quality models of fertility, mortality, health and nutrition, migration, macroeconomic-demographic linkages. Prerequisite: ECON 300.</p>
<p>ECON 468 / SISEA 468 China's Economic Reforms- Integration into World Economy (5) Systematic survey of China's economic reforms since 1978, including China's increasing integration into the world economy. Prerequisite: ECON 201.</p>
<p>ECON 471 International Trade (5) Theory of comparative advantage and different models of international trade. Trade and welfare. Factor mobility and trade flows. Economic integration. Theory and practice of commercial policy. Prerequisite: ECON 300.</p>
<p>ECON 472 International Macroeconomics (5) International monetary theory and open economy macroeconomics. Balance of payments and foreign exchange markets. Different exchange rate arrangements and their adjustment mechanisms. Money and international capital movements. Policy issues. The international monetary system. Prerequisite: ECON 301.</p>
<p>ECON 490 Comparative Economic Systems (5) Study of resource allocation, growth, and income distribution in capitalist, market socialist, and centrally planned economies. Prerequisite: ECON 301.</p>
<p>ECON 491 Issues in Economic Development (5) Examines factors contributing to the economic problems of developing countries and possible solutions. Theory and applications in economic development and international trade. Prerequisite: ECON 301.</p>
<p>ECON 495 Economic Transformation of Russia and Eastern Europe (5) Analytical survey of the economic institutions and economic structures of the transforming socialist economies. Socialist resource allocation. Market institutions. Structural change and the sequencing of economic reform. Primary focus on Russia and Eastern Europe. Prerequisite: ECON 301.</p>
<p>ECON 543 Population Economics (3) Economic determinants and consequences of population growth; emphasis on formal theoretical models and on empirical analysis. Introduction to: formal demography; welfare economics of population change, including analyses of population effects on consumption, savings, investment, and technical change; and determinants of mortality, fertility, and migration. Prerequisite: ECON 500, ECON 501, or permission of instructor.</p>
<p>ECON 574 International Macroeconomics (3) Surveys recent developments in international macroeconomics, placing particular emphasis on the dynamic aspects. One sector, multisector, and two-country international models discussed. Fiscal issues treated in depth. Stochastic aspects introduced and related to the literature on international real business cycles. Prerequisite: ECON 509 or equivalent.</p>

Economics (cont.)
<p>ECON 591 Theoretical Issues in Economic Development (3) Analysis of issues in economic development with application to the less-developed countries of the world today. Prerequisite: ECON 500, ECON 501, or permission of instructor.</p>
<p>ECON 592 Development Policy (3) Theoretical and empirical analysis of macroeconomic policies pursued by developing countries. Topics include the determination of exchange rates and relative prices in small economies; the examination of government spending, taxation, banking, trade, and labor market policies; and the evaluation of market-oriented economic reform programs. Prerequisite: ECON 503; recommended: ECON 591.</p>
<p>ECON 595 Analysis of the Transforming Socialist Economies (3) Applications of economic analysis to the economic problems of transforming socialist economies. Economic institutions. The role of the state. Privatization and the behavior of decentralized organizations. Integration into the world market. Prerequisite: micro- and macroeconomic theory and permission of instructor.</p>
Geography
<p>GEOG / SIS 335 Geography of the Developing World (5) Characteristics and causes, external and internal, of Third World development and obstacles to that development. Special attention to demographic and agricultural patterns, resource development, industrialization and urbanization, drawing on specific case studies from Asia, Africa, and Latin America. Recommended: GEOG 100 or GEOG 230. <i>**Need to take as a graduate level independent study**</i></p>
<p>GEOG 371 World Hunger and Resource Development (5) Addresses issues of hunger and poverty in their relationship to resource development at the local, national, and global levels. Examines various approaches to the problem of world hunger rooted in critical development studies. Recommended: GEOG 230, GEOG 330, or GEOG 335.</p>
<p>GEOG 425 Qualitative Methodology in Geography (5) I&S Historical and philosophical overview of qualitative methodology in design of geography research strategies. Techniques of interviewing, participant observation, and archival research. Forms of analyses such as textual interpretation, discourse analysis and computer-aided analyses of interview transcriptions and ethnography. Questions of ethics, field notes and write-up.</p>
<p>GEOG 430 Contemporary Development Issues in Latin America (5) Contemporary development issues in Latin America, seen from a spatial perspective. Concept of development; competing theories as related to various Latin American states. Economic structural transformation, migration, urbanization, regional inequality, and related policies.</p>
<p>GEOG 431 Geography and Gender (5) Examines theories and case studies across international, national, and regional scales in order to illustrate the impacts of social and economic processes upon the construction of gender in particular places.</p>
<p>GEOG 432 Population and Urbanization Problems of Russia and the Newly Independent States (5) Historical background and evolution of Soviet/Russian population and urbanization processes and problems. Distinguishing demographic characteristics and recent trends in the growth and migration of rural and urban populations. Analysis of problems associated with ethnicity and nationality, regional-temporal labor demand and supply issues, and spatial-temporal well-being.</p>

Geography (cont.)
<p>GEOG 433 Resource Use and Management in Russia and the Newly Independent States (5) Geographic and historical background of the natural resource base of Russia and the Newly Independent States. Geographic and historical perspectives on Soviet natural resource use and management in theory and practice. Implications of the breakup of the USSR for natural resource use and management.</p>
<p>GEOG 435 Industrialization and Urbanization in China (5) Examines the impacts of industrialization strategies adopted by the Peoples Republic of China on urbanization and rural-urban relations. Topics include: economic development strategies, industrial geography, rural industrialization, urban development patterns, migration, and urbanization policies. Recommended: GEOG 336.</p>
<p>GEOG 447 The Geography of Air Transportation (5) Geographic analysis of world air routes, passenger and cargo flows, and airport activities; consideration of physical, economic, political, and institutional determinants of routes and flows.</p>
<p>GEOG 448 Geography of Transportation (5) Circulation geography, principles of spatial interaction emphasizing commodity flow, the nature and distribution of rail and water transport, the role of transport in area development.</p>
<p>GEOG 449 Geography of Ocean Transportation (5) Geographic analysis of ocean trade routes, cargo and passenger flows, and port activities. Evaluation of the role of the transportation carrier in international trade.</p>
<p>GEOG 461 Urban Geographic Information Systems (5) Use of geographic information systems to investigate urban/regional issues; focus on transportation, land-use and environmental issues; all urban change problems considered. GIS data processing strategies. Problem definition for GIS processing. Data collection, geocoding issues. Data structuring strategies. Prerequisite: 2.0 in GEOG 360; recommended: GEOG 277.</p>
<p>GEOG 465 Analytical Cartography (5) Algorithms and data structures for selected topics in computer-assisted cartography. Emphasis on point, line, area, and surface data representation, map design, generalization, and data transformations. Prerequisite: either 2.0 in GEOG 460 or 2.0 in GEOG 461.</p>
<p>GEOG 478 Intraurban Spatial Patterns (5) Geographic patterns and processes within metropolitan areas. Economic land-use patterns (commercial and industrial location), social land-use patterns (segregation, housing, and neighborhood change), urban political geography, analysis of urban infrastructure, and assessment of contemporary and future trends in urban development. Recommended: GEOG 277.</p>
<p>GEOG 520 Research Seminar: Geographic Information Representation (5) Current issues in geographic information representation for geographic information systems (GIS). Includes representation for visualization, databases, and analyses. Prerequisite: one course in GIS.</p>
<p>GEOG 531 Latin American Development Seminar (5) Evolution of development theory in Latin America from a spatial perspective. Theories and development issues, using case studies from Latin America. How geographers have conceptualized development problems and solutions. Prerequisite: GEOG 430.</p>

Geography (cont.)
GEOG 532 Rural Development Seminar (5) Contemporary issues in international development theory related to regional and agrarian change, with emphasis on Africa.
GEOG 540 Research Seminar: Industrial Geography (5, max. 10)
GEOG 553 Advanced Topics in Cultural Geography (5, max. 10) Mitchell Focuses on important contemporary topics in cultural geography. Examines current theoretical debates in anthropology, sociology, geography, feminist criticism, and cultural studies as they relate to the landscape. Include critical questions surrounding issues of representation and ethnography. Designed to help student prepare for advanced fieldwork.
GEOG 567 Research Seminar: Geography and Economic Development (5) Explores ways in which economic and social changes affect the well-being and development of subnational, regional economies. Explanatory roles of such factors as labor and labor institutions, governments, technical change, corporations, capital markets, information costs, and international trade in the process of global restructuring. Specific focus changes annually.
GEOG 570 Research Seminar: Natural Resource Analysis (3-6)
GEOG 571 Research Seminar: Critical and Normative Ecologies (5) Engages in an ecocritique of mainstream managerial environmentalisms by unearthing their ideological bases, and delves into the ethical underpinnings of ecological resistance struggles or green utopias such as ecofeminist, deep and social ecology, and environmental justice movements.
GEOG 580 / HSERV 586 Medical Geography (3) Geography of disease, consideration in health systems planning. Analysis of distributions, diffusion models, migration studies. Application of distance, optimal location models to health systems planning; emergency medical services; distribution of health professionals; cultural variations in health behavior. Prerequisite: familiarity with social science research; health-related issues.
History
HIST 449 Issues in Comparative Labor History (5) Role of labor in the modern world. Emphasis on the centrality of workers' struggles in the evolution of national societies on the conceptual, research, and expository strategies of contemporary students of the labor movement and on differences and relationships between labor in developed and underdeveloped countries.
HIST 504 Comparative Ethnicity and Nationalism (3) Theoretical approaches to, and historical case studies of, the phenomena of ethnicity, nationalism, and ethnic conflict in the modern world. Emphasis on Europe and Asia.
HIST 530 Comparative Colonialisms: Methodological and Conceptual Approaches (3) Introduces students to the historiography of modern European/American colonialisms, focusing on Africa, Asia, and/or the Americas. Addresses methodological and conceptual issues by examining relationship between capitalism and colonialism; violence and routinization of colonial power; colonial categories of race, ethnicity, class, and gender; and resistance movements and nationalist politics.

History of the Americas
<p>HSTAA 480 / SISLA 480 Labor and Popular Movements in Latin America (5)</p> <p>Interdisciplinary approach to origins and trajectory of labor movement from late nineteenth century to present. Emphasis in contemporary period on popular movements, including neighborhood associations, religious base communities, women's movement, and ethnic mobilization for democratic social and political reform. Recommended: two non-English-language Latin American studies courses.</p>
JACKSON SCHOOL OF INTERNATIONAL STUDIES
<p>SIS / GEOG 335 Geography of the Developing World (5)</p> <p>Characteristics and causes, external and internal, of Third World development and obstacles to that development. Special attention to demographic and agricultural patterns, resource development, industrialization and urbanization, drawing on specific case studies from Asia, Africa, and Latin America.</p>
<p>SIS / WOMEN / ANTH 345 Women and International Economic Development (5)</p> <p>Questions how women are affected by economic development in Third World and celebrates redefinitions of what development means. Theoretical perspectives and methods to interrogate gender and development policies introduced. Current processes of globalization and potential for changing gender and economic inequalities assessed.</p>
<p>SIS 401 International Political Economy (5)</p> <p>Establishment, maintenance, and decay of the post-1945 international economic order. Political economy of international trade, monetary relations, inflation, and North-South relations. Prerequisite: SIS 201 - which may be taken concurrently; ECON 201 - which may be taken concurrently.</p>
<p>SIS 419 / CMU 420 / POL S 468 Comparative Media Systems (5)</p> <p>Provides students an understanding of policies that shape national communication processes and systems. Uses comparative analysis to identify both similarities and differences among media structures of nations at different levels of development. Primary emphasis on broadcast media.</p>
<p>SIS 430 International Population (5)</p> <p>Demographic situation of the world and of major world regions. The demographic transition. Topics include public health, policies of fertility and mortality control, international migration, relation of population growth to economic development, social change, and resource constraints. Exploration and manipulation of international demographic data.</p>
<p>SIS / SOC 432 Population and Modernization (3)</p> <p>Examines role of demographic factors in process of social modernization and economic growth. Approach is historical, focusing on populations of developed countries since 1700, and analytic, stressing attempts made by different disciplines to model demographic relationships, with attention to less developed regions.</p>
<p>SIS 433 / ENVIR 433 / SMA 499 Root Causes of Environmental Degradation in the Tropics (5)</p> <p>A multidisciplinary (including social and natural sciences) exploration into the root causes for and consequences of environmental degradation in the tropical world.</p>

Jackson School of International Studies (cont.)
<p>SIS / SMA/ENVIR 433 / Environmental Degradation in the Tropics (5)</p> <p>Considers theories and controversies of environmental degradation in the tropics, ecological and social case studies of Central American rain forests and Southeast Asian coral reefs, and implications of environmental management techniques.</p>
<p>SIS / POL S 436 Ethnic Politics and Nationalism in Multi-Ethnic Societies (5)</p> <p>Provides a broad theoretical base, both descriptive and analytical, for the comparative study of ethnicity and nationalism. Examples drawn from ethnic movements in different societies. Some previous exposure either to introductory courses in political science or to courses in ethnicity in other departments is desirable.</p>
<p>SIS / ANTH 449 Social Transformation of Modern East Asia (5)</p> <p>Comparative study of social change in China, Japan, Korea, and Vietnam since 1945. Concentration on small-scale social units in rural and urban areas under both communist and capitalist political systems. Recommended: two history or anthropology of East Asia courses.</p>
<p>SIS 456 / SOC 456/POL S 450 State-Society Relations in Third World Countries (5)</p> <p>Relationships among political, social, and economic changes in Asia, Africa, and Latin America. Problems of economic and political development, revolution and reform, state-society relations, imperialism and dependency.</p>
<p>SIS 465 Deeply Divided Societies (5)</p> <p>Ethnic conflict seen from two perspectives: 1. The study of theoretical approaches as a means of understanding deeply divided societies. 2. A focus on one or more specific conflicts. Recommended: SIS 201 or POL S 204.</p>
<p>SIS 470 / LSJ 410 Human Rights in Transitional Societies (5)</p> <p>Broad overview of contemporary human rights issues in transitional societies, focusing on current events in the region and their implications for human rights as well as theoretical issues and debates. Examines the meaning of human rights in a globalized world and the efficacy of international instruments for rights enforcement. Offered: jointly with LSJ 410.</p>
<p>SIS 476 Comparative International Political Economy (5)</p> <p>Comparative analysis of four major approaches to international political economy: mercantilism, Marxism, liberalism, and evolutionary approach. Focus on international cooperation, social change, and economic institutions. Theoretical analysis of the four paradigms and applications to historic and current issues in international political economy: hegemonic cycle, post-communist transition, and cross-national income inequality.</p>
<p>SIS 500 Seminar: Origins of the Modern Global System (3)</p> <p>Development of global interdependence from the fifteenth century to World War II. Interrelationship of politics and economics. International political economy from contextual, institutional, and historical perspectives.</p>
<p>SIS 501 Seminar: Comparative International Studies (3)</p> <p>Focuses on comparison across geographical areas including comparative political economy, comparative cultures, and comparative institutions. Provides familiarity with the comparative method of inquiry, an understanding of the interplay between area studies and cross-regional theories, and skills in conducting comparative research and writing. Prerequisite: ECON 200; ECON 201.</p>

Jackson School of International Studies (cont.)
SIS 522 Special Topics in Ethnicity and Nationalism (3-6) Topics vary, but always focus on ethnic group relations and nationalism viewed from a broad, comparative, interdisciplinary perspective. Emphasis is heavily cross-cultural, and the geographical coverage world-wide.
SIS 534 / POL S 534 / PB AF 530 International Affairs (3) Provides a broad understanding of international issues and United States policy. Students explore US foreign policy and theories of major international actors in international trade, security, and strategic concerns, refugee policy, conflict resolution, development assistance, and the environment.
East Asian Studies
SISEA / SOC 434 Demographic Issues in Asia (3-5) Contemporary Asian countries face a number of issues with demographic components, including environmental and resource issues, ethnic rivalries, international migration, and public health. Addresses a set of these issues by focusing on the demography of one or more countries in Asia.
SISEA / ECON 468 China's Economic Reforms: Integration into World Economy (5) Systematic survey of China's economic reforms since 1978, including China's increasing integration into the world economy. Prerequisite: ECON 201.
SISEA / ANTH 470 Minority Peoples of China (5) Interaction between China and the peoples of its periphery, including Inner Asia, Tibet, Northern Mainland, Southeast Asia, and aboriginal peoples of Taiwan. Emphasis on ethnicity, ethnic group consciousness, and role of the Chinese state. Prerequisite: either ANTH/SISEA 370, HSTAS 454, LING 203, or one 200-level ANTH course. Offered: jointly with ANTH 470.
Latin American Studies
SISLA 480 / HSTAA 480 Labor and Popular Movements in Latin America (5) Interdisciplinary approach to origins and trajectory of labor movement from late nineteenth century to present. Emphasis in contemporary period on popular movements, including neighborhood associations, religious base communities, women's movement, and ethnic mobilization for democratic social and political reform. Recommended: two non-language Latin American studies courses.
Middle Eastern Studies
SISME 430 Economic Development of the Middle East (5) Comparative examination of economic development in the Middle East. Includes population growth, agrarian change, industrialization, foreign trade, capital flows, and fiscal and monetary policies.
SISME 490 Special Topics: Water and Conflict in the Middle East (5)
Russian, East European and Central Asian Studies
SISRE 490 Special Topics: Resource Colonies (5)
SISRE 590 Special topics: Central Eurasia: The Colonial Experience and Creation of National Identities (5)

Political Science
<p>POL S 407 International Conflict (5) Examines different theoretical explanations for the causes of war, including the role of international, state, organizational, and individual factors; additional topics vary with instructor. May include the development of warfare, deterring weapons of mass destruction, terrorism, intelligence, and the ethics of warfare.</p>
<p>POL S 422 International Environmental Politics Seminar (5) Study of the practical and theoretical challenges associated with global ecological interdependence. Examination of international treaties and institutions, state, and nonstate actors with an emphasis on the emerging concept of sustainability.</p>
<p>POL S 427 International Political Economy (5) Examines major theoretical problems, substantive issues, and school of thought in international political economy (IPE), including issues of trade, production, and finance. Preparation for critical analysis of dilemmas entailed in establishing and maintaining an instrumentally effective and ethically acceptable IPE system.</p>
<p>POL S / SIS 436 Ethnic Politics and Nationalism in Multi-Ethnic Societies (5) Provides a broad theoretical base, both descriptive and analytical, for the comparative study of ethnicity and nationalism. Examples drawn from ethnic movements in different societies. Some previous exposure either to introductory courses in political science or to courses in ethnicity in other departments is desirable.</p>
<p>POL S 449 Politics of Developing Areas (5) Comparative study of problems of national integration and political development in the new states of Asia and Africa.</p>
<p>POL S 450 / SIS 456 State-Society Relations in Third World Countries (5) Relationships among political, social, and economic changes in Asia, Africa, and Latin America. Problems of economic and political development, revolution and reform, state-society relations, imperialism and dependency.</p>
<p>POL S 468 / SIS 419 / CMU 420 Comparative Media Systems (5) Provides students an understanding of policies that shape national communication processes and systems. Uses comparative analysis to identify both similarities and differences among media structures of nations at different levels of development. Primary emphasis on broadcast media.</p>
<p>POL S 522 International Political Economy (5) Theories of international political economy. Focuses on the emergence and development of the modern world system, the transition from feudalism to capitalism, and the institution of the nation-state system. Examines the political economy of trade, investment, and the international division of labor from a variety of theoretical perspectives. Prerequisite: POL S 521.</p>
<p>POL S 527 Special Topics in International Relations Research: NGO Politics (5, max. 15) Examination of current topics in the theory and practice of world politics.</p>
<p>POL S 544 Problems in Comparative Government: Revolutionary Change (5)</p>
<p>POL S 534 / PB AF 530 / SIS 534 International Affairs (3) Provides a broad understanding of international issues and United States policy. Students explore US foreign policy and theories of major international actors in international trade, security, and strategic concerns, refugee policy, conflict resolution, development assistance, and the environment.</p>

Political Science (cont.)
<p>POL S 538 Government and Politics in the Middle East and North Africa (5) Political change in the area within the context of comparative politics; breakdown of traditional political systems; new range of choice expressed in competing ideologies; governmental and non-governmental instrumentation of change; and problems of international relations and regional conflict and integration.</p>
<p>POL S 543 / SIS 542 Latin American Politics (5) Theories of authoritarianism, corporatism, democratization, and revolution in Latin America. Explores role of international and domestic economic factors shaping politics and the affect of politics on economic development. Examines elite behavior and grassroots social movements.</p>
<p>POL S 549 Problems of Political Development (5) Concepts of development and modernization, with particular attention to their political dimensions and their application to various historical and contemporary cases.</p>
Spanish
<p>SPAN 468 / WOMEN 468 Latin American Women (5) The elaboration of discourses of identity in relation to gender, ethnicity, social class, and nationality, by women writers from South America, Mexico, Central America, and the Caribbean. Testimonial literature, literature and resistance, women's experimental fiction. Prerequisite: either SPAN 303 or SPAN 316; SPAN 321; one additional 300-level course above SPAN 303.</p>
Sociology
<p>SOC / SIS 432 Population and Modernization (5) Examines role of demographic factors in process of social modernization and economic growth. Approach is historical, focusing on populations of developed countries since 1700, and analytic, stressing attempts made by different disciplines to model demographic relationships, with attention to less developed regions.</p>
<p>SOC 433 Research Methods in Demography (3) Basic measures and models used in demographic research. Sources and quality of demographic data. Rate construction, standardization, the life table, stable population models, migration models, population estimation and projection, measures of concentration and dispersion, measures of family formation and dissolution.</p>
<p>SOC / SISEA 434 Demographic Issues in Asia (3-5) Contemporary Asian countries face a number of issues with demographic components, including environmental and resource issues, ethnic rivalries, international migration, and public health. This seminar addresses a set of these issues by focusing on the demography of one or more countries in Asia.</p>
<p>SOC / SIS 450 Political Economy of Women and Family in the Third World (5) Theoretical and empirical aspects of the political economy of women and the family in the Third World during the process of development, with a focus on labor. Main theoretical approaches examined and applied to case studies from Asia and Latin America.</p>
<p>SOC 461 Comparative Ethnic Race Relations in the Americas (5) Sketches the ethno-racial systems operating in American society. Studies these systems as systems and examines their institutional and interpersonal dynamics. Compares ethno-racial systems in order to arrive at empirical generalizations about race/ethnic-relations in the Americas.</p>
<p>SOC 462 Comparative Race and Ethnic Relations (5) Race and ethnicity as factors of social differentiation in a number of Western and non-Western societies in Europe, Africa, Asia, and the Americas.</p>

Sociology (cont.)
SOC 513 Demography and Ecology (3) Theories and research on human fertility, mortality, mobility, migration, and urbanization in social/economic context. Comparative and historical materials on Europe, the United States, and the Third World.
SOC 535 Research Issues in Demography and Population Studies (1-2) Interdisciplinary seminar on current research issues in demography and population studies. Critical analysis and discussion of readings drawn from anthropological, economic, geographic, and sociological approaches.
SOC 539 Selected Topics in Demography and Ecology (3) Specialized problems in demography or ecology are covered; for example, migration, fertility, mortality, language, race and ethnic relations, metropolitan community. See quarterly announcement for specific problem to be covered.
Women Studies
WOMEN / ANTH / SIS 345 Women and International Economic Development (5) Questions how women are affected by economic development in Third World and celebrates redefinitions of what development means. Theoretical perspectives and methods to interrogate gender and development policies introduced. Current processes of globalization and potential for changing gender and economic inequalities assessed. <i>**Must be taken as a graduate level independent study**</i>
WOMEN 405 Comparative Women's Movements and Activism (5) Comparative cultural, national, and historical study of women's movements and activism. Critically analyzes multiple arenas of women's movements and resistance. Topics include feminist anti-racism, pre-nationalism and nationalism, economics, electoral politics, women's and human rights, and international/transnational feminisms. Prerequisite: either. WOMEN 205, WOMEN 305, or SOC 364.
WOMEN 468 / SPAN 468 Latin American Women (5) The elaboration of discourses of identity in relation to gender, ethnicity, social class, and nationality, by women writers from South America, Mexico, Central America, and the Caribbean. Testimonial literature, literature and resistance, women's experimental fiction. Prerequisite: either SPAN 303 or SPAN 316; SPAN 321; one additional 300-level course above SPAN 303.

COLLEGE OF EDUCATION

College of Education
EDLPS 541 Topics in Comparative Education (3) International efforts in education, including the role of the United States in overseas programs. Analysis of the relation of education and society in foreign areas, stressing social change and conflict. Regions of the world considered in the course vary from one offering to another.
EDLPS 544 Comparative Education: Introduction to Concepts and Methods (3) Introduction to research methods used in comparative education studies. Considers ways to study familiar and unfamiliar contexts, identifies the common pitfalls of international comparisons. Reviews ethnomethodological tools of interview construction, cross-cultural observation strategies, documentary analysis. Education policy and practice is primary focus; useful for comparing other public policy issues internationally.

COLLEGE OF ENGINEERING

Civil and Environmental Engineering
<p>CEE 475 Analysis Techniques for Groundwater Flow (3)</p> <p>Development of appropriate equations to describe saturated groundwater flow, and application of numerical methods for solving groundwater flow problems and flow to wells. Participants required to solve specific problems using numerical techniques developed during the course. Prerequisite: CEE 342.</p>
<p>CEE 476 Physical Hydrology (3)</p> <p>Global water picture, data sources and data homogeneity, precipitation, evapotranspiration, hydrographs. Hydrologic data frequency analysis. Hydrologic design: flood mitigation, drainage. Introduction to deterministic and stochastic models.</p>
<p>CEE 482 Wastewater Treatment and Reuse (3)</p> <p>Introduction to wastewater treatment and systems, emphasizing fundamental biological, chemical and physical processes related to protection of public health and water pollution control. Process analysis of the configuration of sizing of major types of treatment processes for various sizes of plants and effluent requirements.. Prerequisite: CEE 350.</p>
<p>CEE 483 Drinking Water Treatment (3)</p> <p>Scientific and engineering principles underlying drinking water treatment; analysis of key contaminants; development of conceptual models for how and why treatment processes work and mathematical models describing their performance under various design and operating scenarios; field trips to water treatment systems. Prerequisite: CEE 350.</p>
<p>CEE 484 On-Site Wastewater Disposal (3)</p> <p>Latest information on design, construction, operation, maintenance of individual and small community wastewater disposal systems. Conventional water carriage septic tank soil absorption systems considered with new alternatives, such as mounds, evapotranspiration systems, anaerobic filters, pressure drainfields, sand filters. Nonwater carriage methods studied. Pressure and vacuum sewers introduced.</p>
<p>CEE 488 Hazardous Wastes Engineering (3)</p> <p>Classification of hazardous wastes; resource conservation, Recovery Act regulations; characteristics and behavior of toxic organics; superfund; groundwater contamination, solutions. Hazardous waste site remedial action; case histories; sampling; landfill design. Stabilization and processing technologies, including incineration, carbon adsorption, emerging techniques. Prerequisite: CEE 351.</p>
<p>CEE 530 Engineering Geology II (3)</p> <p>Application of engineering geology fundamentals to: location, design and maintenance of engineered structures; policy decisions related to potential geological hazards. Case histories, governmental policy discussions, interpretation of geological maps for engineering purposes. Prerequisite: graduate standing and CEE 437 or permission of instructor</p>
<p>CEE 541 Biological Treatment Systems (3)</p> <p>Basic reactions, design principles, current design models, and operational considerations for biological treatment systems used in environmental engineering. Applications include activated sludge design and optimization, fixed film reactors, nitrification, nitrogen removal, phosphorus removal, anaerobic treatment, and toxic organics removal. Prerequisite: CEE 540 and CEE 482 or equivalent.</p>

Civil and Environmental Engineering (cont.)

CEE 542 Bioremediation of Environmental Pollutants (3)

Detailed survey of current understanding of biological pathways for transformation and degradation of toxic organic compounds, pesticides, oil, and metals. Microbial and plant transformations of pollutants and requirements for bioremediation. Requires basic understanding of metabolism and organic chemistry. Prerequisite: biological science course. Offered: jointly with ESC 518/MICROM 518

CEE 544 Physical-Chemical Treatment Processes (4)

Principles and design of major physical-chemical unit processes used in water, wastewater, and hazardous waste treatment. Processes include chemical and reactor kinetics, filtration, chemical coagulation, ion exchange, adsorption, and gas transfer. Development of mathematical models, laboratory demonstrations, and evaluation of current design practice. Prerequisite: CEE 485 or permission of instructor.

CEE 546 Topics in Ecological Effects of Wastewater (3)

Application of ecological concepts for analysis and interpretation of bioenvironmental problems and data (eutrophication, acid rain, and toxicity). Students participate in presentation and discussion of current research. Prerequisite: CEE 462 or BIOL 473 or permission of instructor.

CEE 547 Lake and Watershed Management (3)

Application of current techniques for lake and watershed analysis and modeling using fundamentals of limnology. Approaches to restoring eutrophic lakes, land use impacts on water quality. Practical exercises using data from real lake systems. Credit/no credit only. Prerequisite: CEE 462/FISH 434, BIOL 473, or permission of instructor.

CEE 555 Topics in Environmental Health (3)

Introduction to human biology, including physiology, epidemiology, and toxicology. Study of contemporary environmental health problems and practices as they relate to radiological health, solid-waste disposal, occupational health, biometeorology, and bioengineering.

CEE 560 Risk Assessment for Environmental Health Hazards (3/4)

Examines context, methodologies, data, uncertainties, and institutional arrangements for risk assessment. Qualitative and quantitative approaches to identification, characterization, and control of environmental hazards to health emphasized through didactic and case studies. Offered: jointly with ENV H 577/PB AF 589

CEE 576 Water Resources Planning (3)

Engineering, social, and economic factors involved in water resource development and management; water policies, programs, and administration; use relationships and conflicts; considerations for regional water resource systems.

CEE 577 Water-Quality Management (3)

Application of biological, ecological, and chemical processes to modeling of water quality and use of such models in appropriate management of water resource systems. Includes units on the modeling of temperature, BOD, nutrient, phytoplankton, zooplankton, and other processes in lakes, streams, and estuaries. Recommended: CEE 476, CEE 485, CEE 462/FISH 434, and CEE 491.

CEE 578 Water Resource System Management and Operations (3) Burges, Mar, Palmer

A readings course in recent literature related to the modeling and management of water resources. Topics include drought management, expansion of existing water supplies, hydropower production, streamflow forecasting, water demand forecasting, regional water planning, climate change, and other topical issues. Recommended: 557, 558.

Civil and Environmental Engineering (cont.)
CEE 591 Freight Transportation (3) Instructor Course Description:
Computer Science and Engineering
CSE 599 Special Topics in Computer Science: Computing in the Third World (*) In this seminar course we will be looking at different aspects of computing in developing countries, previously referred to as the "third world". We will be taking an interdisciplinary approach looking at the limitations, possibilities and implications of this field from a variety of perspectives. From the technical side we will be looking at some of the more interesting technical problems in developing effective computing technologies and software applications for users in these countries. From a social and development perspective we will be looking at possible application areas, including education and e-government, policy issues such as government open source policy, and talking about development issues more broadly in the context of modern technology. This is a seminar-level course and no pre-requisites are required. Any undergraduates and graduates who are interested in contributing to the discussion are welcome to attend.
Mechanical Engineering
M E 426 Sustainable Energy Design (4) Energy systems with renewable (solar) energy and efficient use of energy. Project-based learning: analysis, systems engineering, design, component characteristics, and environmental impacts. Prerequisite: CHEM E/ENVIR/M E/PHYS 342 or M E 430; recommended: M E 331.
M E 430 Advanced Energy Conversion Systems (4) Advanced and renewable energy conversion systems and technologies are treated. Included are high efficiency combined cycles; renewable energy conversion involving solar, wind, and biomass; direct energy conversion and fuel cells; and nuclear energy. Environmental consequences of energy conversion and environmental control are discussed. Prerequisite: M E 323.
M E 523 Energy and Environment Seminar (1) Student discussions of topics in combustion science and technology, alternative fuels, renewable energy, environmental consequences of energy conversion, and design for environment. Also, presentations by outside experts. May be repeated for credit. Credit/no credit only.
Technical Communication
TC 498 / PBAF 599 Electronic Information and Supporting Systems: Humanitarian Relief Operations (3) This course looks at the role of technical communicators in creating, delivering, and managing electronic information within the context of the varied systems that support an organization's attempt to use electronic information to achieve its mission and objectives. The course is built around an examination of humanitarian relief organizations which face the challenge of transporting food, medicine, and shelter to regions hit by manmade and natural disasters.

COLLEGE OF FOREST RESOURCES

Forest Management
ESRM 403 Forest and Economic Development in the Developing World (4) Examines the relationship between forests and economic development in tropical countries. Topics include the role of population growth, poverty, land tenure, and international trade on forest use as well as theories of economic development. Case examples of forest-based economic development in different countries and regions.

Forest Management, cont.**ESRM 528 International Silviculture (3)**

Background of biological, social, and economic basis for silvicultural practices in different areas; case examples of silvicultural practices in different localities; consideration of selected international issues in silviculture. Prerequisite: permission of instructor.

CFR 577 Global Forest Resource and Environmental Markets (3)

Economic analysis of global forest resource markets. Models of timber supply and international trade. Linkages to environmental resources including carbon, biodiversity, and climate change.

COLLEGE OF OCEAN AND FISHERY SCIENCES**Marine Affairs****SMA 507 / PBAF 538 International Organizations and Ocean Management (3)**

Survey of the manner in which international regimes and organizations attempt to manage and regulate the uses of the ocean. Primary emphasis is on the analysis of the effectiveness of regimes and of processes that support or constrain these organizations. Prerequisite: SMA 500 or permission of instructor.

SMA 516 Seaport Management (3)

Role of port and harbor agencies in management of marine uses: cargo and trade, economic development, tourism and recreation, fisheries, environmental protection. Management functions of planning, marketing, finance, engineering, environmental assessment. Examples and guest speakers from Port of Seattle and other Puget Sound ports. Prerequisite: SMA 500 or permission of instructor.

SMA 517 Marine Uses: Transportation and Commerce (3)

Role of the oceans in the transportation of people and materials, character and trends in vessel design and terminal facilities, pattern and nature of industry organization, regulations, economics of the shipping industry, management of fleets and vessels, individuals at sea and ashore, national policies affecting the merchant marine and port facilities. Prerequisite: SMA 500 or permission of instructor.

SMA 540 International Strategic Planning for Marine Resources (3)

Marine economies are affected by shrinking resources, population pressure, expanding economic globalization. Case studies from the third world and economies in transition illustrate strategic economic planning. Students research selected topics. Prerequisite: SMA 500 or permission of instructor.

Ocean and Fishery Sciences**FISH 480 Marine Resource Conservation and Management (3) I&S/NW Gallucci, Miller**

Techniques and philosophy for conservation, management and development of harvested marine populations. Emphasis on integration of ecological, sociological, and economic dimensions of institutional decision making for policy formation in uncertain environments. Offered: jointly with ENVIR 480/SMA 480.

SCHOOL OF BUSINESS ADMINISTRATION

School of Business Administration
BA 545 The Global Business Forum: Current Issues in Global Business (1) Discussion of current trends in the global business environment and of international issues facing companies. Leaders from international businesses and other organizations, as well as faculty members from various departments and specializations, invited to share their perspectives with seminar participants. Topics change each quarter.
Business Economics
B ECON 427 International Finance (4) Asset choice and institutional operations in international finance, foreign exchange problems, the impact of international financial problems and operations on business, short- and long-term international financing. Prerequisite: either B ECON 300 or ECON 300; either B ECON 301 or ECON 301; may not be repeated.
B ECON 527 International Finance and Investments (4) Study of selected problems in financing, international trade, investment, and foreign business operations; international aspects of money markets; problems of evaluation of foreign investments. Prerequisite: either B A 502 or both B ECON 501 and FIN 502.
International Business
I BUS 330 Business Environment in Developing Nations (4) The international environment for transnational trade, investment, and operations in the less-developed countries; survey of the economics of underdevelopment; analysis of foreign economic, cultural, and political environments and their impact on international business; foreign investment in the development process; case studies. Prerequisite: I BUS 300; may not be repeated.
I BUS 490 / 579 Special Topics in International Business: International Trade Policy (*) This is a policy course focusing on US, EU, Japan and other countries, including developing and transition economies. -WTO cases are examined in depth.
I BUS 530 International Business in Less Developed Countries (4) Understanding the economic, sociocultural, and political environment in the less developed countries. Problems of international trade and investment, north-south relations, commodities, technology transfer, foreign aid, and capital flows. Prerequisite: B A 500 or course in international economics or trade or international finance, or permission of graduate office.
I BUS 560 Multinational Business Management (4) Managerial responses to problems of international business organizations and operations. Strategy formulation in an international context; design and control of multinational organization; adaptation of management systems and policies to different economic, sociocultural, and political environments. Prerequisite: B A 500 or course in international economics or trade or international finance, or permission of graduate office.
I BUS 579 / 490 Special Topics in International Business: International Trade Policy (*) This is a policy course focusing on US, EU, Japan and other countries, including developing and transition economies. -WTO cases are examined in depth.
Operations Management
OPMGT 402 Introduction to Logistics (4) Logistics studies of the efficient delivery of goods and services. A total-cost approach recognizes this involves not only the obvious vehicle-routing issues but also shipment size and mix, warehouse location, product design, and customer svcs. Includes study of real companies' logistics problems. Prereq: OPMGT 301.

Operations Management, cont.**OPMGT 443 Inventory and Supply Chain Management (4)**

Use of material and supply chain management in manufacturing and service organizations to reduce inventory levels while providing adequate service to customers. Specific topics include forecasting, Just-in-Time production, deterministic and stochastic inventory models, and material requirements planning (MRP). Prerequisite: OPMGT 301.

OPMGT 450 Introduction to Project Management (4)

Focuses on the management of complex projects and the tools and techniques which have been developed in the past 25 years to assist managers with such projects. The course covers all elements of project planning, scheduling and control as well as implementation and organizational issues. Prerequisite: OPMGT 301.

OPMGT 550 Project Management (4)

Management of complex projects, and tools and techniques (e.g., CPM and PERT) developed to aid the planning, scheduling, and control of projects. Includes work breakdown structures, precedence networks, Gantt charts, resource leveling and allocation, and the use of microcomputer programs. Prerequisite: B A 502 or OPMGT 502 or equivalent.

SCHOOL OF LAW**School of Law****LAW A 545 International Environmental Law (4)**

Examination of the role of international law in addressing regional and global environmental problems such as acid rain, marine pollution, depletion of the ozone layer, global warming, and deforestation. Use of case studies to examine basic concepts, principles, and mechanisms of international environmental law. Focus on such questions as: Why do states agree to international environmental norms? What functions do these norms serve and what legal mechanisms facilitate their development and implementation? Why are some norms more effective than others? Law A574 The International Legal Process (or an equivalent course in public international law) and A527 Environmental Law: Pollution Control are recommended.

LAW B 511 Seminar on Problems in International Environmental Law (1-4)**LAW B 578 Seminar on Legal Problems of Economic Development (1-6)****LAW B 596 International Protection of Human Rights Seminar (2-3)****LAW E 526 Law Reform in Transition Economies Seminar (2)**

Using interdisciplinary perspectives and case studies, this seminar probes the assumptions, methods and outcomes of commercial law reform in transition economies. Also highlights and critiques the role of international lawyers in this important, emerging area of practice.

LAW E 537 Refugee Law (2)

Examines the processes in the United States for the admission of refugees and for the adjudication of asylum claims. Explores international refugee policy and evolving legal norms concerning asylum, temporary protection, repatriation, resettlement and internal displacement.

LAW P 539 Law, Technology and Development (2-3)

Provides an overview of selected principles and theories of development economics, and considers the implications of technological innovation, intellectual property rights, government regulation, trade policy and technical standards for the achievement of development objectives. Mass media coverage of current developments enrich class discussions.

SCHOOL OF NURSING

School of Nursing
NURS 407 Cultural Variation and Nursing Practice (3) Analyzes the impact of cultural, social, and global factors on the health of multicultural and diverse groups at the individual, population, and systems levels. Students gain knowledge and skills to effectively respond to the health care needs of multicultural societies through non-discriminatory and culturally appropriate nursing care practice.
NURS / ANTH 492 Anthropology of Refugees (3) The refugee phenomenon, its emergence in postcolonial world, and structure of life history of refugees. Ethnic change, involuntary deculturation, and acculturation as they occur in refugee life histories. Prerequisite: one 200-level ANTH course or LING 203.
NURS 561 Selected Topics in Comparative Nursing Care Systems (2-3) In-depth examination of the literature pertinent to major theoretical issues in cross-cultural nursing and health-care systems. Seminar with analysis and discussion of selected topics and readings. Implications for research and health care stressed.
NURS / ANTH 562 Clinically Applied Anthropology (3) Anthropology as it relates to interdisciplinary delivery of culturally relevant health care. Cultural variation in illness beliefs and behavior, types of healing practices, illness prevention, social support networks. Prerequisite: graduate standing, permission of instructor.
NURS 579 Transcultural Nursing Practices (3) Study of nursing practices in different cultures. Seminar focus is on theoretical formulations and comparative analysis of values, patterns, techniques, and practices of nursing care in many societies. Rituals, myths, taboos, and beliefs are studied in relation to the subculture(s) of caring and nursing practices.
NURS 581 Survey of International Health (2-3) International health based on the concept of health ecology. Assigned readings, discussions, and analyses include different perspectives, strategies, systems, and the wide range of conditions and forces that affect global and local health and illness. Emphasizes roles of health care providers. Credit/no credit only.
NURS 582 / ANTH 574 / PHG 521 Socio-Cultural Perspectives of Public Health Genetics (3) Examines social and cultural issues of human genome sequencing and control of genetic expression. Attitudes and behaviors toward health, illness, and disability are studied using historical, contemporary, and cross-cultural case study material.

SCHOOL OF PUBLIC AFFAIRS

Evans School of Public Affairs
PB AF 530 / POL S 534 / SIS 534 International Affairs (3) Provides a broad understanding of international issues and United States policy. Students explore US foreign policy and theories of major international actors in international trade, security, and strategic concerns, refugee policy, conflict resolution, development assistance, and the environment.
PB AF 537 Topics in International Affairs (3) Examines topics of interest and import in foreign policy and international affairs. Focuses on the in-depth analysis of issues and the integration of economic, institutional, and political dimensions.

Evans School of Public Affairs, cont.
<p>PB AF 539 Values in International Development (3) Examines and clarifies international development values, including underlying theories of justice on which they seem to be built, the ways in which they are justified to stakeholders, the general public, and impacts they have upon people, especially the poorest and most vulnerable.</p>
<p>PBAF 538 / SMA 507 International Organizations & Ocean Management (3) Survey of the manner in which international regimes and organizations attempt to manage and regulate the uses of the ocean. Primary emphasis is on the analysis of the effectiveness of regimes and of processes that support or constrain these organizations. Prerequisite: SMA 500 or permission of instructor.</p>
<p>PB AF 555 Topics in Nonprofit Management: Managing International NGOs (3) Examines various topics of public importance in nonprofit management. Integrates the political, managerial, and economic dimensions of these issues.</p>
<p>PB AF 555 Topics in Nonprofit Management: Social Enterprise (3) Historically, we as a society have relied upon a variety of organizations to achieve public purposes and solve social problems. These organizations include government agencies, churches, nonprofit organizations, and businesses. Increasingly, though, organizations mixing both public purposes and private profit are playing critical roles in addressing social problems both in the United States and abroad. These varied organizations and initiatives include micro-credit organizations, partnerships between nonprofit organizations and business, restaurants operated by nonprofit job training programs, for-profit businesses with a social purpose, and foundation investment in for-profit companies to further economic revitalization. Despite the rapid growth of social enterprise initiatives, the combination of public and private purposes is only beginning to be understood.</p>
<p>PB AF 586 International Science and Technology Policy (3) Seminar is designed: first, to analyze the relationships between research and development policy, capabilities, and national technological strategies for advanced industrial and less-developed countries; second, to deal with the international implications of particular technologies as countries try to make policy for them in regional and global organizations. Examples of specific technologies are chosen from such fields as space telecommunication, weather and climate modification, airline transportation, nuclear energy, and seabed exploitation.</p>
<p>PBAF 589 / CEE 560 / ENVH 577 Risk Assessment for Environmental Health Hazards (3-4) Examines context, methodologies, data, uncertainties, and institutional arrangements for risk assessment. Qualitative and quantitative approaches to identification, characterization, and control of environmental hazards to health emphasized through didactic and case studies.</p>
<p>PBAF 598 Selected Skills Workshops, e.g., Advocacy, Microcredit, Fundraising for Nonprofits, Grantwriting (1) Teaches practical administrative, leadership, and analytic skills commonly required of managers and analysts in the public and non-profit sectors. The workshops emphasize hands-on problem resolution, simulations, and actual practice.</p>
<p>PBAF 598F Non-Profit Technology Leadership Seminar (1) This one credit workshop is intended for students in the Peace Corps Masters Program, the International Development Certificate Program, the Humphrey Fellows Program and the Population Leadership Program who intend to apply for IT implementation funds from the Nonprofit technology Leadership Project. This course is a pre-requisite for applying for these funds, unless you are taking Special Topics 599YA: Technology for Public and Nonprofit Leaders with Joan Fanning or have permission from the instructors.</p>

Evans School of Public Affairs (cont.)**PBAF 599 Performance Management (1)**

You can't manage it if you can't measure it! Every public and nonprofit sector manager faces the daily challenge of producing results but, how can these managers work to improve performance? Even more important, how will managers and those to whom they are accountable know if such improvements have been achieved? In the Performance Management course we will examine a set of themes (creating value, looking at organizations as systems, identifying and gathering data, developing measures, considering barriers and politics, and sustaining innovations and implementations), across contexts, to the process of performance management. We will examine these themes in a number of contexts (e.g., state and local government, public health, education, community and public safety, among others).

PBAF 599 / TC 498 Electronic Information and Supporting Systems: Humanitarian Relief Operations (3)

This course looks at the role of technical communicators in creating, delivering, and managing electronic information within the context of the varied systems that support an organization's attempt to use electronic information to achieve its mission and objectives. The course is built around an examination of humanitarian relief organizations which face the challenge of transporting food, medicine, and shelter to regions hit by manmade and natural disasters.

SCHOOL OF PUBLIC HEALTH AND COMMUNITY MEDICINE**Environmental Health****ENV H 440 Water, Wastewater and Health (3)**

Review of water supply, water quality, and water/wastewater treatment as they relate to human health. Includes water law and regulations, source water protection, basic treatment technologies for water and waste, chemical and microbial contaminants, and recreational water. Prerequisite: ENV H 311.

ENV H 441 Food Protection (3)

Study of identification and characteristics of chemicals and biological agents implicated in foodborne disease outbreaks and conditions or circumstances by which food contamination occurs. Examination of food protection activities conducted by local and state government at the retail level. Prerequisite: either 2.0 in CHEM 155 or 2.0 in both CHEM 160 and CHEM 161, or 2.0 in CHEM 162; 2.0 in MICROM 302.

ENV H 442 Vector Control (3)

Study of the impact and control of rodents and arthropod vectors of disease, including consideration of economic poisons used, their regulation, and safety measures. Prerequisite: 2.0 in BIOL 203.

ENV H 445 Solid Waste Management (3)

Examination of the public health, environmental, economic, and materials conservation aspects of solid wastes management; amounts and sources of solid wastes, waste reduction and recycling, methods of storage, transportation and disposal, integrated waste management, identification of present problems and future needs. Prerequisite: 2.0 in CHEM 155, 2.0 in CHEM 160, or 2.0 in CHEM 162; either 2.0 in MATH 124, 2.0 in MATH 127, 2.0 in MATH 134, or 2.0 in MATH 144; recommended: PHYS 115.

ENV H 446 Hazardous Waste Management (3)

Characterization of hazardous wastes and introduction to pertinent federal and state regulations. Discussion of exposure pathways and description of management options at pre-generation, pre-release, and post-release stages. Emphasis on public health significance. Supplemented with case studies. Prerequisite: either 2.0 in CHEM 155, 2.0 in CHEM 160, 2.0 in CHEM 162; either 2.0 in MATH 112, 2.0 in MATH 124, 2.0 in MATH 127, 2.0 in MATH 234, or 2.0 in MATH 144; recommended: MATH 125, CHEM 224, PHYS 115.

Environmental Health (cont.)
<p>ENV H 512 Waste Management, Recycling, and Pollution Control (3)</p> <p>Survey of selected technological components of environmental health infrastructure via lecture and weekly field trips to full facilities. Sites visited vary year to year, but may include paper and steel plants using reclaimed feedstock, cement kiln using waste as supplemental fuel, municipal wastewater treatment facility, and steam generation plant.</p>
<p>ENV H 545 Water, Wastewater and Health (4)</p> <p>Review of water supply water quality, and water/wastewater treatment as they related to human health. Includes water law and regulations, source water protection, basic treatment technologies for water and waste, chemical and microbial contaminants, and recreational water.</p>
<p>ENV H / CEE / PBAF 577 Risk Assessment for Environmental Health Hazards (3-4)</p> <p>Examines context, methodologies, data, uncertainties, and institutional arrangements for risk assessment. Qualitative and quantitative approaches to identification, characterization, and control of environmental hazards to health emphasized through didactic and case studies.</p>
Epidemiology
<p>EPI 520 Epidemiology of Infectious Diseases (3)</p> <p>Infectious diseases from a public health perspective. Topics include analytic methods, study design, outbreak investigations, surveillance, vaccine evaluations, global eradication, screening, modeling, and infectious causes of chronic diseases. Homework and discussion based on current examples from the published literature. Prerequisite: EPI 511, EPI 512, or permission of instructor.</p>
<p>EPI 521 Epidemiology of Maternal and Child Health Problems ([3-4]-, max. 4)</p> <p>Contributions to understanding and prevention of major maternal and child health problems, including pregnancy outcome, infant and child morbidity and mortality, maternal morbidity and mortality, abnormal child growth and development, and early-life factors in adult health problems. Prerequisite: graduate, medical, or dental school standing and EPI 511 or EPI 512 or permission of instructor. Offered: jointly with HSERV 542</p>
<p>EPI 523 Injury Epidemiology (3)</p> <p>Discussion of research methods which are useful in studying the causes of injury and outcomes after injury. Information regarding the impact of injuries on health and known or suspected risk factors for some injuries. Assigned readings from literature in the field. Prerequisite: EPI 511 or EPI 512 or permission of instructor.</p>
<p>EPI 526 Epidemiology of Diseases Communicable from Nature (3)</p> <p>Explores the public health aspects of zoonotic diseases, their epidemiology and approaches to control. Focuses on the major viral, rickettsial, bacterial, protozoal, helminthic, and fungal diseases transmitted from wild and domesticated animals to humans. Prerequisite: EPI 511, EPI 512, or EPI 520 or permission of instructor. Offered: jointly with C MED 526</p>
<p>EPI 529 / HSERV 536 Emerging Infections of International Public Health Importance (3)</p> <p>Overview of current emerging infections worldwide and contributing factors. Design of a surveillance and prevention strategy required.</p>
<p>EPI 530 / MED 530 AIDS: A Multidisciplinary Approach (2)</p> <p>Comprehensive overview of the public health, clinical, and laboratory aspects of human immunodeficiency virus (HIV) infection and disease.. Topics include the pathogenesis, natural history, and management of HIV infections. The impact of HIV/AIDS on community and global health care and prospects for prevention and control. Offered: jointly with MED 530.</p>

Epidemiology (cont.)
<p>EPI 531 / HSERV 531 Problems in International Health (4) Explores social, political, economic, environmental determinants of developing countries' health; traces development of societal responses to problems. Includes: origins of primary health care; child survival; traditional systems; population; water; sanitation; international agencies; impact of economic policies. Case study formulating pharmaceutical policy in a developing country.</p>
<p>EPI 532 Epidemiology of Infectious Diseases of Third-World Importance (3) A review of major infectious disease problems of the developing world, including AIDS, malaria, tuberculosis, measles, and diarrhea, with an emphasis on public health control strategies.</p>
<p>EPI / HSERV 539 Research Methods in Developing Countries (3-4) Simple, practical methodologies to obtain and validate information regarding health status and health services in developing countries. Usefulness, validity, limitation of vital records, health reports, household (and cluster) surveys, nutritional anthropometry, and qualitative methods discussed. Lectures, computer lab, and student participation in community-based survey.</p>
<p>EPI / HSERV 544 Maternal and Child Health in Developing Countries (3) Emphasizes critical health problems of women and children in developing countries in social, economic, and cultural contexts. Practical approaches to developing MCH programs shared via lecture/discussions, exercises, and small group work. Students acquire skills in baseline assessment, setting objectives, planning and evaluating interventions, and involving communities.</p>
<p>EPI 590 Selected Topics in Epidemiology or International Health (1-6, max. 6) Tutorials are arranged for a small number of students for in-depth examination of an area of epidemiology or international health, usually of current nature. Seminar format. Prerequisite: EPI 511. Also a special summer format presenting introductory material. May be offered with ENV H 590 and/or HSERV 590. For more information and permission, consult the department program adviser.</p>
Health Services
<p>HSERV / ANTH 475 Perspectives in Medical Anthropology (5) Introduction to medical anthropology. Explores the relationship among culture, society, and medicine. Examples from Western medicine as well as from other medical systems, incorporating both interpretive and critical approaches.</p>
<p>HSERV 531 / EPI 531 Problems in International Health (4) Explores social, political, economic, environmental determinants of developing countries' health; traces development of societal responses to problems. Includes: origins of primary health care; child survival; traditional systems; population; water; sanitation; international agencies; impact of economic policies. Case study formulating pharmaceutical policy in a developing country.</p>
<p>HSERV 533 Population, Health, and Development (2) Provides students with an introduction to demographic conditions in Third World countries and an understanding of the consequences of rapid population growth on health and the environment. The context and effectiveness of family planning programs is a major focus.</p>

Health Services, cont.
<p>HSERV 534 Comparative Health Systems (3) Looks at determinants of population health in different countries, to learn about the constraints of typical public health and development paradigms. Topics include colonialism, development and underdevelopment, political economy, culture, health behaviors, hierarchy, health care and medical harm. Prerequisite: experience working in a health program.</p>
<p>HSERV 536 / EPI 529 Emerging Infections of International Public Health Importance (3) Overview of current emerging infections worldwide and contributing factors. Design of a surveillance and prevention strategy required.</p>
<p>HSERV 537 Economic Development and Health (1) Discusses issues of broad interest in the areas of economics, development, and health. Credit/no credit only.</p>
<p>HSERV / EPI 539 Research Methods in Developing Countries (3-4) Simple, practical methodologies to obtain and validate information regarding health status and health services in developing countries. Usefulness, validity, limitation of vital records, health reports, household (and cluster) surveys, nutritional anthropometry, and qualitative methods discussed. Lectures, computer lab, and student participation in community-based survey.</p>
<p>HSERV / EPI 544 Maternal and Child Health in Developing Countries (3) Emphasizes critical health problems of women and children in developing countries in social, economic, and cultural contexts. Practical approaches to developing MCH programs shared via lecture/discussions, exercises, and small group work. Students acquire skills in baseline assessment, setting objectives, planning and evaluating interventions, and involving communities.</p>
<p>HSERV 586 / GEOG 580 Medical Geography (3) Geography of disease, consideration in health systems planning. Analysis of distributions, diffusion models, migration studies. Application of distance, optimal location models to health systems planning; emergency medical services; distribution of health professionals; cultural variations in health behavior. Prerequisite: familiarity with social science research; health-related issues.</p>
Pathobiology
<p>PABIO 550 Diseases of Public Health Importance and Strategies for their Control (3) Public Health perspective of major disease of national and global importance. Discussion of origins, establishment, progression, and pathogenesis of diseases. Importance of immunological, intercellular and external factors, and strategies of disease prevention. Requires a grounding in cellular and molecular biology, microbiology, and immunology. Prerequisite: permission of instructor.</p>

SCHOOL OF SOCIAL WORK

School of Social Work
<p>SOC W 513 Practice IV: Community Change Practice (3) Provides frame of reference and skills for community-based social work practice. Theories of social change are examined with examples drawn from community organizing and policy advocacy.</p>
<p>SOC W 598 Integrative Seminar: Policy Practice (1) Focuses on involvement in the federal legislative process and roles for non-profit/NGO advocates.</p>

INTERDISCIPLINARY PROGRAMS

Global Trade, Transportation and Logistics
<p>GTTL 501 Global Logistics Management (4)</p> <p>Provides an overview of the concepts and substance of trade, transportation, and logistics. Deals with management of physical, documentation, and information flows within supply chains, including purchasing, distribution, intermodal transportation, ERP ecommerce and e-fulfillment, financial transactions, and regulations. Prerequisite: permission of instructor. Offered: jointly with OPMGT 535</p>
<p>GTTL 502 Seminar in Global Trade, Transportation, and Logistics (4)</p> <p>Interdisciplinary seminar that brings together students with academics and practitioners at the forefront of trade, transportation, and logistics in discussions of selected topics. Additionally, students research issues of special interest. Prerequisite: OPMGT 535, GTTL 501, or permission of instructor.</p>
<p>GTTL 599 Special Topics in Global Trade, Transportation, and Logistics Studies (1-5, max. 15)</p> <p>Selected topics with special emphasis on issues of pressing importance to the world trading community. Topics vary with departmental discretion. Prerequisite: Graduate students or permission of instructor.</p>
Program on the Environment
<p>ENVIR 433 / SIS 433 / Environmental Degradation in the Tropics (5)</p> <p>Considers theories and controversies of environmental degradation in the tropics, ecological and social case studies of Central American rain forests and Southeast Asian coral reefs, and implications of environmental management techniques.</p>
<p>ENVIR / FISH 439 Attaining a Sustainable Society (1-3)</p> <p>Discusses diverse environmental issues, the importance of all areas of scholarship to evaluating environmental challenges, and the connections between the past and the future, to reveal integrative approaches to protect the long-term interests of human society.</p>
<p>ENVIR 450 Special Topics in Environmental Studies: International Environmental and Health Policies (1-5)</p> <p>Format may range from seminar/discussion to formal lectures to laboratory or modeling work.</p>
<p>ENVIR / FISH / BIOL 478 Topics in Sustainable Fisheries (3)</p> <p>Seminar series featuring local, national and internationally known speakers in fisheries management and conservation. Case studies. Conservation/restoration in practice. Pre-seminar discussion section focusing on select readings. Final paper. Topics may include harvest management, whaling, by-catch, salmon, marine protected areas, introduced species, citizen action, co-management, and marine ethics.</p>

**INTERNATIONAL DEVELOPMENT POLICY AND MANAGEMENT
CERTIFICATE PROGRAM
(IDCP)**

**SELF-STUDY REPORT
For Submission to the Graduate School**

January 2007

International Development Certificate Committee
Evans School of Public Affairs
University of Washington

APPENDICES, VOLUME II:

COLLECTED CORE COURSE SYLLABI

PBAF 531: Development Management in the 21st Century.....Page 2 of the PDF
PBAF 532: Managing Policy in a Global Context.....Page 17 of the PDF
PBAF 533: Economics of International Development.....Page 24 of the PDF
PBAF 599: International Development Certificate Seminar.....Page 34 of the PDF

**UNIVERSITY OF WASHINGTON
EVANS SCHOOL OF PUBLIC AFFAIRS**

Course: PBAF 531 Development Management in the 21st Century: Development, Relief, and Complex Emergencies

Autumn Quarter 2005

Meeting Days/Times: Tuesday, 1:00-3:50 pm

Instructor: Steve Arnold

Office: Parrington 231

Office hours: Tuesday, 4:30-6:00 pm; other times by appointment

Email: sarnold@u.washington.edu

Course Web Site:

Class list serv: pbaf531a_au05@u.washington.edu

Course Description

This is one of the three core courses for the Certificate Program in International Development Management. The course is also open, on a space available basis, to International Fellows (PLP, Humphrey), and second year non-certificate Evans students with sufficient international development field experience. Because of space limitations, no auditors will be admitted.

This course focuses on implementation, or "getting things done", but this involves far more than simply carrying out plans and programs. Due to the many uncertainties involved, effective development managers must be implementers, planners, redesigners, and, perhaps most importantly, strategic thinkers. Strategic thinking not only involves the crafting of strategies to get maximum leverage with often limited resources; it also often involves determining and setting the directions, goals, and "visions" for the programs themselves.

Development management typically concerns itself with problems of poverty, social injustice, and structural (and, increasingly, physical) violence, with particular concern for the poorest and most vulnerable members of society. 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. Natural disasters and epidemics are world wide, but they tend to hit hardest on the developing world, which raises the problem for development managers of responding quickly and effectively to such emergencies without undermining the national and community institutional capacities of these nations which are essential for long term development. Increasing concern over maintaining the environment raises issues of ensuring that international development strategies

are compatible with long term ecological sustainability. And finally, 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 which are often marginalized rather empowered in international development and relief efforts..

The course examines three types of situations faced by development managers: traditional **international development**, which is typically engaged in the long term process of promoting projects and programs to improve the quality of life of beneficiaries; **disaster relief** which is involved with emergency responses to tsunamis, earthquakes, famines, and other catastrophes; and the growing field of so-called **complex emergencies**, which involves work in nations in which the capacity to maintain civil order has broken down. While these three areas have largely evolved into separate fields, with their own separate specialists and protocols, one of the major themes of this course is that these three areas are in fact intimately linked together; how one "solves" the problem in one of these areas often has important impacts on the types of problems that will arise in the other areas.

The course rests on five basic assumptions: (a) successful management of any type requires **political** as well as technical skills: this is particularly true in development management, since many interventions are designed to challenge the established order, requiring the creation of new coalitions of interests; (b) "**organization matters**"--the way in which an organization is structured has an important impact on the choices open to the development manager, and organizational changes are often required in order to enable the managers to achieve their goals; at the same time, there is no perfect organizational solution, so that "fixing" one problem may create another (c) **solutions to development problems are often unclear** at the outset, and require constant monitoring and redesigning of development interventions as more is learned about the nature of the problem; this means that the crucial part of the management process is often located in the implementation rather than design stage; (d) widespread **participation** among all affected parties is often very important, not only for ethical reasons but because participants can be an important source of information and resources that are vital to the success of the intervention; and (e) promoting long term **sustainability** is often the most challenging issue, and often seems to conflict with the goal of generating short-term results.

The primary **tools** available to managers are policies, organizational structures, and management techniques and procedures. These can be seen as a form of technology for "getting things done." But this technology is far from perfect, and often comes with important weaknesses and biases. One of the central issues of the course will be to examine the extent to which these technologies are consistent with the goal of promoting development, and how managers can find ways to overcome or compensate for the weaknesses and biases of the tools themselves. Special attention will be paid to ways of dealing with some of the contradictions that appear inherent in the attempt to "manage" development. The emphasis of the course is towards what Robert Chambers calls the "positive practitioner" rather than the "negative academic", stressing ways in which institutional innovations may help to resolve or at least cope with the contradictions that exist.

REQUIREMENTS

You are able to choose from a variety of options to meet the written requirements of this course. Each week you will be assigned a weekly paper--each one you complete is worth 10% of your final grade. There will also be three longer papers (analytical essays) which are each worth 30% of your final grade. If you wish, you may also do a research paper, which could be worth 40% of the final grade. You may mix and match in any order so long as the total number of papers you turn in is worth 90% of your final grade (the remaining 10% is based on participation.). If you turn in extra papers, the best ones will count to determine the final grade. The following provides the details:

- 1. Weekly Summaries: (10% each).** Each week, you will receive in the study guide a short essay question designed to summarize the readings and the major issues to be discussed in the upcoming week. These will be due at the beginning of class, and should be no longer than two pages, double-spaced. Late papers will be penalized, except in cases of illness. A total of nine papers will be assigned--if you did them all, this would be worth 90% of your final grade.
- 2. Optional Research paper (40%).** Because of the breadth of material covered, this course is designed as a survey rather than in-depth research course. However, there is the option of completing a research paper. The paper should examine a project or program of your choice. If you wish to explore this option, please contact me no later than the end of the second week to discuss your proposed topic and get it approved. Maximum length for the paper is 10 pages of text (double-spaced, 12 pt. Font), plus appropriate charts, diagrams, graphs tables, and bibliography. The focus of this paper should be on the "logic" of the project and the key institutional inventions that enable it to cope with some of its inherent contradictions. (For more information, see case analysis instructions in class web site.)
- 3. Analytical Essays: (30%).** Three papers will be assigned, which are designed to summarize each section of the course. Topics will be announced at least 3 weeks prior to the due dates. These should be four pages, double-spaced. Late papers are penalized except in cases of illness.
- 4. Participation (10%).** Evidence of participation will include attending class, being well prepared, and making relevant and informed comments that show evidence of doing the reading. (You may make comments either in class, or on the class list serve if you prefer--but you are expected to participate!) Be sure to read the weekly study guide, as it will help you to prepare for class. Note: Class attendance is required; your grade will be lowered if you have more than one unexcused absence.

Dates of Assignments:

- 1. Weekly Summaries:** (due at the beginning of class for weeks 2 through 10).
- 2. Analytical Essays:** (due at beginning of class on October 25, Nov 15, and at noon on Monday, December 12)
- 3. (Optional) Research Paper:** (due at Noon, Monday December 12)

Required Books

Chambers, R. (1997) Whose Reality Counts? (Intermediate Technology Publications)

Other Readings will be made available through handouts, web sites, library reserves and library electronic reserve (see also a list of "useful books", below). A "study guide" will be made available each week on the course web site which provides an overview of the week, and an orientation to the week's readings.

Other Useful Books

The development management literature is wide, varied, and constantly evolving. The following includes some of the most useful. Starred (*) items are on library reserve.

*Anderson, M. (1999) **Do No Harm: How Aid Can Support Peace--or War.** ((Rienner). An important theoretical and practical early analysis of how aid should be re-examined in conflict situations.

Brinkerhoff, D. and B. Crosby, (2002) **Managing Policy Reform.** (Kumarian). A highly informed book based on years of research and experience with AID projects and programs

Bryant, Coralie, and Christina Kappaz.(2005) **Reducing Poverty, Building Peace.** (Kumarian) An excellent recent overview of the theory and practice of development management.

*Bunch, R. (1982) **Two Ears of Corn.** (World Neighbors). This remains a classic practical guide for field-level management, particularly in Latin America.

*Cavanagh, J. and J. Mander, et.al. (revised edition 2004) **Alternatives to Economic Globalization: A Better World is Possible.** (Berrett-Koehler). This collaborative work represents the most comprehensive statement to date from key representatives of the anti globalization movement.

*Donini, A et.al (eds). (2004) **Nation Building Unravelling? Aid, Peace and Justice in Afghanistan** (Kumarian) Examines Afghanistan as a case to clarify the dilemmas involved in attempting nation-building and humanitarian action in states torn apart by international and domestic conflicts.

Freudenberger, K. **Rapid Rural Appraisal and Participatory Rural Appraisal: A Manual for CRS Field Workers.** Probably the best book on PRA, including an excellent discussion of the tools and how they are used. The entire manual is available for free on the Catholic Relief Services website: http://www.catholicrelief.org/about_us/newsroom/publications/RRA_Manual.pdf

*Friedman, T. (1999,2000) **The Lexus and the Olive Tree** (Anchor). Written by a well known journalist, this is a popular rather than scholarly work, but it is probably the most widely read defense of the process of globalization

Gosling, L. (revised edition, 2003) **Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation.** (Development Manual 5) (Save the Children UK) This book is a very useful "tools" book designed especially for non-profits in the fields of relief and development.

International Federation of Red Cross and Red Crescent Societies,(2004) **World Disasters Report.** This is the twelfth edition of an influential report combining statistics, analysis, and policy proposals for dealing effectively with disasters. This edition focuses on "community resilience", and how aid organizations can strengthen rather than undermine this resilience.

*Korten, D. and F. Alfonso (eds.) (1981) **Bureaucracy and the Poor** (Asian Institute of Management). One of the earliest discussions of social learning as an alternative to blueprint development.

Korten, D. (1995)(Revised edition, 2001) **When Corporations Rule the World.** (Kumarian/Berrett-Koehler Publishers, Inc.). Generally recognized as the most widely read and influential statement of the anti-globalization (or "pro social justice") vision.

*Krishna, A. (ed) (1997) **Rebuilding Societies after Civil War** (Lynne Rienner). A useful collection of essays concerned with the challenges of reconstruction.

*Krishna, A., et.al. (1997) Reasons for Hope. (Kumarian) A very useful if now slightly dated volume of "cases that work."

Kristensen, P and C. Rader. (2001) **The Strategic Management Approach.** Conservation International. One of the clearest presentations of the logical framework approach, and how it fits into a larger program of strategic management thinking.

*Lindenberg, M. and C. Bryant. (2002) **Going Global** (Kumarian). Comprehensive, informed and up-to-date analysis of the role of development NGOs in a globalized environment.

*Minear, L. (2002) **The Humanitarian Enterprise** (Kumarian). An up-to-date and informed review of the challenges of promoting humanitarian development in conflict situations.

Reusse, E. (2002) **The Ills of Aid.** (U. of Chicago) The most recent critique of aid programs.

*Richardson, John. (2005) **Paradise Poisoned.** (International Centre for Ethnic Studies, 554/6A, Peradeniya Road, Kandy, Sri Lanka) Carefully researched case study of Sri Lanka's fall from a "model of international development" to a situation of persistent deadly conflict, illustrating how well-meaning international development policies can exacerbate violence.

Rondinelli, D and G.S. Cheema (eds) (2003) **Reinventing Government for the Twenty-First Century: State Capacity in a Globalizing Society** (Kumarian). Implications for governance,

and rethinking the functions and capacities of states as they become more open to the pressures of economic globalization and political democratization.

The Sphere Project. (2004) **The Sphere Handbook** (revised edition). Very useful handbook on disaster assistance, sponsored by a group of humanitarian NGOs and the Red Cross and Red Crescent movement, based on a Humanitarian Charter and Minimum Standards developed by this group. (<http://www.sphereproject.org/handbook/index.htm>)

*Turner, M. and D. Hulme. (1997) **Governance, Administration and Development.** (Kumarian). A useful overview of bureaucracy and its impact on development.

United Nations Development Program (UNDP). **Human Development Report.** Highly influential annual report published since 1990, which includes the "Human Development Index."

*Uvin, Peter. (1998) **Aiding Violence: The Development Enterprise in Rwanda.** (Kumarian) Important study showing how development policies can unwittingly support tendencies towards civil disorder.

*Weaver, J. et. al. (1997) **Achieving Broad-Based Sustainable Development.** (Kumarian). Slightly dated, but still a very thoughtful and clear explanation of the modernization vision of international development, including excellent quick summaries of economics terminology for the non-economist.

World Bank. **World Bank Participation Sourcebook.** Interesting look at the World Bank's take on participation and management, including various tools. Available on the following website: www.worldbank.org/wbi/sourcebook/sbhome.htm. The World Bank also has a participation webpage: www.worldbank.org/participation

World Bank. **World Development Report.** Annual review of a major development topic. For 2004 this will focus on "Making Government Services Work for Poor People."

CLASS SCHEDULE

Note: International development management is a rapidly evolving field. Readings lists may be modified to take advantage of new information that becomes available during the quarter. For updates, as well as suggestions on how to approach the readings, be sure to consult the weekly study guides first.

Notes: "H" handouts in class or via listserv
"L" library reserve (2 hour)
"E" electronic library reserve
"J" electronic journal
"W" available on a web page
"C" available on class web page

Required Readings are starred (*)

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PART I: PRACTICAL CHALLENGES FOR DEVELOPMENT MANAGERS

Week 1: Oct 4 THE CONCEPTUAL CHALLENGE: DO I KNOW WHERE I AM HEADED? THE MANY MEANINGS OF "INTERNATIONAL DEVELOPMENT",

International development means "social change in a preferred direction." But what does this mean, and whose values (and interests) tend to dominate this discussion? This is not just an academic debate, since it helps to determine the ultimate goals and objectives for the manager's activities. This session examines some of the major visions and controversies that currently shape the directions for development policies and programs, and provides an opportunity for students to reflect on their own visions and assumptions.

- *H Wolf, M. Alternative Views of Development
- *W UNDP. Human Development Report, 2005. (see especially the "Overview" and "Presskit" articles.) (<http://hdr.undp.org/reports/global/2005>)
- W UNDP. Human Development Report, 2003. Overview. "Millennium Development Goals: A Compact Among Nations to End Global Poverty." (http://hdr.undp.org/reports/global/2003/pdf/hdr03_overview.pdf)
- W UNDP. Human Development Report, 2003. Chapter 1 "The Millennium DevelopmentGoals" (http://hdr.undp.org/reports/global/2003/pdf/hdr03_chapter_1.pdf)
- W UNDP. Human Development Report, 2004. Human Development Index for all nations. (http://hdr.undp.org/reports/global/2004/pdf/presskit/HDR04_PKE_HDI.pdf)
- W UNDP. Human Development Report, 2004. Human Development Index description.

- L Korten, When Corporations Rule the World, Prologue, Ch 1, Ch2, Ch 3, (page 1-50),
- *L,E Korten, David. When Corporations Rule the World Ch. 19, "Good Living" pages 249-263.
- L,E Korten, David, When Corporations Rule the World, "Introduction"
- L,E Weaver, et. Al. Achieving Broad Based Sustainable Development, Intro, Ch 1 (P 1-38) (see "BBSD Introduction" and "BBSD Chapter 1")
- *E Weaver, "Globalization"
- L Friedman, The Lexus and the Olive Tree, Ch 6 "The Golden Straightjacket" and Ch 15, "The Backlash".
- *W Satin, M. "Globalizm vs. Localism: A review of Korten and Friedman" **The Radical Middle Newsletter**, March/April 1999.
(www.radicalmiddle.com/x_globalization.htm)
- *W Korten, D. "Review of Thomas Friedman", **Tikkun**, Vol 14, no 4.
(www.ratical.org/co-globalize/capitalists.html)
- *E Arnold, S. "Review: Alternatives to Economic Globalization". Natural Resources Forum, February 2004.
- *W Hardin, G. "Lifeboat Ethics: The Case Against Helping the Poor." Psychology Today, 1974.
(http://www.garretthardinsociety.org/articles/art_lifeboat_ethics_case_against_helping_poor.html)
- W Daly, "Valuing the Earth", and "Steady State Economics"
(<http://www.geocities.com/combussem/DALY.HTM>)
- E Schumacher, E.F. "Buddhist Economics", in Small is Beautiful
- E Turner and Hulme, Ch 1

Week 2: Oct 11 THE PERCEPTUAL CHALLENGE: DO I KNOW WHAT I AM SEEING?
THE PROBLEM OF "MULTIPLE REALITIES"

Are development managers promoting development, violence, or disaster? How do we know? As the Sri Lanka Case illustrates, development can be an ambiguous business that can be seen from many points of view. Trying to see beyond one's own biases and assumptions is not easy for development managers, given the types of training received, and the nature of the organizations involved. Much of the course will focus on ways to compensate for these limitations. "It's not what you don't know that hurts you--it's what you do know that ain't so." (Artimus Ward)

Readings:

- * Chambers, Ch 1-2 (esp. pages 29-32)
- *E Uvin, P. Aiding Violence, Ch 6 (p 109-10) and Ch 7.
- *E "Gal Oya Irrigation and Management" (Reasons for Hope, Ch 10)
- *C Response from Norm Uphoff
- *W Canadian Tamil web site: <http://www.tamilcanadian.com/> Gal Oya mentioned at <http://www.tamilcanadian.com/eelam/analysis/coloni.html>
- *W Indigenous Persons website: Indigenous people relocated to make room for the Gal Oya reservoir project, The Wanniyalo-Aietto. <http://www.global-vision.org/srilanka/>

- *C Comments of "Sri Lankan Professional"
- *E Richardson, Paradise Poisoned. Ch 21-22
- C "More than a Numbers Game? Ensuring that the Millennium Development Goals Address Structural Injustice." A CIDSE/Caritas Position Paper, April 2005

Week 3 Oct 18 THE STRATEGIC CHALLENGE: HOW DO I GET THERE FROM
HERE? THE PROBLEM OF OVERCOMING CONSTRAINTS

Managers typically work within a context of policies, organizations, and institutions, which can provide power, authority, and resources, but can also limit choices and distort information. At the same time, the manager is faced with three sets of interrelated concerns:

- *Technical: will the program actually work?*
 - *Political: is it supportable?*
 - *Ethical: is it "doing the right thing" as well as "doing the thing right"?*
- This session examines the potential constraints that may exist, plus techniques of "strategic navigation" that can be used to help overcome or compensate for them. This includes tools to examine the nature of the problem faced, the nature of control and authority currently available, and the nature of the political system. The session also contrasts traditional "top down" approaches with more "participatory" approaches to examine possible strengths and weaknesses for dealing with the constraints that exist.*

Readings:

- *H Development Set Poems
- * Chambers, Ch 8, 9, 3,4,5
- *E Turner and Hulme, Ch 1
- *E Brinkerhoff and Coston. "International Development Management in a Globalized World." *Public Administration Review*, Vol. 59, No. 4, pp. 346-361, July/August 1999
- J Lindenberg, M. "Measuring Household Livelihood Security..." *World Development*, Vol 30, No 2, p 301-318, 2002.
- J Hulme, D and A. Shepherd, "Conceptualizing Chronic Poverty", World Development, Vol. 31, No. 3, p 403-423. (March 2003)
- L Cavanagh, J and J. Mander, Alternatives to Globalization: A Better World is Possible. Berrett-Koehler, 2002.
- J Milanovic, B. "The Two Faces of Globalization" World Development, Vol 31, No 4, p 667-684 (April 2002)
- *E Landau, M "Decision-making in Organizations"
- E Bagadion. "Participatory Irrigation Management" (Reasons for Hope, Ch 10) NIA Philippines)

- *E Korten, D. "Social Development: Putting People First," in Korten and Alfonso, Bureaucracy and the Poor. Ch 12 (esp pages 213-221.)
- Uphoff, N. et. al. Reasons for Success, Ch 2 "Learning Process and Assisted Self-reliance"
- *E Dichter, "Development Management, Plain or Fancy?"
- L Turner and Hulme, Ch 4-5.
- *E World Bank "The Project Cycle"
- E Arnold and Morgan, "Projects, Plans and Programs"
- E Bunch, R."Start Slowly, Start Small", Two Ears of Corn, Ch 6
- E "Promising Approaches" to Development.
- E Blunt
- Hirschmann, David. "Development versus Third World Bureaucracies: A Brief History of Conflicting Interests." *Development and Change*, Vol.
- *E Gosling, Toolkits, Ch 5, "Questions to consider when undertaking planning, monitoring, review, evaluation, or impact assessment."
- E Bryant, C and C Kappaz. Reducing Poverty, Building Peace. Ch 4. "Policies, Programs, or Projects?"
- *E Bryant, C. and C Kappaz, Reducing Poverty, Building Peace. Ch 5, "Achieving Results, Strengthening Implementation."

PART II: INTERNATIONAL DEVELOPMENT

Week 4: Oct 25 THE VIEW FROM THE BOTTOM: MAKING DEVELOPMENT MORE "PARTICIPATORY"

Case: The Orangi Project in Pakistan

Over the past 20 years, the concept of "participation" has become so popular that the term has almost become devoid of meaning unless carefully qualified. A participation analysis tool will help clarify some different dimensions, and the Pakistan Orangi case helps to illustrate what participatory strategies can add to a project in terms of reducing bias, adding information and resources, and influencing the political balance of power. (If time permits, this project will be contrasted with a different participatory strategy used in the Grameen Bank.) The session also examines participatory rural appraisal, one of the most widely used techniques for generating information and planning programs.

Reading:

1. Part I: People-oriented Projects

- E Uphoff, N. "Analyzing Options for Local Institutional Development"
- E Turner and Hulme, Ch 9

- * Chambers, Ch 8 (review)
- *E "The Orangi Project" (Reasons for Hope, Ch 2)
- *E Bunch, R. Two Ears of Corn, Ch 3 "Paternalism, Enthusiasm, Participation"
- *E Bunch, R. Two Ears of Corn, Ch 15 "Building Institutions"
- E Scott, J. "Infrapolitics"
- H Pretty, "Participatory Learning for Sustainable Agriculture (see page on participation)
- J Eversole, R. "Managing the Pitfalls of Participatory Development: Some insight from Australia" World Development, Vol. 31, No. 5, p 781-796 (May 2003)
- J Cornwall, A. "Whose Voices? Whose Choices? Reflections on Gender and Participatory Development", World Development, Vol 31, No 8, p 1325-1342. (August 2003)
- J Francis, P. and R James, "Balancing Rural Poverty Reduction and Citizen Participation: The Contradictions of Uganda's Decentralization Program," World Development, Vol 31 No 2, p 325-338. (Feb 2003)
- *E Yunus, "The Grameen Bank" (Reasons for Hope, Ch 1)

2. Part II: Participatory Techniques: Participatory Rural Appraisal

Slides: PRA in Kenya

- * Chambers, 6,7,10 (to p. 228)
- W Catholic Relief Services Manual on PRA, page 1-104
http://www.catholicrelief.org/about_us/newsroom/publications/RRA_Manual.pdf
- W World Bank Participation Source Book, Appendix. (see PRA section)
<http://www.worldbank.org/wbi/sourcebook/sba1.htm>)

Week 5: Nov 1 DISCOVERING THE PROJECT "LOGIC": THE CHALLENGE OF EFFECTIVE DESIGN

In a limited world, how do you make the strategic choice to apply scarce resources to support one effort rather than another? Managers typically begin by preparing a project design, which describes the overall "logic" of the project, which presents the overall goals, and then describes how the project activities will be the best approach to support these goals. This session examines the strengths and limits of the "Logical Framework" which is a commonly used framework, and also the preparation of "SMART" indicators which are used to clarify objectives and evaluate the results.

- *E Turner and Hulme, Ch 6 (p 139-149)
- W World Bank Participation Sourcebook, Appendix 1(Zopp, AIC); p 203-4 (esp. tree diagram, log frame) (<http://www.worldbank.org/wbi/sourcebook/sba1.htm>)

- J Gow and Morss, "The Notorious Nine" World Development, Vol 16, No 12, pp 1399-1418. (1988)
- E Toolkit, Tools 3 (Logical Framework), 4 (Cost effectiveness), 5 (SWOC), 6 (Objective Setting) (see "Logical Framework" and "Setting Objectives")
- * Chambers, Ch 3
- *E Kristensen and Rader, "The Strategic Management Approach" (Introduction, Part 1, Part 2 (p 1-98)
- *C Mary Anne Mercer, Smart Indicators

Week 6: Nov 8 THE VIEW FROM THE TOP: CREATING NATIONAL PROGRAMS:

Case: The National HIV/AIDS Program in Mozambique

Bottom-up projects often provided by NGOs can be highly innovative and meet the needs of selected population groups, but may also lead to a patchwork of inconsistent projects. Governments, having a national scope, can in theory be more effective at establishing nationwide programs, but they often suffer from resource scarcities and bureaucratic rigidities, requiring a careful process of institutional reform. The Mozambique HIV/AIDS program to provide universal treatment for those suffering from HIV/AIDS describes the strategic planning processes involved in such a reform, including external negotiations, stakeholder negotiations, and institution building to establish programs on the ground.

Speaker: Stephen Gloyd, M.D.

- *E Case Study: Creating a National AIDS Program in Mozambique:
- *E Stakeholder Analysis, AID
 - *H M. Maseru, "Women in Lesotho Prove Easy Prey for H.I.V.", **New York Times**, July 20, 2004.
 - * Chambers, Ch 9 (review), and Ch 10
 - W Fawthrop, T. "Cuba: Is it a Model in the HIV-AIDS Battle?" Panos, Dec 2003 <http://www.globalpolicy.org/soecon/develop/aids/2003/12cuba.htm>
 - W Ortells, P. "Brazil: A model Response to AIDs," Interhemispheric Resource Center, April 2003 <http://www.globalpolicy.org/soecon/develop/aids/2003/04aidsbrazil.htm>
 - W Reardon, C. "AIDS: How Brazil Turned the Tide" Ford Foundation Report. Summer 2002 http://www.fordfound.org/publications/ff_report/view_ff_report_detail.cfm?report_index=352
- J Thompson, "Participatory Approaches to Government Bureaucracies", World Development, Vol 23 No. 9, pages 1521-1554.

PART III: DISASTERS AND EMERGENCY RELIEF

Week 7: Nov 15 DISASTERS AND RELIEF: IS THERE A RELIEF-DEVELOPMENT CONTINUUM?

In many ways, disaster relief efforts seem to be quite different from development projects. The onset often appears to be quite sudden, creating widespread casualties and material damage that demand quick attention. Consequently, the procedures may appear quite different, and staff may need different skills and organizational arrangements. And new organizations, such as the military, may be playing a more prominent role. At the same time, development and relief efforts are closely linked. How one solves a relief challenge can have an important impact on future development efforts. Conversely, how one solves a development challenge can have an important impact on the likelihood of future disasters. Furthermore, many techniques used in international development, such as community participation, are also valuable when dealing with disaster relief.

Speaker: Randy Strash, World Vision

Readings:

- J Skoufias, E. "Economic Crises and Natural Disasters: Coping Strategies and Policy Implications", World Development, Vol 31, Nmo 7, pages 1087-1102 (July 2003)
- *E "Can International Relief do more good than harm?"
- *H Jones, "Get in, Get Out, Move On" Washington Post, July 4, 1999
- *E Robert Kaplan, "A Force for Good", New York Times, March 3, 2005
- *E Charlotte Benson and John Twigg. "Integrating Disaster Reduction into Development: Recommendations for Policy-makers." Policy Brief. Provention Consortium, December 2004.
- *W UNDP: Bureau of Crisis Prevention and Recovery. Reducing Disaster Risk: A Challenge for Development
http://www.undp.org/bcpr/disred/documents/publications/rdr/english/rdr_english.pdf
- *W DFID (Department for International Development, UK) "Disaster risk reduction: a development concern" 2004
<http://www.dfid.gov.uk/pubs/files/disaster-risk-reduction.pdf>
- *W The Sphere Project Handbook. (Revised edition, 2004)
<http://www.sphereproject.org/handbook/index.htm>
- *W Measuring Mitigation: Methodologies for assessing natural hazard risks and the net benefits of mitigation - Combing mitigation with development
http://www.proventionconsortium.org/files/measuring_mitigation/MM_synthesis.pdf
http://www.proventionconsortium.org/files/measuring_mitigation/Measuring_Mitigation_report.pdf

- E Michael Dobbs, "Beyond Me: I Wanted to Help, but its not that Simple." Washington Post, Feb 27, 2005
- *E Gosling, Toolkits, Ch 10, "Planning, Monitoring, review, and Evaluation in Emergency Situations"
- *W International Federation of Red Cross and Red Crescent Societies. World Disasters Report, 2004. "Introduction: Building the Capacity to Bounce Back".
<http://www.ifrc.org/publicat/wdr2004/intro.asp>

Week 8: Nov 22 DISASTERS AND RELIEF: HURRICANE MITCH IN HONDURAS

Disasters can vary dramatically in terms of cause, impacts, and remedies, making it difficult to generalize about disaster relief. However, Hurricane Mitch in Honduras does suggest some general lessons about stages in disasters, and the capacities of communities, states, and international organizations to respond effectively.

Case: Hurricane Mitch in Honduras

Readings:

- *E "Mitch + 5", Oxfam Exchange, Fall 2003.
 - *C Case: Hurricane Mitch
- Other readings to be assigned.

PART IV: DEVELOPMENT IN FAILED STATES

Week 9: Nov 29 COMPLEX EMERGENCIES

What constitutes a "failed state" is open to wide varieties of interpretations. Globalization has meant that virtually all states are now less able to control their destinies, but what seems to characterize a failed state is one that is unable to perform even basic civil functions, including the guarantee of security, both for its citizens and for outside actors working to promote development. This requires a rethinking of the functions and role of development workers, in terms both of emergency relief, and subsequent reconstruction, and often introduces new actors, such as the military, with different skills and visions.

Video: A General's view

- *E Minear, Larry, The Humanitarian Enterprise, Ch 1
- *E Lindenberg and Bryant, Going Global. Ch 3. "NGOs, Complex Emergencies, and Humanitarian Action"

- *E Anderson, Mary, Do No Harm, Ch 3,4. (AID's impact; Characteristics of Conflict)
- *E Oxfam. "Women's issues in Context of Conflict" The Oxfam Gender Training Manual, Handouts No. 68,69,36,42,53,54
- *E Obrien, "Old Woods"
- *E Leader and Atmar, "Political Projects"
- C World Vision. "Operational Policy: Cooperating with Peacekeepers and Other Military" (1999)
- C Roberta Cohen and James Kunder, "Humanitarian and Human Rights Emergencies." The Brookings Institution, Policy Brief 83, June 2001
- *E Peter Uvin, Aiding Violence. Ch 11, "Development Aid: Conclusions and Paths for Reflection." (P 224-38)
- C "Viewpoint: Hassan Murder Engenders Soul Searching". Reuters Alertnet. Dec 13, 2004.
- J "The Failed States Index", Foreign Policy, July/August 2005, pps 56-65.

Week 10: Dec 6 COMPLEX EMERGENCIES AND RECONSTRUCTION

Working in weak and failed states clearly presents serious challenges, both in terms of emergency relief, and reconstruction. Even the decision regarding whether or not to be involved is uncertain. The examination of the current case in Iraq illustrates some of the difficulties, as well as some of the tentative lessons that have been learned.

Speaker: TBA

Readings: Derick W. Brinkerhoff, (ed). "Rebuilding Governance in Failed States and Post-Conflict Societies", Public Administration and Development, Vol. 25, No. 1 (February 2005). (www.interscience.wiley.com)

**Daniel J. Evans School Of Public Affairs
University Of Washington**

**PB AF 532 Managing Policy in a Global Context
Spring Quarter 2005, Tuesdays 1:30-4:20**

Professor: Mary Kay Gugerty

Office: Parrington 228

Office Hours: Thursdays, 1:30-3:30 (sign up sheet posted on my door)

Email: gugerty@u.washington.edu

Course website: <http://courses.washington.edu/idcppol>

Course Objectives:

This course prepares international development managers and policy-makers to function more effectively in the diverse settings in which they will work during their careers. The course incorporates material from development management and the economics of development to analyze the political economy surrounding policies for economic and social development in developing and transitional countries. Over the course of the quarter we will:

- Develop frameworks and tools for mapping, understanding, and implementing policy.
- Examine how political analysis can improve policy analysis, particularly regarding implementation.
- Examine current policy issues and improve policy and management ability through the use of cases, exercises, and discussions.

Note: This class is required for students participating in the International Development Certificate Program (IDCP) and is open to non-IDCP students by permission of the instructor.

Course Materials:

There is one required book for the course, available at the University Bookstore:
Brinkerhoff, Derick and Benjamin Crosby. *Managing Policy Reform*. (Kumarian, 2002)

A case pack of Kennedy School cases and a very short reading packet will be available to purchase. I will forward details when the packets are ready. All other readings will be available through the course website (URL above) unless otherwise noted.

Managing Policy in a Global Context

NOTE: All readings are available on the course website, unless otherwise noted. The course website also contains recommended readings for each week and links to related sites as a resource.

I Tools for Understanding Policy Change and Implementation

March 29 Overview of the Course & Stakeholder Analysis

Case: The Widening of Ping An Avenue, KSG Case
Brinkerhoff and Crosby, *Managing Policy Reform*, Chapters 1 & 6

April 5 Setting Agendas

Case: The Pandoran Development Association
“Policy Formation, Problems, Agendas, and Formulation.” Chapter 3 in James E. Anderson, “Public Policymaking.”
“Setting Agendas” Chapter 4 in “Public Choices and Policy Change,” Merilee Grindle and John W. Thomas.
Brinkerhoff and Crosby, Chapter 11, Conflict Resolution.

April 12 Assessing Policy Characteristics and Institutions

Case: A Bureaucrat’s Dilemma: Skirmish on the Front Lines of Romanian Agricultural Reform. KSG Case: C15-99-1507.

Readings:

Brinkerhoff and Crosby – Chapters 7 and 8.

Juan Carlos de Pablo, “How to End up an Utter Failure as Minister of the Economy,” International Center for Economic Growth, Occasional Paper No. 12, 1988, pp. 5-24.

World Development Report, 2004, *Making Services Work for Poor People*, Overview.

Guest speaker: Chris Runyan, USAID

Statement of Focus due

April 19 Policy Implementation

Case: Implementing Education Reform in India: The Primary School Textbook Debate, KSG Case

Brinkerhoff and Crosby, Chapter 2, "Managing Policy Implementation," Chapter 5, Policy Coordination," and Chapter 12, "Policy Monitoring"

Grindle and Thomas, *Public Choices and Policy Change*, Chapter 6, "Implementing Reform: Arenas, Stakes, and Resources." (packet)

World Development Report, 2004, *Making Services Work for Poor People*, Chapter 7.

II. Policy Arenas and Issues

April 26 Citizen Participation and Poverty Alleviation

A. Politics of Poverty Alleviation: PRSPs and Citizen Participation

Case: The Challenge of Participation: Drafting Mauritania's PRSP

David Booth: "Introduction and Overview" to special volume of Development Policy Review devoted to PRSPs. 21(2), 2003.

Brinkerhoff and Crosby – Chapter 3, Citizen Participation

World Development Report, 2004, Chapter 5, page 78-93

B. The Structure of the IBRD (World Bank)

Guest speaker: Steve Arnold

Recommended:

Bank Information Center (BIC) page on the World Bank.

http://www.bicusa.org/bicusa/issues/world_bank/index.php#structure

Read all the sections on bank structure.

Woods, Ngaire. "Government: Making the World Bank and the IMF More Accountable." *The Brookings Review*. Spring 2003, 21 (2).

Political Interests Map due

May 3 The Politics of Privatization and State Capacity

Case: Privatization of Telecommunications in Peru, KSG Case

Brinkerhoff and Crosby – Chapter 4, “Policy Partnerships”

World Development Report, 2004, Chapter 5, page 94 and Chapter 10

Brinkerhoff, Derick and Arthur A. Goldsmith. “Institutional Dualism and International Development: A Revisionist Interpretation of Good Governance.” *Administration and Society*, 37 (2), May 2005.

Recommended:

Ackerman, John. “Co-Governance for Accountability: Beyond “Exit” and “Voice.” *World Development*. 32 (3), pp 447-463.

NOTE: CLASS WILL END EARLY TODAY

III. Globalization, Transnational Action and Global Public Goods

May 10 Global Public Goods and Social Movements

Inge Kaul, “Global Public Goods: What Role for Civil Society?” *Nonprofit and Voluntary Sector Quarterly*. 30 (3), 2001.

“Social Entrepreneurship: Leadership that Facilitates Societal Transformation”
Sarah Alford, L. David Brown and Christine Letts.

Reading on Social movements: TBA

Mini Case: Wangari Mathai and the Greenbelt Movement
(to prepare for the case, please read the following articles):

“The Kenya Greenbelt Movement and Wangari Mathai”

“The Green Belt Movement” Chapter 5 in “The Two Faces of Civil Society: NGOs and Politics in Kenya.” Stephen Ndegwa. (packet)

Brief articles on Wangari Mathai at:

<http://women.amnestyusa.org/defenders/wangarimaathai.asp>

<http://news.bbc.co.uk/1/hi/world/africa/3726084.stm>

http://www.speaktruthtopower.org/defend/profiles/profile_07.asp

May 17 Transnational Advocacy and Social Movements

Case: Jubilee 2000, Electronic Hallway

Carol Collins, Zie Gariyo, and Tony Burdon. "Jubilee 2000: Citizen action across the North-South Divide", in M. Edwards and J. Gaventa, *Global Citizen Action*. Rienner, 2001. (packet)

Brinkerhoff, Chapter 10, Policy Advocacy.

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

One additional reading TBA.

Policy Process Map due

May 24 Intergovernmental Organizations and Global Governance

Case: TRIPS (Part II): TRIPs, Activists, and Developing Countries, KSG Case

Barrett, Scott. "Creating Incentives for Cooperation: Strategic Choices." in *Providing Global Public Goods*. (packet)

The Multilateral Trade Regime: A Global Good for All? Ronal Mendoza, in *Providing Global Goods*. (packet)

Susan Sell and Aseem Prakash, "Using Ideas Strategically: The Contest Between Business and NGO Networks in Intellectual Property Rights." *International Studies Quarterly*. 2004, Volume 48.

Recommended:

Woods and Narliker, "Governance and the limits of accountability: the WTO, the IMF, and the World Bank." UNESCO, 2001.

10 Common Misunderstandings about the WTO", by the WTO
"10 Benefits of the WTO Trading System." by the WTO.

May 31 Reflections on Development Practice and Profession

Joseph Hanlon. "It is Possible to Just Give Money to the Poor." *Development and Change*, 35 (2).

"What Does it Mean to be a Professional Humanitarian?" Peter Walker, Tufts University, download at: <http://www.jha.ac/articles/a127.htm>

Robert Chambers, "Ideas for Development: Reflecting Forwards."

Brief presentations and discussion of final papers. Final Policy Strategy Paper due June 6

Assignments and Grading

Grading will follow the established guidelines for Evans School courses, which are posted on the class website.

1. **Case Analysis** (25%)

The class will be divided into four groups. Each group will be expected to take the lead in discussing one of the cases we will discuss in class on April 19th, April 26th, May 3rd, and May 17th. Each group will have the following responsibilities:

- 1) The group will be required to email the class with study questions for the case & readings the Friday before the class.
- 2) The group will then be responsible for leading the initial case discussion in class. No formal oral presentation will be required, but group members should be prepared with questions, exercise, or role-plays to stimulate class discussion.
- 3) A short, three page analysis of the case, selected relevant readings and the class discussion will be due the Monday after the case discussion. This may be prepared individually or you may prepare it in smaller sub-groups of your larger group (i.e. 2-3 people).

The grade for this assignment will be based on the quality of the study questions, the quality of class discussion (50% of the grade) and the post-class paper (50% of the grade).

2. **Policy Strategy Papers** (60% combined)

Select a country or region of interest to you. Then, select a policy area to investigate in that country/region and within that area, select a reform or other policy initiative that you would like to study. This can be a topic we covered in class, or something else that is of interest to you. Your assignments for the quarter will center around this topic and you will use it for all the assignments. If you want to study a global initiative, you will probably need to narrow it down to examine it in a particular country or set of countries (or set of international institutions) in order to complete the assignments. You may do this assignment alone, or in a small group of no more than 3 individuals.

Statement of Focus – due April 12

Using the form that will be posted to the class webpage, indicate the policy area, reform/initiative and country/region that will be the focus of your analysis. Indicate how you will identify information on the this area relevant to the assignments. Provide a brief overview of the issues of concern in the area and what the reform/initiative you have chosen can accomplish. This assignment is required, but not graded.

Political Interests Map – due April 26 (15%)

Using the matrix and forms that will be posted to the webpage, prepare a map of non-state and state actors, and other institutional actors, that are most relevant to the policy area and reform you have chosen.

Policy Process Map – Due May 17th (15%)

Using the policy process map posted to the course website, prepare a map of the reform/initiative process for your policy area.

Brief Class Presentation – May 31st

Students should be prepared to make a short (5-7 minute) presentation on their topic area to the class. If we have a large number of papers, we will begin this process on May 17th or May 24th. This is a required activity, but will not be graded.

Policy Strategy Paper – due June 6th (30%)

Review the documents you have completed to date. Write a policy memo that outlines your policy strategy and assesses the feasibility of introducing, implementing and sustaining your reform/initiative. You should of course draw on the work you have completed to date, but the memo should not include those documents, even as an attachment. Your job here is to take the analysis that you have completed and turn it into a persuasive policy documents that shows the need for the reform/initiative, and develops a sound plan for political and technical implementation and sustainability. You should address the memo to whomever you think are the key policy actors to address. Be sure to keep your audience in mind as you write the paper. The paper should be relatively short (roughly 5 pages single spaced).

3. **Class Participation** (15%)

Active class participation is expected. This includes the following:

- (a) attending all sessions, unless excused for illness, or other circumstances cleared in advance
- (b) be prepared by carefully doing all of the readings prior to each session
- (c) actively participating in the discussion with thoughtful and relevant comments (if you prefer, you can make your comments in writing, either prior to or immediately after the class, using the class list serve--in this way the list serve can become a way to continue the discussion for those that prefer this approach)

Evans School of Public Affairs: 533A
Economics of International Development

Leigh Anderson

Winter 2006

Phone: 543-0365
E-mail: cla@u.washington.edu
Office: PARR 224
Class location: SWS 030
Class hours: Tues 10:30-1:20
Office hours: Tues 1:20 – 2:00 and Thurs 1:20-2:00 and by apt.

Recommended Texts: Debraj Ray's *Development Economics* is an excellent text and highly recommended for those of you wanting to explore development economics more thoroughly. Selected sections are included in your course packet. William Easterly, *The Elusive Quest for Growth*, and Joseph Stiglitz, *Globalization and Its Discontents* are two current books written by well respected economists with extensive experience at the World bank and IMF.

Robert Klitgaard, *Tropical Gangsters* is required. Copies are available on line or in local bookstores. All other required readings are available on-line or in a reading package at Odegaard Library Copy Center. Other references are listed for your interest.

Course Objective

This course is organized around three related questions:

1. What is economic development and how do we measure it;
2. What can explain these differences;
3. What are the policy responses?

It is important to begin by defining what it is we are hoping to accomplish (what is development) and why we think it differs among countries. Theories about what underlies the differences will guide what policies you believe affect these outcomes.

By examining these questions and looking at how different countries and regions fare you will get an overview of the major issues and current debates in development economics, and domestic and international policy responses.

My goal is for you to be comfortable with the jargon of development economics and to be able to think analytically about development problems using some of the most basic tools of economics.

Course Requirements

Quality participation in class – 10%
One exam – 40% (Feb. 28)
One group presentation – 30% (groups and dates assigned)
One short book review – 20% (due March 7)

Class participation: to tap into the diverse academic and professional backgrounds and experiences of your IRDCP cohort, I want to encourage class participation. At the end of the

quarter I will ask each of you to evaluate the quality of the participation of your peers. I will use your comments as a guide in my evaluation.

Exam: this will be an in class exam with one sheet of notes permitted. More details will follow.

Group presentation: the class will be divided into groups of three. Each group will be responsible for presenting material on one of the eight Millennium Development Goals. Your power point presentation should cover the executive summary of the task force report on the goal and the progress achieved according to the Secretary General’s 2005 report. All of this material can be found on the website: <http://www.un.org/millenniumgoals/>

Imagine that you are a team of senior USAID bureaucrats briefing the U.S. Senate Committees on Appropriations and Foreign Relations about the MDGs. Half the presentation should be coverage of the goals and progress as defined by the task force and UN, and the other half should be a critique (of the data, goals, targets, methods, or whatever). Presentations are limited to 20 minutes (this will be enforced). Remember – everyone in the class can read the slides, don’t do that for us. Put up a slide with a few “take-away” points on it and narrate, don’t read from the slide, the substance. You can hand out a few pages of supporting hard copy material if you wish.

Book review: everyone is asked to write a brief (two page maximum) book review of Robert Klitgaard’s *Tropical Gangsters*. This book because it is less academic than the in-class material, but contains, I believe (on many levels), a number of interesting lessons. This review should contain:

- a two paragraph summary of the book;
- the two or three themes or episodes that you learned from the most;
- the two or three themes or episodes that you found most disturbing or dislike the most;
- who you would recommend the book to and why.

Course Outline and Tentative Schedule

1. What is economic development and how do we measure it? (5 weeks)

Topic	Reading	Approx. Date
Defining development <ul style="list-style-type: none"> - Growth and GDP - accounting problems and the informal economy - vulnerability and other alternatives - relative well-being - sustainable development 	Sen, chpt. 1; Ruffin and Gregory, chpt. 6; Ray 2.1-2.2.1, 2.4; Schneider and Enste, Schneider and Klinglmair tables Dixon; Graham Steer and Lutz, Serageldin	Jan 3 and 10
Who is defining it? <ul style="list-style-type: none"> - The main development organizations 	Mallaby; Paul; Frank; Samuelson 726-728.	Jan 10
Intro to the MDGs MDG #3 Gender <ul style="list-style-type: none"> - Gender Indices 	Klasen; The MDG Overview Report	Jan 17

<ul style="list-style-type: none"> - MDG #7 (environment) <p>Poverty and Nutrition</p> <ul style="list-style-type: none"> - measurement 	Ray 8.1-8.2; <i>The Economist</i> 27/05/00; Dollar and Kraay.	Jan 24
<ul style="list-style-type: none"> - MDG #1 (hunger) <p>Inequality</p> <ul style="list-style-type: none"> - measurement - status - MDG #3 (exc. gender) 	Ray 6.1-6.4 except pgs. 174-177 and 181-183; UNDP pp. 38-39; WDR 2006, Overview; Wade; Pritchett	Jan 31

2. What explains differences in economic development among countries and what are the responses? (5 weeks)

<p>The role of institutions in growth</p> <ul style="list-style-type: none"> - property rights and externalities - MDG #2 (education) - global public goods - MDG #6 (comm.disease) <p>Government vs. market failures</p> <ul style="list-style-type: none"> - inefficiencies - corruption 	<p>Rodrik, 2000; North; de Soto; Kaul et. al chpt.1</p> <p>Kruegar; Amundsen, Sissener and Soreide</p>	Feb 7
<p>Domestic macro policy in an open economy: fiscal, monetary and trade relationships</p> <p>i. International trade theory</p> <p>Trade and the WTO</p> <ul style="list-style-type: none"> - Sweatshops - Outsourcing <p>ii. International financial systems</p> <ul style="list-style-type: none"> - balance of payments accounts 	Ray 16.2, 17.1 – 17.3.2; Samuelson and Nordhaus 663-676, 722-730; WTO Overview, WTO CTD; Nordstrom; Obstfeld; Amiti and Wei	Feb 21
<p>Aid and the donors</p> <ul style="list-style-type: none"> - MDG (maternal) - MDG (child) 	Bauer; World Bank Assessing Aid; Radelet; IMF PRSP; Anderson and Stamoulis	Feb 14
<p>Climate, geography and other factors</p> <p>Exam 1</p>	Landes, chpt.1; <i>The Economist</i> 05/10/02	Feb 28
<p>Debt Relief</p> <p>MDG #8 (partnership)</p>	Powell, IMF HIPC and MIDR fact sheet, Oxfam, Basu/Stiglitz	Mar 7

Course Readings

Amiti, Mary and Shang-Jin Wei. (December 2004) "Demystifying Outsourcing," *Finance and Development*, International Monetary Fund.

<http://www.imf.org/external/pubs/ft/fandd/2005/12/index.htm>

Amundsen, Inge, Tone Sissener and Tina Soreide. (2000) "Research on Corruption, A policy oriented survey." Commissioned by NORAD.

Anderson, C. Leigh and Kostas Stamoulis (2005). "The Implications of Behavioral Economics for International Development." UNU Working Paper.

Basu, Kaushik (2003). "Globalization and the Politics of International Finance: The Stiglitz Verdict," *Journal of Economic Literature*, Vol. XLI (sept), 885-899.

Bauer, Peter. (1994). Development Aid: End it or Mend it. Occasional Papers No. 43. International Center for Economic Growth, 1-22.

De Soto, Hernando (2000). *The Mystery of Capital*. New York: Basic Books.

Dixon, Huw D. (November 1997) Controversy – Economics and Happiness. *The Economic Journal*, 107, 1812-1814.

The Economist (May 27, 2000). Growth is Good. 82

Easterly, William. (2002) *The Elusive Quest for Growth*. Massachusetts: The MIT Press.

Frank, Leonard. The Development Game. *Granta*, Issue 62. 231-243.

Graham, Carol. (2005). "Some Insights on Development from the Economics of Happiness," The Brookings Institution, forthcoming in the *World Bank Research Observer*, 2005.

<http://www.brookings.edu/views/articles/graham/200504.pdf>

International Monetary Fund (2005), HIPC factsheet, MDRI factsheet, and PRSP factsheet

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The International Monetary Fund

- IMF site: <http://www.imf.org/>

United Nations Economic and Social Development

- UNESD site: <http://www.un.org/esa/>

United Nations Development Program

- UNDP site: <http://www.undp.org/>
- UNDP HDR Site: <http://www.undp.org/hdro/>
- UNDP Links page: <http://www.undp.org/toppages/discover/index.html>

International Food Policy Research Institute

- IFPRI site: <http://www.ifpri.org>

Transparency International

- TI site: <http://www.transparency.org>

The Asian Development Bank

- ADB site: <http://www.adb.org/>

International Agency for Economic Development

- IAED site: <http://www.iaed.org/>

Organization for Economic Cooperation and Development

- OECD site: <http://www.oecd.org/>
- OECD links page: <http://www.oecd.org/dac/htm/intsites.htm>

International Development Network

- IDN site: <http://www.idn.org/>

United States Agency for International Development

- USAID site: <http://www.usaid.gov/>

The University of Pittsburgh

- International Affairs Network Web Resources:
<http://www.pitt.edu/~ian/resource/develop.htm>

The British Library for International Development Studies: <http://www.ids.ac.uk/>

- The British Library for Development Studies at Institute of Development Studies in Brighton, UK maintains a guide to electronic development sources on development and the environment. This is a directory (with descriptions) of information services available in some sort of electronic format (WWW, gopher, telnet, discussion lists, library catalogues, CD-ROMs, PC databases, etc).

Economics Departments, Institutes and Research Centers in the World

- EDIRC site: <http://ideas.uqam.ca/EDIRC/ecdev.html>
- long list of links, listed by country

World Wide Web Virtual Library: Sustainable Development

- Sustainable Development Library: <http://www.ulb.ac.be/ceese/meta/sustvl.html>

The Virtual Library on Microcredit: <http://www.soc.titech.ac.jp/icm/>

- Contains background, bibliographies, case studies and internet resources.

USAID's Microenterprise Innovation Project: <http://www.mip.org/>

- Information on current research, best practices, technical assistance, and grants.

Consultative Group to Assist the Poorest: <http://www.cgap.org>

- Information on the program, full text of short-note series (Focus), occasional papers and a newsletter.

Sustainable Banking with the Poor – World Bank:

<http://www-esd.worldbank.org/html/esd/agr/sbp/step0.htm>:

- A directory of some 1000 microfinance institutions worldwide (dating from 1995), abstracts of working papers (some full text), plus a lengthy inventory analyzing their data and giving an overview of microfinance practices worldwide.

International Development Certificate Program (IDCP) Seminar 2006-07

International Development Seminar Syllabus

Instructor: Elisabeth Mitchell

emitchel@u.washington.edu

206.616.1618

Parrington 109M

Office Hours: Individually arranged

Course Number: PbAf 599D

Room: Parrington 108 unless notified

Time: 9:00-11:50 a.m.

Dates: As designated

The purpose of the IDCP seminar is to provide the IDCP 2006-07 cohort an opportunity to discuss issues and develop skills related to the pursuit of a career in international development that are not fully discussed elsewhere in the IDCP curriculum. Taking advantage of the presence of two international fellowship programs, the Hubert H. Humphrey Fellowship (HHH) and the Population Leadership Program (PLP), the seminar purposefully connects IDCP students and HHH and PLP Fellows in seminar sessions to maximize the sharing of cross-cultural perspectives and communication skill development. The seminar meets Fall Quarter, 2006, and Winter and Spring Quarters, 2007.

In seminar sessions, IDCP students and Fellows will have opportunities to interact with each other as well as with faculty and current practitioners working on development issues. A group project that includes IDCP students and Fellows is required. It will be presented either at one of the seminar sessions or as a brown-bag presentation as part of the Marc Lindenberg Center Speaker Series on Sustainable Human Development. For more information about the Marc Lindenberg Center for Humanitarian Action, International Development, and Global Citizenship, see: <http://evans.washington.edu/research/centers/mlc.php>.

To meet the attendance requirements of the IDCP seminar, offered Fall, 2006, and Winter and Spring, 2007, students will choose a minimum of **six** sessions throughout the year. The first session is required; as it will introduce Fellows and students.

The seminar may be demanding in unexpected ways. In order to make the most of student/Fellow efforts and those of the guest speakers, flexibility, creativity, and good communication will be required.

We expect to include the following topics.

Fall Quarter, 2006

September 29th:

Introduction to the Players and the Seminar: IDCP students and HHH/PLP Fellows
Cross-cultural communication competence: Setting a tone for the year
Professional Portfolios and CVs

October 13th:

Public Speaking for professionals

Winter Quarter, 2007 (dates to be announced)

Conflict Resolution
Development: Questions about the field
Grant Writing
Gender and Leadership
NGO/Gov't. Relations in Development

Spring Quarter, 2007 (dates to be announced)

Indigenous People/Planning with Marginalized People
IT and Development
Organizational Storytelling
Initiative for Global Development *

Class sessions will be held Fridays, 9:00 a.m. – 11:50 a.m. Most will be held in Parrington 108, but please check the syllabus for exceptions.

Assignments:

1. One group presentation is required. It can be an in-class presentation (dependent on scheduling) or an out of class presentation as part of the 2006-07 Marc Lindenberg Center sponsored series on “Sustainable Human Development.”

Be prepared to begin to form small groups at the first class meeting. Begin to select a topic for investigation and presentation that will augment one of the scheduled sessions; i.e. human rights and gender in development, poverty alleviation, or working with marginalized people, or address a development issue that is of particular interest to you and members of the group. Once groups are formed, work together to decide on a narrow or broad focus with the outcome being a presentation. The focus could provide an overview of the issue or a specific case study raising issues to be further discussed in that specific session. For in-class presentations, it is possible that some groups will present at the session prior to the date assigned to that topic to prepare the class for the topic to be discussed.

Please note: it will take time for the group to decide on an issue. The Fall quarter schedule is purposely more open to accommodate out-of-class group meetings. The length of the presentation will be determined after we know the number of groups (and people within each group) scheduled for each session.

2. Submit a group status report to me by December 1, 2006. The status report should contain a list of group members, a specific presentation topic, and a presentation plan (who is responsible for which piece of the presentation). I will be in contact with each group prior to this date to provide more information and guidance.

3. Present your assignment on the assigned date.
4. Some sessions may include advance readings. These will be forwarded prior to the related session.

The seminar is offered Credit/No Credit. Credit will be given based on attendance (six sessions required), participation (50%), and presentation (50%).

* As part of the seminar requirement the Initiative for Global Development in Seattle is interested in having IDCP students and Fellows jointly research poverty alleviation. Two possible topics are:

1. Current and potential actions of the private sector to reduce poverty in one or more countries. This could include US companies and companies within the selected countries and both philanthropic and investment actions. An interesting starting point could be the Millennium Challenge Corporation scorecard to determine "economic freedom" indicators and an evaluation of ways to improve this score.
2. What would the world look like if poverty were eliminated?

For more information on the Initiative for Global Development, see: <http://www.igdleaders.org/>. Other ideas are open for discussion.

Suggested Readings:

Robert Coles: Lives of Moral Leadership. Random House. 2001

Paul Loeb: Soul of A Citizen: Living With Conviction in a Cynical Time, St. Martin's Press, 1999; and The Impossible Will Take a Little While, A Citizen's Guide to Hope in a Time of Fear. Basic Books, 2004.

Anne Firth Murray: Paradigm Found: Leading and Managing for Positive Change. New World Library. 2006

**INTERNATIONAL DEVELOPMENT POLICY AND MANAGEMENT
CERTIFICATE PROGRAM
(IDCP)**

**SELF-STUDY REPORT
For Submission to the Graduate School**

January 2007

International Development Certificate Committee
Evans School of Public Affairs
University of Washington

**APPENDICES, VOLUME I:
PERFORMANCE MEASUREMENTS**

Admissions Statistics
UW Degree Programs Represented
Student Demographics and Diversity
Graduation Rates
Time-to-Completion
Employment Placements
Student Course Evaluation Summary

About This Document

Data contained in this document was compiled for the Graduate School's impending review of the International Development Certificate Program.

2000-2006 summary statistics are provided for the following categories:

- Admissions
 - Admission counts and percentages
 - Degree programs/combinations represented
 - All admitted students
 - Graduates
 - Students that withdrew
 - Admits that declined or did not start the program
 - Comparison of Graduate-, Withdrew-, and Declined/Did Not Start-status students

- Program Summary
 - Student status summary
 - By major category
 - Detailed summary
 - Diversity
 - Gender
 - All participating students
 - Graduates
 - Students that withdrew
 - Admits that declined or did not start the program
 - Race/Ethnicity
 - All participating students
 - Graduates
 - Students that withdrew
 - Admits that declined or did not start the program
 - Stated Permanent Address
 - All participating students
 - Graduates
 - Students that withdrew
 - Admits that declined or did not start the program

- Outcome Measures
 - Graduation rates
 - Non-Active students only
 - All participating students
 - Evans School Admits vs. All Other Admits
 - Time-to-completion
 - Jobs obtained by graduates

- Student Course Evaluations Summary
 - Old evaluation system
 - Current evaluation system

Key Definitions

Student Status

- Students are categorized into one of four status categories
 - Active: Students currently enrolled in the program
 - Graduated: Students that have graduated from the program
 - Withdrew: Students that either formally withdrew from the program, that informally stopped participating in the program, or that graduated from the University without completing the program
 - Declined: Students that were admitted to the program but declined to enroll
 - Enrolled/Did Not Start: Students that were admitted and enrolled in the program, but for unknown reasons never participated
 - For purposes of this analysis, these students are combined with “Declined” students
 - Denied: Students that applied to the program but were not admitted

Participating Students

- Students with a status of Active, Graduated, or Withdrew

Important Notes Regarding Race/Ethnicity Data

For the purposes of this research, four student records were altered with regard to Race/Ethnicity data:

- One Middle Eastern person is considered CAUCASIAN in the UW registrar's database; however, for purposes of this analysis, the person was categorized as OTHER
- One Spanish person is considered HISPANIC in the UW registrar's database; however, for purposes of this analysis, the person was categorized as CAUSCASIAN
- One person's short description is categorized as NOT INDICATED in the UW registrar's database; however, for purposes of this analysis the person was categorized as OTHER to match the person's race/ethnicity long description
- One person had a null value in her race/ethnicity record. For purposes of this analysis the person was categorized as NOT INDICATED

Data Sources

Data sources for this research include Evans School IDCP student records and the UW Registrar's Office student database.

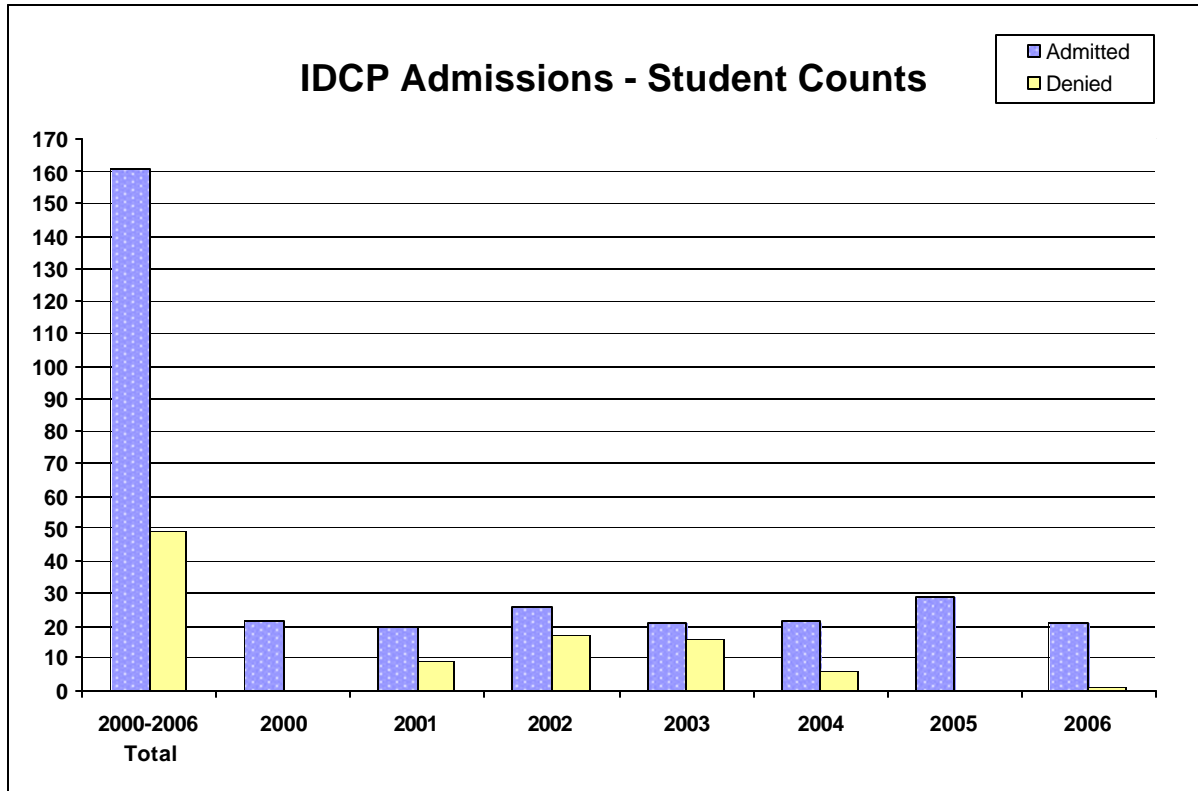
Program Admissions

Admissions Counts

IDCP Admissions: Student Counts		<i>By Year</i>						
	2000-2006 Total	2000	2001	2002	2003	2004	2005	2006
Admitted	161	22	20	26	21	22	29	21
Denied	49	0	9	17	16	6	0	1
Percentages		<i>By Year</i>						
	2000-2006 Total	2000	2001	2002	2003	2004	2005	2006
Admitted	76.7%	100.0%	69.0%	60.5%	56.8%	78.6%	100.0%	95.5%
Denied	23.3%	0.0%	31.0%	39.5%	43.2%	21.4%	0.0%	4.5%

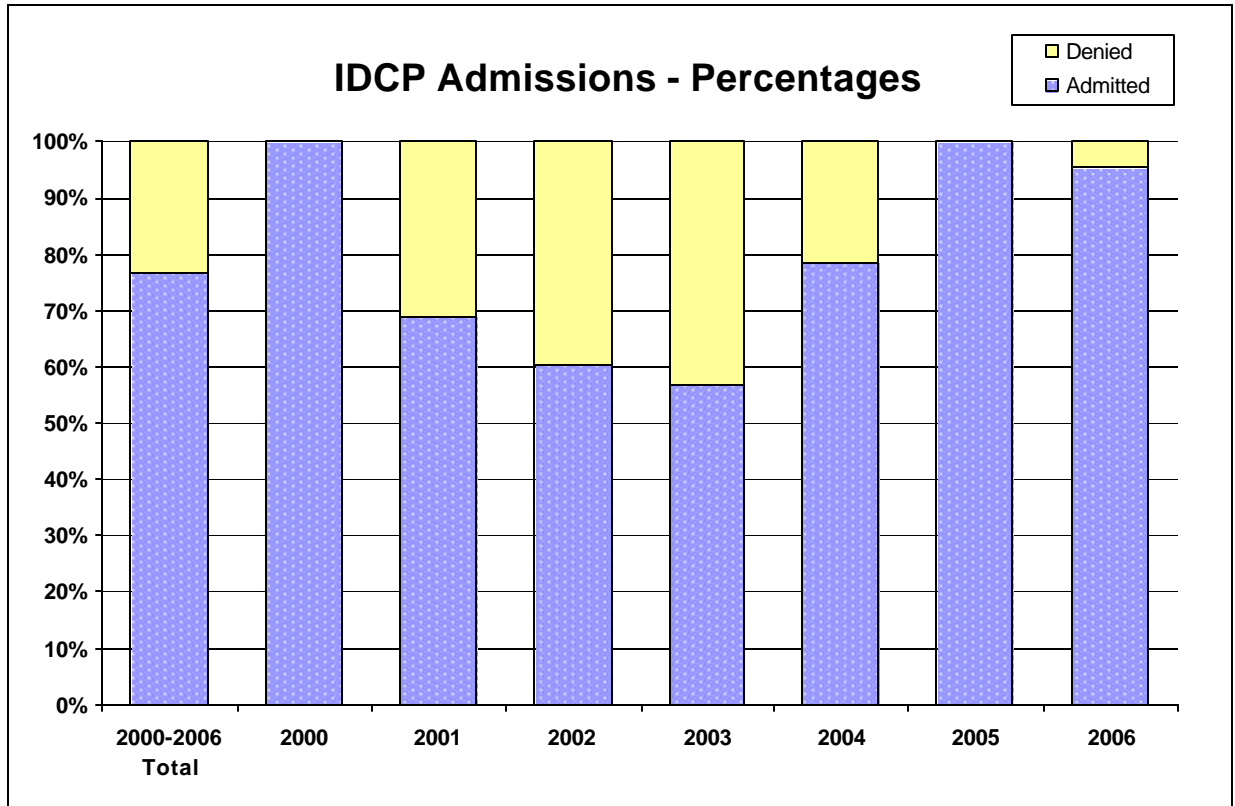
Admissions Counts

- By Major Category (Graph – Counts)



Admissions Counts

- By Major Category (Graph – Percentages)



Degree Programs/Combinations Represented

- All Admitted Students
 - Includes Active- Graduated-, Withdrew-, and Declined/Did Not Start-status students

Programs/Combinations Represented by IDCP Admits 2000-2006		
	Number of Students	%
Evans School of Public Affairs	53	33%
Evans School of Public Affairs/Jackson School of International Studies	18	11%
Jackson School of International Studies	12	7%
School of Social Work	8	5%
School of Public Health	8	5%
Information School	5	3%
School of Law	5	3%
Department of Anthropology	4	2%
Department of Sociology	4	2%
Department of Communication	3	2%
Department of Geography	3	2%
Urban Design and Planning	3	2%
School of Marine Affairs	3	2%
School of Nursing	3	2%
College of Forest Resources	2	1%
Evans School of Public Affairs/School of Public Health	2	1%
School of Nursing/Community Health	2	1%
Master of Arts in Policy Studies, UWB	2	1%
Department of Health Services	2	1%
Department of Political Science	2	1%
School of Public Health/Department of Health Services	2	1%
Department of Architecture	1	1%
Department of Economics	1	1%
Department of Epidemiology	1	1%
Department of Medical Education and Biomedical Informatics	1	1%
Department of Sociology/Department of Health Services	1	1%
Department of Technical Communication	1	1%
Department of Technical Communication/Department of Linguistics	1	1%
Department of Women's Studies	1	1%
College of Education	1	1%
Evans School of Public Affairs/Department of Women's Studies	1	1%
Evans School of Public Affairs/School of Marine Affairs	1	1%
Interdisciplinary Graduate Program in Nutritional Sciences	1	1%
School of Business	1	1%
School of Public Health/Department of Epidemiology	1	1%
Evans School of Public Affairs/College of Forest Resources	1	1%
Total Number of Programs/Combinations Represented		36

Degree Programs/Combinations Represented

- All Graduated-status Students

Programs/Combinations Represented by IDCP <u>GRADUATES</u> 2000-2006		
	Number of Students	%
Evans School of Public Affairs	30	38%
Evans School of Public Affairs/Jackson School of International Studies	13	17%
Jackson School of International Studies	6	8%
School of Public Health	5	6%
School of Social Work	4	5%
Evans School of Public Affairs/School of Public Health	2	3%
School of Law	2	3%
School of Marine Affairs	2	3%
School of Public Health/Department of Health Services	2	3%
College of Forest Resources	1	1%
Department of Political Science	1	1%
Department of Sociology/Department of Health Services	1	1%
Evans School of Public Affairs/College of Forest Resources	1	1%
Evans School of Public Affairs/Department of Women's Studies	1	1%
Evans School of Public Affairs/School of Marine Affairs	1	1%
Information School	1	1%
Interdisciplinary Graduate Program in Nutritional Sciences	1	1%
School of Nursing	1	1%
School of Nursing/Community Health	1	1%
School of Public Health/Department of Epidemiology	1	1%
Urban Design and Planning	1	1%
Total Number of Programs/Combinations Represented		21

Degree Programs/Combinations Represented

- All Withdrew-status Students

Programs/Combinations Represented by <u>WITHDREW-Status</u> Students 2000-2006		
	Number of Students	%
Evans School of Public Affairs	11	41%
Department of Geography	3	11%
Evans School of Public Affairs/Jackson School of International Studies	3	11%
School of Public Health	2	7%
College of Education	1	4%
College of Forest Resources	1	4%
Department of Anthropology	1	4%
Department of Communication	1	4%
Department of Epidemiology	1	4%
Department of Medical Education and Biomedical Informatics	1	4%
Department of Sociology	1	4%
Jackson School of International Studies	1	4%
Total Number of Programs/Combinations Represented		12

Degree Programs/Combinations Represented

- All Declined- and Enrolled-Did Not Start- status Students

Programs/Combinations Represented by <u>DECLINED/DID NOT START</u> Students 2000-2006		
	Number of Students	%
School of Law	3	19%
Jackson School of International Studies	2	13%
Department of Anthropology	1	6%
Department of Architecture	1	6%
Department of Economics	1	6%
Department of Sociology	1	6%
Department of Technical Communication	1	6%
Evans School of Public Affairs	1	6%
Information School	1	6%
School of Nursing/Community Health	1	6%
School of Public Health	1	6%
School of Social Work	1	6%
Urban Design and Planning	1	6%
Total Number of Programs/Combinations Represented		13

Degree Programs/Combinations Represented

- Comparison of Graduated-, Withdrew-, and Declined/Did Not Start- status Students

Comparison of Programs/Combinations between Graduated, Withrew, and Declined/Did Not Start Students 2000-2006						
Program/Program Combination	Graduated		Withdrew		Declined/Did Not Start	
	Number	%	Number	%	Number	%
College of Education			1	4%		
College of Forest Resources	1	1%	1	4%		
Department of Anthropology			1	4%	1	6%
Department of Architecture					1	6%
Department of Communication			1	4%		
Department of Economics					1	6%
Department of Epidemiology			1	4%		
Department of Geography			3	11%		
Department of Health Services						
Department of Medical Education and Biomedical Informatics			1	4%		
Department of Political Science	1	1%				
Department of Sociology			1	4%	1	6%
Department of Sociology/Department of Health Services	1	1%				
Department of Technical Communication					1	6%
Department of Technical Communication/Department of Linguistics						
Department of Women's Studies						
Evans School of Public Affairs	30	38%	11	41%	1	6%
Evans School of Public Affairs/College of Forest Resources	1	1%				
Evans School of Public Affairs/Department of Women's Studies	1	1%				
Evans School of Public Affairs/Jackson School of International Studies	13	17%	3	11%		
Evans School of Public Affairs/School of Marine Affairs	1	1%				
Evans School of Public Affairs/School of Public Health	2	3%				
Information School	1	1%			1	6%
Interdisciplinary Graduate Program in Nutritional Sciences	1	1%				
Jackson School of International Studies	6	8%	1	4%	2	13%
Master of Arts in Policy Studies, UWB						
School of Business						
School of Law	2	3%			3	19%
School of Marine Affairs	2	3%				
School of Nursing	1	1%				
School of Nursing/Community Health	1	1%			1	6%
School of Public Health	5	6%	2	7%	1	6%
School of Public Health/Department of Epidemiology	1	1%				
School of Public Health/Department of Health Services	2	3%				
School of Social Work	4	5%			1	6%
Urban Design and Planning	1	1%			1	6%
Totals	78		27		16	

Program Summary

Student Status Summary

- By Major Category

IDCP Status: Student Counts		<i>By Year</i>						
	2000-2006 Total	2000	2001	2002	2003	2004	2005	2006
Active or Graduated	118	12	13	19	12	16	26	20
Withdrew	27	7	4	6	5	4	0	1
Declined/Did Not Start	16	3	3	1	4	2	3	0
Denied	49	0	9	17	16	6	0	1
Percentages		<i>By Year</i>						
	2000-2006 Total	2000	2001	2002	2003	2004	2005	2006
Active or Graduated	56.2%	54.5%	44.8%	44.2%	32.4%	57.1%	89.7%	90.9%
Withdrew	12.9%	31.8%	13.8%	14.0%	13.5%	14.3%	0.0%	4.5%
Declined/Did Not Start	7.6%	13.6%	10.3%	2.3%	10.8%	7.1%	10.3%	0.0%
Denied	23.3%	0.0%	31.0%	39.5%	43.2%	21.4%	0.0%	4.5%

Student Status Summary

- Detailed Summary

IDCP Status: Student Counts		<i>By Year</i>						
	2000-2006 Total	2000	2001	2002	2003	2004	2005	2006
Active	40	0	0	1	1	4	14	20
Graduated	78	12	13	18	11	12	12	0
Withdrew	27	7	4	6	5	4	0	1
Enrolled, Did Not Start	14	3	3	1	4	2	1	0
Declined	2	0	0	0	0	0	2	0
Denied	49	0	9	17	16	6	0	1
Percentages		<i>By Year</i>						
	2000-2006 Total	2000	2001	2002	2003	2004	2005	2006
Active	19.0%	0.0%	0.0%	2.3%	2.7%	14.3%	48.3%	90.9%
Graduated	37.1%	54.5%	44.8%	41.9%	29.7%	42.9%	41.4%	0.0%
Withdrew	12.9%	31.8%	13.8%	14.0%	13.5%	14.3%	0.0%	4.5%
Enrolled, Did Not Start	6.7%	13.6%	10.3%	2.3%	10.8%	7.1%	3.4%	0.0%
Declined	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.9%	0.0%
Denied	23.3%	0.0%	31.0%	39.5%	43.2%	21.4%	0.0%	4.5%

Diversity

- Gender
 - All students at one time participating in the program
 - Does not include Declined/Did Not Start or Denied students

Gender: Participating Students 2000-2006		
	Number	%
FEMALE	99	68.3%
MALE	46	31.7%

Diversity

- Gender
 - All Graduated-status Students

Gender: Graduating Students 2000-2006		
	Number	%
FEMALE	53	67.9%
MALE	25	32.1%

Diversity

- Gender
 - All Withdrew-status Students

Gender: Withdrawing Students 2000-2006		
	Number	%
FEMALE	16	59.3%
MALE	11	40.7%

Diversity

- Gender
 - All Declined/Did Not Start- status Students

Gender: Declined/Did Not Start Students 2000-2006		
	Number	%
FEMALE	10	62.5%
MALE	6	37.5%

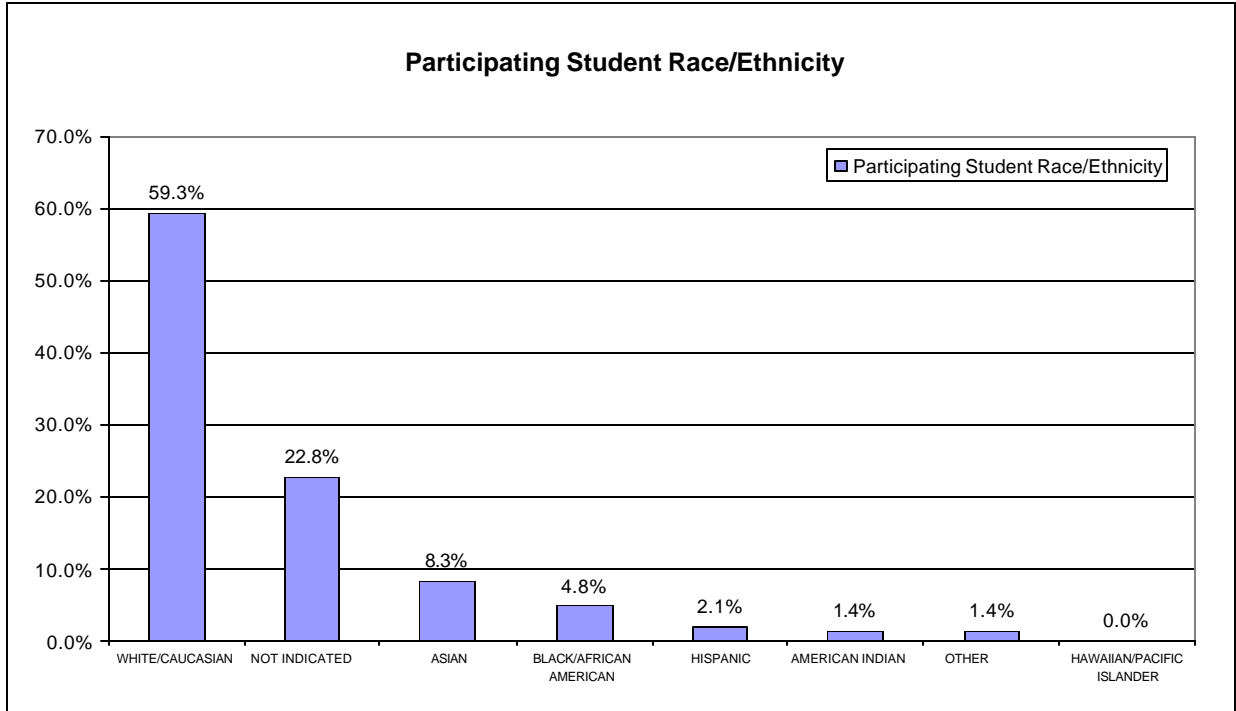
Diversity

- Race/Ethnicity
 - All students at one time participating in the program
 - Does not include Declined/Did Not Start or Denied students

Race/Ethnicity: Participating Students 2000-2006		
	Number	%
WHITE/CAUCASIAN	86	59.3%
NOT INDICATED	33	22.8%
ASIAN	12	8.3%
BLACK/AFRICAN AMERICAN	7	4.8%
HISPANIC	3	2.1%
AMERICAN INDIAN	2	1.4%
OTHER	2	1.4%
HAWAIIAN/PACIFIC ISLANDER	0	0.0%

Diversity

- Race/Ethnicity (Graph)
 - All students at one time participating in the program
 - Does not include Declined/Did Not Start or Denied students



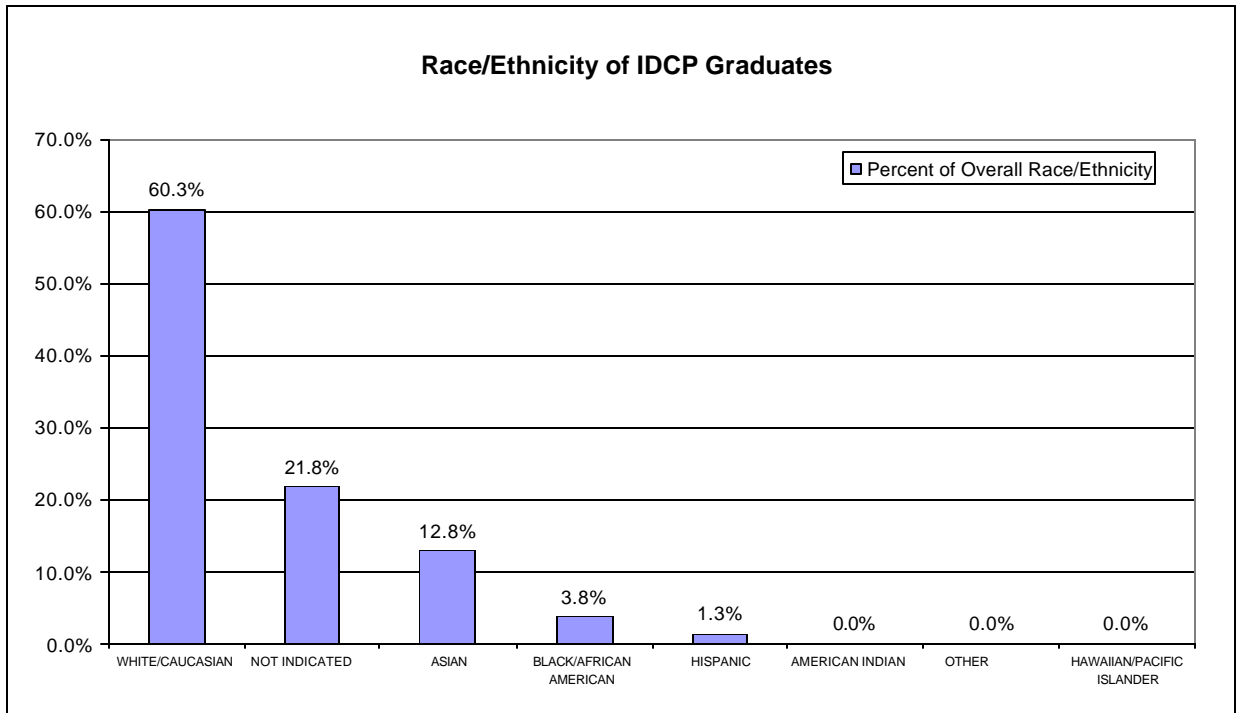
Diversity

- Race/Ethnicity
 - All Graduated-status Students

Race/Ethnicity: Graduating Students 2000-2006		
	Number	%
WHITE/CAUCASIAN	47	60.3%
NOT INDICATED	17	21.8%
ASIAN	10	12.8%
BLACK/AFRICAN AMERICAN	3	3.8%
HISPANIC	1	1.3%
AMERICAN INDIAN	0	0.0%
OTHER	0	0.0%
HAWAIIAN/PACIFIC ISLANDER	0	0.0%

Diversity

- Race/Ethnicity (Graph)
 - All Graduated-status Students



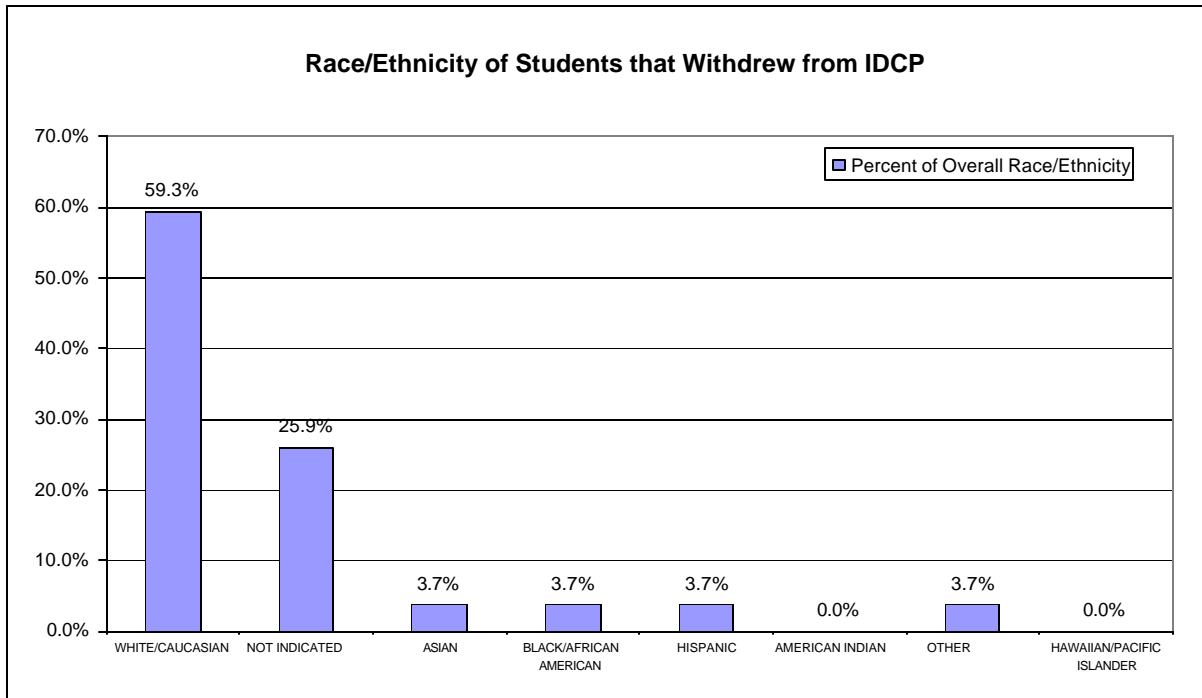
Diversity

- Race/Ethnicity
 - All Withdrew-status Students

Race/Ethnicity: Withdrawing Students 2000-2006		
	Number	%
WHITE/CAUCASIAN	16	59.3%
NOT INDICATED	7	25.9%
ASIAN	1	3.7%
BLACK/AFRICAN AMERICAN	1	3.7%
HISPANIC	1	3.7%
AMERICAN INDIAN	0	0.0%
OTHER	1	3.7%
HAWAIIAN/PACIFIC ISLANDER	0	0.0%

Diversity

- Race/Ethnicity (Graph)
 - All Withdrew-status Students



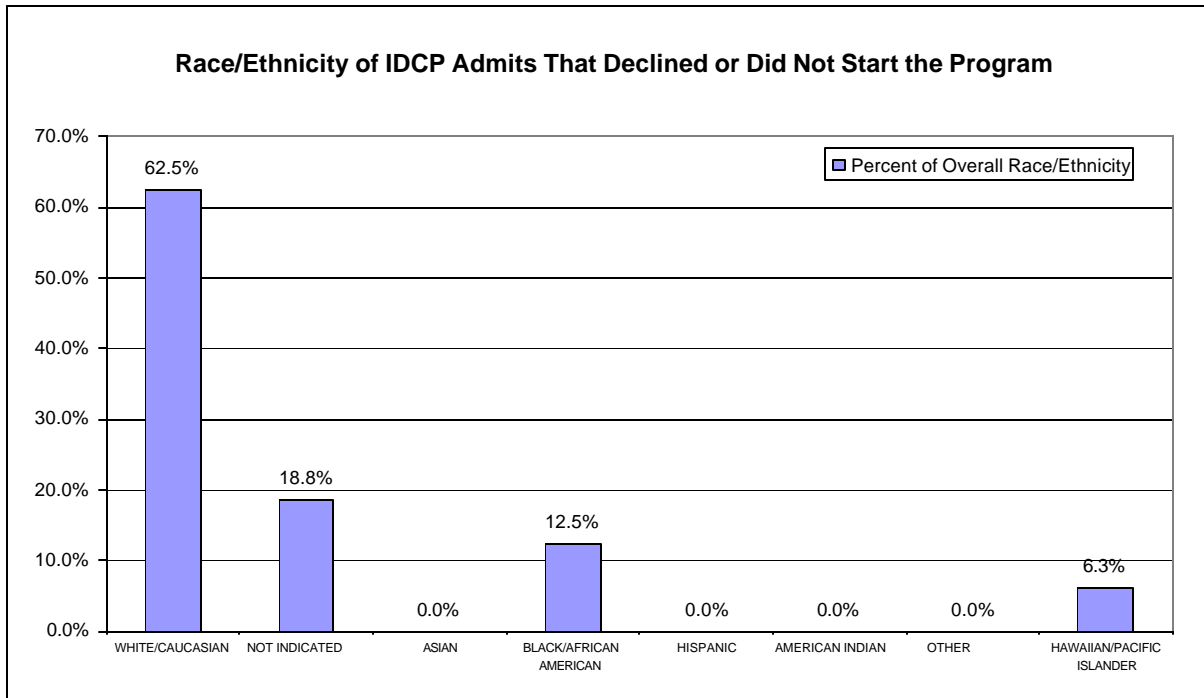
Diversity

- Race/Ethnicity
 - All Declined/Did Not Start- status Students

Race/Ethnicity: Declined/Did Not Start Students 2000-2006		
	Number	%
WHITE/CAUCASIAN	10	62.5%
NOT INDICATED	3	18.8%
ASIAN	0	0.0%
BLACK/AFRICAN AMERICAN	2	12.5%
HISPANIC	0	0.0%
AMERICAN INDIAN	0	0.0%
OTHER	0	0.0%
HAWAIIAN/PACIFIC ISLANDER	1	6.3%

Diversity

- Race/Ethnicity (Graph)
 - All Declined/Did Not Start- status Students



Diversity

- Stated Permanent Address
 - All students at one time participating in the program
 - Does not include Declined/Did Not Start or Denied students

Participating Students 2000-2006: Stated Permanent Address			
	Student Count	% of US	
WA	88	76.5%	<u>US = Permanent Residence</u> Count 115 % 79.3%
AZ	1	0.9%	
CA	9	7.8%	
CO	1	0.9%	
CT	1	0.9%	
DC	2	1.7%	
IN	1	0.9%	
MD	2	1.7%	
MN	1	0.9%	
NC	2	1.7%	
NY	1	0.9%	
OR	2	1.7%	
TX	1	0.9%	
UT	1	0.9%	
WI	2	1.7%	
ARMENIA	1		
AUSTRALIA	1		
BANGLADESH	1		
BELIZE	1		
CHILE	1		
CHINA	1		
FRANCE	1		
INDIA	4		
IRAN	1		
JAMAICA	1		
JAPAN	1		
MEXICO	1		
RUSSIA	1		
SPAIN	1		
TURKEY	1		
UKRAINE	1		
UNITED KINGDOM	1		
Not Indicated	10		<u>Permanent Residence Not Indicated</u> Count 10 % 6.9%

Diversity

- Stated Permanent Address
 - All Graduated-status Students

Student that Graduated 2000-2006: Stated Permanent Address			
	Student Count	% of US	
WA	49	75.4%	<u>US = Permanent Residence</u> Count 65 % 83.3%
AZ	1	1.5%	
CA	4	6.2%	
CO	1	1.5%	
CT	1	1.5%	
DC	2	3.1%	
IN	1	1.5%	
MD	1	1.5%	
MN	0	0.0%	
NC	2	3.1%	
NH	0	0.0%	
NY	1	1.5%	
OR	2	3.1%	
TX	0	0.0%	
UT	0	0.0%	
VA	0	0.0%	
WI	0	0.0%	
ARMENIA	0		<u>Not US = Permanent Residence</u> Count 10 % 12.8%
AUSTRALIA	0		
BANGLADESH	1		
BELIZE	0		
CHILE	1		
CHINA	1		
FRANCE	1		
INDIA	2		
IRAN	0		
JAMAICA	1		
JAPAN	1		
MEXICO	1		
RUSSIA	0		
SPAIN	0		
TURKEY	1		
UKRAINE	0		
UNITED KINGDOM	0		
Not Indicated	3		<u>Permanent Residence Not Indicated</u> Count 3 % 3.8%

Diversity

- Stated Permanent Address
 - All Withdrew-status Students

Students that Withdrew 2000-2006: Stated Permanent Address			
	Student Count	% of US	
WA	14	66.7%	<u>US = Permanent Residence</u> Count 21 % 77.8%
AZ	0	0.0%	
CA	3	14.3%	
CO	0	0.0%	
CT	0	0.0%	
DC	0	0.0%	
IN	0	0.0%	
MD	1	4.8%	
MN	1	4.8%	
NC	0	0.0%	
NH	0	0.0%	
NY	0	0.0%	
OR	0	0.0%	
TX	0	0.0%	
UT	1	4.8%	
VA	0	0.0%	
WI	1	4.8%	
			<u>Not US = Permanent Residence</u>
ARMENIA	0		Count 5 % 18.5%
AUSTRALIA	1		
BANGLADESH	0		
BELIZE	1		
CHILE	0		
CHINA	0		
FRANCE	0		
INDIA	1		
IRAN	1		
JAMAICA	0		
JAPAN	0		
MEXICO	0		
RUSSIA	0		
SPAIN	1		
TURKEY	0		
UKRAINE	0		
UNITED KINGDOM	0		
Not Indicated	1		<u>Permanent Residence Not Indicated</u> Count 1 % 3.7%

Diversity

- Stated Permanent Address
 - All Declined/Did Not Start- status Students

Students that Declined/Did Not Start 2000-2006: Stated Permanent Address			
	Student Count	% of US	
WA	10	66.7%	<u>US = Permanent Residence</u> Count 15 % 93.8%
AZ	0	0.0%	
CA	2	13.3%	
CO	0	0.0%	
CT	0	0.0%	
DC	0	0.0%	
IN	0	0.0%	
MD	0	0.0%	
MN	0	0.0%	
NC	0	0.0%	
NH	1	6.7%	
NY	1	6.7%	
OR	0	0.0%	
TX	0	0.0%	
UT	0	0.0%	
VA	1	6.7%	
WI	0	0.0%	
			<u>Not US = Permanent Residence</u>
ARMENIA	0		Count 0
AUSTRALIA	0		% 0.0%
BANGLADESH	0		
BELIZE	0		
CHILE	0		
CHINA	0		
FRANCE	0		
INDIA	0		
IRAN	0		
JAMAICA	0		
JAPAN	0		
MEXICO	0		
RUSSIA	0		
SPAIN	0		
TURKEY	0		
UKRAINE	0		
UNITED KINGDOM	0		
Not Indicated	1		<u>Permanent Residence Not Indicated</u> Count 1 % 6.3%

Outcome Measures

Graduation Rates

- Includes only Graduated- and Withdrew- status Students
 - Does not include Active students

IDCP Status: Student Counts		<i>By Year</i>						
	2000-2006 Total	2000	2001	2002	2003	2004	2005	2006
Graduated	78	12	13	18	11	12	12	0
Withdrew	27	7	4	6	5	4	0	1
Percentages		<i>By Year</i>						
	2000-2006 Total	2000	2001	2002	2003	2004	2005	2006
Graduated	74.3%	63.2%	76.5%	75.0%	68.8%	75.0%	100.0%	0.0%
Withdrew	25.7%	36.8%	23.5%	25.0%	31.3%	25.0%	0.0%	100.0%

Graduation Rates

- Includes Active-, Graduated- vs. Withdrew- status Students
 - All Active-status students in this scenario are “Expected” to graduate

Graduation Rates: Student Counts		<i>By Year</i>						
	2000-2006 Total	2000	2001	2002	2003	2004	2005	2006
Graduated/Expected	118	12	13	19	12	16	26	20
Withdrew	27	7	4	6	5	4	0	1
Percentages		<i>By Year</i>						
	2000-2006 Total	2000	2001	2002	2003	2004	2005	2006
Graduated/Expected	81.4%	63.2%	76.5%	76.0%	70.6%	80.0%	100.0%	95.2%
Withdrew	18.6%	36.8%	23.5%	24.0%	29.4%	20.0%	0.0%	4.8%

Graduation:Admission Index

- Includes Admits Enrolled in the Evans School vs. All Other Admits
 - Does not include Denied students
- Includes Graduates (only) Enrolled in the Evans School vs. All Other Graduates (only)

IDCP ADMITS: Student Counts		IDCP GRADUATES: Student Counts	
	2000-2006 Total		2000-2006 Total
Evans Admits	76	Evans Graduates	48
All Other Admits	85	All Other Graduates	30
Percentages		Percentages	
	2000-2006 Total		2000-2006 Total
Evans Admits	47.2%	Evans Graduates	61.5%
All Other Admits	52.8%	All Other Graduates	38.5%

INDEX: (%GRADUATES / %ADMITS)*100

Index of Percentages	
	2000-2006 Total
Evans Students	130
All Other Students	73

Time-to-Completion

- Includes Graduated-status Students

Time-to-Completion: IDCP Graduates 2000-2006		
	Number	%
1 year to complete	61	78.2%
2 years to complete	15	19.2%
3 years to complete	1	1.3%
4 years to complete	1	1.3%
5 years to complete	0	0.0%

Job Obtained by IDCP Graduates

- Includes Those Obtained by a Sample of Graduated-status Students

IDCP Graduates: Sample of Positions Obtained
Agros International/Program Liason/Seattle
Battelle/Tukwila
Cascadia Revolving Fund/Development Associate/Seattle
Catholic Relief Services
Facing the Future: People on the Planet/Outreach Director/Seattle
Indiana University/Associate Instructor, Department of Political Science/Bloomington,IN
Jamaica Environment Trust/Chief Executive Officer/Kingston, Jamaica
King Co. Dept. of Executive Services/Grant Financial Officer/Seattle
King County Dept of Judicial Administration/Project Manager/Seattle
PATH/Program Associate, Reproductive Health/Seattle
San Francisco Trading Co./Accountant/Seattle
Telecommunication Systems Inc./Billing and Recovery Association/Seattle
U.S. Agency for International Development/Washington, D.C.
University of Washington/Airlift N.W. Administration/Registered Nurse 2/Seattle
University of Washington/Clinical Assistant Professor/Seattle
University of Washington/Evans School of Public Affairs/Program Operations Specialist/Seattle
University of Washington/Evans School of Public Affairs/Continuing Education Specialist/Seattle
University of Washington/Hall Health/Fiscal Specialist 2/Seattle
University of Washington/UWMC Allergy & Infect Diseases/Research Coordinator/Seattle
US Agency for International Development/Washington, D.C.
Volt Technical Services/Micr Reasercher
Walter Reed Army Medical Center/Nutritional Care Directorate/Washington, D.C.

Student Course Evaluations

- Old Evaluation System
 - Rated on a scale from 1-5 (low-to-high)
 - Score is presented as a mean

Criteria	2000-2001			2001-2002			2002-2003			2003-2004			2004-2005		
	PBAF 537 International Development Management & Evaluation	PBAF 551 Managing Policy in a Global Context	PBAF 537 Economics of International Development	PBAF 531 Development Management in the 21st Century	PBAF 533 Economics of International Development	PBAF 532 Managing Policy in a Global Context	PBAF 531 Development Management in the 21st Century	PBAF 533 Economics of International Development	PBAF 532 Managing Policy in a Global Context	PBAF 531 Development Management in the 21st Century	PBAF 533 Economics of International Development	PBAF 532 Managing Policy in a Global Context	PBAF 531 Development Management in the 21st Century	PBAF 533 Economics of International Development	PBAF 532 Managing Policy in a Global Context
Amount you learned	4.38	4.85	3.33	4.62	4.31	4.32	4.65	4.20	2.79	4.35	3.70	4.11	4.17	4.06	4.12
Clarity of course objectives	4.10	4.80	3.56	4.00	4.31	4.11	4.30	4.12	2.57	4.30	3.35	4.00	4.00	3.82	4.41
Course organization	4.00	4.70	3.00	4.14	4.31	4.53	4.70	3.40	2.82	4.20	3.13	3.94	4.22	3.71	4.31
Effectiveness of readings and other materials	4.14	4.60	4.38	3.95	4.54	4.21	4.45	4.04	3.31	3.85	3.74	4.06	3.97	3.82	4.12
Effectiveness of evaluative tools	3.94	4.60	4.00	4.00	3.62	3.84	3.85	4.00	2.92	3.70	3.22	4.00	3.64	3.24	4.47
Instructor effectiveness	4.38	4.85	3.25	4.43	4.38	4.42	4.70	4.28	2.79	4.40	2.93	4.39	4.28	3.88	4.41
Instructor s use of time	3.90	4.37	3.44	4.00	4.27	4.47	4.50	3.74	2.69	4.45	2.83	3.94	3.67	3.71	4.35
Interest generated by instructor	4.52	4.80	3.63	4.43	4.58	4.42	4.75	4.26	2.68	4.05	2.87	4.06	4.06	4.00	4.24
Clarity of instructor presentations and lectures	4.25	4.80	3.78	4.33	4.50	4.05	4.45	3.92	2.57	4.30	3.43	4.24	3.78	4.06	4.47
Instructor effectiveness as discussion leader	3.90	4.85	4.13	4.33	4.50	4.37	4.25	4.13	2.50	4.35	2.89	4.29	3.72	3.94	4.63
Instructor interest in student learning	4.71	5.00	4.00	4.76	4.62	4.56	4.90	4.40	3.14	4.70	3.74	4.59	4.83	4.53	4.71
Instructor responsiveness to student questions	4.67	4.65	4.22	4.67	4.81	4.61	5.00	4.52	3.64	4.75	4.09	4.76	4.83	4.53	4.76
Instructor openness to student views and input	4.81	4.75	4.56	4.86	4.69	4.50	4.80	4.20	3.93	4.60	3.77	4.71	4.83	4.53	4.76
Instructor helpfulness after class	4.43	4.28	3.89	4.60	4.52	4.59	4.70	4.19	3.57	4.53	3.90	4.63	4.67	4.35	4.75
Instructor feedback on assignments	4.35	4.90	3.88	4.71	4.35	4.28	4.65	3.77	2.92	4.45	2.98	4.41	4.78	3.88	4.65
Overall Mean Score	4.30	4.72	3.80	4.39	4.42	4.35	4.58	4.08	2.99	4.33	3.37	4.28	4.23	4.00	4.48
Instructor	Arnold	Lindenberg	Anderson	Arnold	Anderson	Arnold	Arnold	Anderson	Fletschner	Arnold	Fletschner	Gugerty	Arnold	Fletschner	Gugerty

Student Course Evaluations

- Current Evaluation System
 - Rated on a scale from 1-5 (low-to-high)
 - Score is presented as a median

Criteria	2005-2006		
	PBAF 531 Development Management in the 21st Century	PBAF 533 Economics of International Development	PBAF 532 Managing Policy in a Global Context
The course as a whole:	4.54	4.25	<i>(Not available)</i>
The course content:	4.54	4.17	<i>(Not available)</i>
Instructor's contribution:	4.81	4.50	<i>(Not available)</i>
Instructor's effectiveness:	4.76	4.23	<i>(Not available)</i>
Instructor's interest:	4.76	4.71	<i>(Not available)</i>
Amount learned:	4.21	4.58	<i>(Not available)</i>
Grading techniques:	4.11	3.79	<i>(Not available)</i>
Mean Overall Median Score	4.53	4.32	NA
Instructor	Arnold	Anderson	Khagram

The International Development Certificate Committee

In September 2005, the Evans School created the International Development Certificate Committee to evaluate, supervise and make recommendations for the program's future. Much of the content of this self-study is drawn from the Committee's evaluations of program performance. Overall, our assessment indicates that the IDCP is a robust program with a strong faculty and a rigorous, highly relevant curriculum to meet the needs of future international development professionals. The program has attracted excellent students from a diverse set of disciplines throughout the University, helping to enhance interdisciplinary collaborations on international issues across campus.

GOVERNANCE OF THE PROGRAM

Core Faculty

The IDCP's core faculty work cooperatively to design the courses, and to evaluate and revise the core curriculum annually, based on student feedback and changes in the field.

There are currently five core faculty members, who share responsibilities for the core courses on economics, development management, and policy:

- C. Leigh Anderson, Associate Professor, Evans School
PhD, University of Washington (Economics)
Teaches the core course on economics, and is a past member of the International Development Certificate Committee.
- Steve Arnold, Senior Lecturer, Evans School
PhD, Johns Hopkins School of Advanced International Studies
Teaches the core course on management, chairs the International Development Certificate Committee, and coordinates the program.
- Diana Fletschner, Assistant Professor, Evans School
PhD, University of Wisconsin-Madison (Agricultural and Applied Economics)
Teaches the core course on economics.
- Mary Kay Gugerty, Assistant Professor, Evans School
PhD, Harvard University (Political Economy and Government)
Teaches the core course on development policy, can teach the core course on management, and is on the International Development Certificate Committee.
- Sanjeev Khagram, Associate Professor, Evans School and the Jackson School
PhD, Stanford University (Political Science)
Teaches the core course on development policy, and is on the International Development Certificate Committee.

In addition, staff member Elisabeth Mitchell plays a key role, both through her work as the director for International Programs at the Evans School, and as the current instructor of the International Development Certificate Seminar.

Please see the Appendices (Volume IV) for IDCP program faculty vitae.

Certificate Committee

The Dean and the Associate Dean assigned supervisory responsibility of the IDCP to the Certificate Committee. The Committee representation includes faculty and an IDCP student representative. The Committee's role includes consideration of any program modifications. The Chair oversees program requirements, supervises the recruitment and admissions processes, approves minor changes (such as approval for an elective course not on the official list), consults with staff on admissions and recruitment activities, and works with IDCP students on an informal basis. The Certificate Committee also works in consultation with the Curriculum Committee for any significant proposed curriculum revisions.

Role of Evans School in Program Oversight

Proposed curriculum revisions or other program modifications, if significant, would involve the Evans School Curriculum Committee, the Associate Dean and/or the Faculty Council. Any proposed changes in the published requirements of the program would require consultation with and the approval of the Graduate School.

Staff Support for Program

The staff support structure for the program has changed since the program's inception. Prior to 2006, the certificate was administered by the Assistant Dean (who then assumed a position in the Marc Lindenberg Center). In 2006-07, the Evans School transitioned the administrative, recruitment and admissions staff support to the Student Services Office, under the direction of the Director of Student Services. This shift streamlines the program coordination, placing the staff responsibilities in an office experienced to oversee admissions processes and student needs. A recently hired Assistant Director of Student Services will play an important role in the provision of staff support for the IDCP (recruitment, admissions and advising).

In addition, the Evans School Career Services Office provides valuable support to IDCP students seeking practicum opportunities. The Director of Career Services, with the support of the Assistant Director of Career Services (a newly created position in 2006-07 to increase the capacity of the Career Services Office), are both available to consult with students on resumes, interviewing and other career counseling support services. The Career Services Office also grants approval to IDCP students of appropriate practicum opportunities.

PROGRAM CURRICULUM AND CONTENT

Our assessment indicates that the IDCP is a strong and rigorous program, one that provides highly relevant skills to students seeking to pursue international development work upon graduation. The core coursework provides a valuable foundation in development management and policy, as well as tools for understanding the economics of international development. Through their elective coursework and the practicum, IDCP students develop a deeper and more specialized skills base within their disciplinary focus.

Core Coursework

- PBAF 531: Development Management in the 21st Century
- PBAF 532: Managing Policy in a Global Context
- PBAF 533: Economics of International Development

The three core courses, which have been consistently well evaluated by IDCP students, are updated each year to reflect changes in this rapidly evolving field. In addition, the growth in the number of faculty instructing in the core provides the program with depth and flexibility and all courses can now be taught by two different faculty members. Our assessment indicated that the program curriculum is strong and reflective of the strengths of the faculty.

Please see the Appendices for core course evaluation data and current core course syllabi. A brief synopsis of each core course follows:

- **PBAF 533: Economics of International Development**
This course provides an introduction to sustainable international development and its physical, human, and natural capital components. Participants examine the different theories, evidence and implications of focusing on growth, development, or poverty and how these concepts are measured. The course explores the relationship of growth to local monetary, fiscal, trade, agricultural, and other sectoral and social policies, exchange rate regimes, economic liberalization, income distribution, corruption, and debt. Students also discuss the response and role of major multilateral institutions such as the World Bank, IMF and WTO.
- **PBAF 531: Development Management in the 21st Century**
This course examines the conceptual and practical challenges involved in the effective design and implementation of projects and programs concerned with international development, humanitarian relief, and reconstruction. This includes an analysis of the interconnections among these activities, as well as a discussion and critical evaluation of the tools and procedures that are often used. A variety of cases are used to illustrate the analysis and to provide opportunities to apply the tools and concepts.
- **PBAF 532: Managing Policy in a Global Context**
The course is intended to prepare international development managers and policy makers to function more effectively in the diverse settings in which they will work during their careers. During the quarter, students examine development policies and performance in the last two decades, identify lessons learned, review changes in development practice and the

implications for transforming global economic and political institutions. Students will also work with a variety of frameworks and tools for mapping, understanding, and functioning more effectively in a variety of political, economic and administrative environments.

Elective Coursework

The 9-credits of elective coursework enable IDCP students in disciplines across the University to bridge the IDCP program to their field of study directly. The approved list of electives (included in the Appendices) includes 230 courses in nearly 30 schools, departments and interdisciplinary programs. Through their selection of elective coursework, IDCP students are able to appropriately tailor their certificate program experience to connect to the specific international development needs in their field. For Evans School students, courses such as International Science and Technology Policy or Managing International NGOs serve to add breadth and depth to the content covered in the IDCP core coursework. A nursing student participating in the IDCP may select such courses as NURS 579 Trans-cultural Nursing Practices or NURS 581 Survey of International Health. The variety of approved elective coursework is extensive and meets the needs of students in a range of disciplines. The majority of students are able to utilize some of their elective credits to fulfill requirements for both the IDCP and their degree program.

Practicum

The IDCP places an important focus on practice, as evidence of practical experience is generally required for entry into the field. The practicum requirement was designed to provide an opportunity for IDCP students to broaden their experience with international development work, either domestically with an international organization or overseas in a development setting. To fulfill the requirement, students are expected to complete a minimum 200 hour practicum (equivalent to five weeks of full-time work). Many students have indicated that a highlight of the program was the opportunity to directly apply the skills gained in the IDCP coursework to a professional project.

Seminar

IDCP students must successfully complete a 3-credit capstone seminar series, which integrates a variety of concepts covered in the program's core and elective coursework to provide a unifying experience. The seminar series combines discussions of major international development issues with appropriate skill training, professional networking, and an opportunity to work with other development professionals. The seminar generally consists of ten sessions over the course of the academic year. It provides students multiple opportunities to work with international Fellows and with students across disciplines. By design, it seeks to serve as a campus-wide model for global interdisciplinary collaboration.

Please see the Appendices (Volume II) for the seminar syllabus.

PROGRAM OUTCOME MEASURES

Graduates' Employment Opportunities

The success of IDCP graduates in finding work in international development is an important indicator of the program's overall accomplishments. Graduates have found work in nonprofit organizations both domestically and internationally, and regionally in the public sector. A selection of employment placements of IDCP graduates include:

- Agros International (Seattle)
- Catholic Relief Services
- Facing the Future: People on the Planet (Seattle)
- Jamaica Environment Trust
- King County Department of Judicial Administration
- PATH (Seattle)
- United Nations (UNAIDS-Vietnam)
- US Agency for International Development
- Walter Reed Army Medical Center

Please see the Appendices for a more comprehensive list of graduates' employment placements.

Program Completion Rates

For students who have successfully completed the program, completion rates within two years have been quite strong: since the program's inception, 97% of students who completed the program did so within two years. The majority of students who have completed the program did so within one year. Since 2000-01:

- 78% completed the program requirements within one year.
- 19% completed the program requirements within two years.

However, the number of students who have withdrawn from the program (27 students since 2000-01, averaging 25% per year) is a point that the Committee seeks to address. In the concluding section, we have several key recommendations to help improve graduation rates.

Student Feedback

Core course evaluations have been an important measure of student satisfaction in the overall program quality. Evaluations are taken into account when curriculum revisions have been made. As the student course evaluation table in the Appendices indicates, individual courses have averaged student ratings above 4.0 (on a 1-5, low-to-high) scale. The criteria include a range of indicators, including amount learned, effectiveness of course materials and evaluative tools, instructor effectiveness and instructor feedback.

RECRUITMENT AND ADMISSIONS

The Admissions and Recruitment Process

Both faculty and staff are active in recruitment and admission, and meet with interested students from across the University throughout the year. Student Services staff meet with counterparts in other schools and departments to schedule information sessions and inform graduate students in a range of disciplines about the program. Program applications are due in April, and selected faculty play an active role in reviewing applicants' files and making final recommendations for admission into the program the following Autumn Quarter.

Admission Requirements and Program Size

The number of students admitted each year ranges between 20 and 30, with a target entering class size of about 25. Criteria for admission include the following:

1. Applicant must be enrolled in a UW graduate program and be completing at least the first year of his/her degree program;
2. Applicant must have a strong academic record (with a recommended 3.5 GPA or higher);
3. Applicant should have demonstrated interest and experience internationally and state clear reasons for pursuing a focus on international development.

Admissions Rates

The program's selectivity, in regard to admissions, has changed over time. In the first years of the program, the rate of students denied admission was higher than in more recent years. In part, this past year was a time of transition and recruitment efforts were not as active as in past years. With recruitment activities and admissions processes now integrated into the Student Services Office, and with IDCP recruitment efforts incorporated into a larger recruitment strategy, we expect the IDCP to regain its earlier high selectivity rates.

Since 2000-01:

- 210 applications have been submitted.
- 161 applicants have been offered admission.
- 49 applicants have been denied admission.
- 16 of the 161 applicants offered admission elected not to start the program.
- The 2000-2006 admission rate average is 77%.

Additional data on annual admission rates may be found in the Appendices.

Degree Programs of Admitted and Graduated IDCP Students

Of the 161 applicants offered admission to the IDCP since 2000-01:

- 47 % of admitted applicants have been Evans School MPA students (including students pursuing an MPA concurrent with another degree program. 11% of applicants have been Evans School – Jackson School concurrent degree students).
- The remaining 53 % of applicants offered admission came from about 25 other schools, departments and programs at the University.

Of the 78 students who graduated from the program between 2000-01 and 2005-06:

- 38% were non-concurrent degree Evans School MPA students
- 17% were Evans School – Jackson School concurrent degree students
- 8% were Jackson School students (not concurrent with the Evans School)
- 6% were Evans School MPA students concurrent with programs other than the Jackson School (including Forest Resources, Marine Affairs, Public Health, and Women’s Studies)
- 29% of IDCP graduates have been UW students in programs other than the Evans School or the Jackson School (including Forest Resources, the Information School, Marine Affairs, Law, Nursing, Nutritional Sciences, Political Science, Public Health, Sociology, and Urban Planning)

Please see the Appendices (Volume I) for more information on the degree programs of both admitted IDCP applicants and students who successfully graduated from the program.

Diversity of Graduate Students in the Program

The following table provides information about the diversity of participating IDCP students. More detailed information on student diversity may be found in the Appendices.

Diversity Among Participating IDCP Students 2000-2006								
Gender	Female	Male						
	68.3%	31.7%						
Race	White/ Caucasian	Not Indicated	Asian	Black/ African American	Hispanic	American Indian	Other	Hawaiian/ Pacific Islander
	59.3%	22.8%	8.3%	4.8%	2.1%	1.4%	1.4%	0%
Permanent Residency	U.S. Citizen	Inter- national	Not Indicated					
	79.3%	13.8%	6.9%					

MENTORING AND ADVISING OF STUDENTS

Both faculty and staff provide mentoring and advising to IDCP students throughout the duration of the program. The Certificate Committee Chair serves as the official advisor, providing general oversight and formal approval for student planning forms. Other faculty involved in the program provide additional advising to students on career goals and other related issues. This includes faculty teaching relevant electives as well as faculty teaching the IDCP core.

The IDCP seminar series also provides important opportunities for mentorship and advising. The seminar has become a successful venue for field trips and guest speakers, thus connecting students with Seattle-based internationally focused organizations such as World Vision, Global Partnerships and the Gates Foundation. The interactive format of the seminar gives students opportunities to meet with leaders in the international development community in small and informal settings.

The Evans School Student Services and Career Services Offices provide advising support. The Director of Student Services and the Assistant Director both provide student support and advising around general program information and certificate requirements, consultation on appropriate elective courses, and assistance with registration and graduation. The Career Services Director and Assistant Director are also both available to help students to find appropriate practicum experiences and provide extensive resources and advice on networking, career planning, and job searches.

RESOURCES FOR THE PROGRAM

The IDCP has one General Operating Fund budget, of \$13,730 per biennium. Beyond this, resources for the program are provided by the Evans School as part of general operations. Faculty teaching in the IDCP core are regular Evans School faculty; appropriate staffing support is provided through both the Student Services and Career Services Offices; and programmatic oversight is provided through the Evans School Curriculum Committee, Associate Dean and the Evans School Faculty Council.

The IDCP launched in 2000-01 with start-up funds awarded by the University Initiative Fund (UIF) and the Tools program. The UIF and Tools funds provided invaluable support to launch and establish the IDCP. The Evans School's in-kind departmental contributions, in the form of faculty time, administrative oversight and staffing, support the program's general operations.

In 2004, the IDCP was awarded a University of Washington Innovation Grant.¹ This grant supported an opportunity to explore both a research and teaching focus on humanitarian logistics, an important part of humanitarian relief efforts. Cross-campus research efforts on humanitarian relief are moving forward. In collaboration with the College of Engineering, the faculty added a humanitarian relief track to the IDCP, to complement the existing international development

¹ During this period, there were also preliminary explorations to offer a not-for-credit professional certificate program on international development and humanitarian logistics through UW Extension. UWEO determined that there was not sufficient demand to offer such a program.

focus. Ultimately, this additional track was dropped in 2005-06 (due to insufficient capacity in this area) and the program reverted to the original focus on international development.

CONNECTIONS WITH OTHER UNIVERSITY STUDENTS AND INTERNATIONAL FELLOWS

Each year, the Evans School is home to nearly two dozen international fellows who are professionals in the developing world. Many of these fellows work actively in the field of international development and lend valuable perspectives through their participation in Evans School courses and general School activities. Most significantly, this includes the Hubert Humphrey Program, now in its 20th year at the Evans School, and the Population Leadership Program, which brings about 12 Fellows annually who are emerging leaders in public health programs in developing countries.

The diversity of schools and departments represented among students enrolled in the program speaks to the rich opportunities for cross-disciplinary connections among IDCP students. Learning about speakers and activities hosted in a range of departments enriches the student learning experience and opportunities for their engagement across campus.

CONCLUSIONS

As indicated in the Introduction, our overall assessment is that the International Development Certificate Program is an innovative, well-established program serving an important need at the University by training graduate students to meet the challenges of international development work. The IDCP set out to be highly interdisciplinary and has done so with a notable record of success. Student feedback, both through course evaluations and discussions with faculty and staff, has been highly supportive of the program and its relevance to their career goals. With the growing focus at the University-level on interdisciplinary efforts that address global challenges, the value and relevance of the IDCP is of increasing importance.

As a Committee, our recommended modifications to the IDCP focus primarily on addressing how to make the program more manageable for students to complete within one year, particularly for non-Evans School students. The primary concern of the Committee is not in the quality of the program, which has been deemed excellent, but in its ambitiousness. The program, at 21-credits plus a required non-credit practicum, exceeds the minimum requirement for University certificate programs. Simplifying either the credit or practicum requirements may be appropriate and ultimately helpful in improving graduation rates for the IDCP.

Program Modifications for Consideration

A. The Practicum

The practicum is an important part of the curriculum and a highlight of the program for many IDCP students. Yet we have found that some IDCP students (in particular non-Evans School students) find it difficult to complete the requirement. For Evans School students,

the practicum is often satisfied by the MPA program's internship requirement. However, many non-Evans School students do not have a comparable internship requirement as part of their degree program and thus must take on an additional requirement. Given this, the length of time to complete the certificate is generally longer for non-Evans School students.

The Evans School is exploring five options to best address the practicum requirement:

1. Drop the practicum requirement for all students.
2. Allow each participating school or department to define how their students should appropriately meet the requirement.
3. Explore with the Graduate School a method of permitting students to complete their practicum requirement after graduation from the University.
4. Provide an option to substitute a practice-oriented course for students for whom the practicum is inappropriate for their degree program.

Keeping the practicum requirement without any modifications would be an option as well.

B. Credit Requirements

The IDCP requires 21-credits, in addition to the practicum requirement, for completion of the program. IDCP students must complete 9-credits of core coursework, the 3-credit seminar series, and 9 elective credits. The core coursework provides an important foundation in international development and the seminar series is an integral means to tie the curriculum together. Thus, if the overall credit requirement were to be reduced down from 21-credits, the Committee suggests that a slight reduction to the 9-credit elective requirement would be the most appropriate place to consider modifications.

A 3-credit (generally one course) reduction would bring the total IDCP credit requirement to 18-credits. Reducing the elective requirement by 6-credits (two courses) would leave the IDCP at 15-credits, a much more significant modification.

C. Core Coursework

The program's three core courses will undergo slight curriculum revisions in 2007-08 to tie the courses more tightly together as a cohesive and integrated series.

For 2007-08, faculty teaching in the core have recommended the following revisions:

PBAF 533: Economics of International Development

The PBAF 533 errs not in the quality of its content, but in its attempt to cover too much material. Attention will be given to examining the three core courses as an integrated series, to ensure that any infrequent overlaps are reduced. As non-IDCP students also take these courses, each course will remain appropriate for IDCP students taking them as part of the series, as well as non-IDCP students seeking to take an individual course.

PBAF 531: Development Management in the 21st Century *and*
PBAF 532: Managing Policy in a Global Context

In 2007-08, the order of the two management courses will be reversed. The Managing Policy course will be taught in Autumn Quarter to help establish the context for the program. The course name will be revised to appropriately connote the slight revisions in content. With this reordering, the Development Management course will be modified to remove introductory material newly integrated into the Managing Policy course.

Looking Ahead

The IDCP self-study process has provided a highly constructive and invaluable opportunity for us to assess the program's strengths and to identify areas deserving attention, such as graduation rates and time-to-completion. Our assessment indicates that the IDCP is an excellent program playing an important role at the University in training graduate students with international development career paths. Enhancing the quality and relevance of the program to our current and future students is a key priority and we welcome suggestions from the review team and the Graduate School to help us towards that objective. We aspire to be responsive to our students, to the University, and to the diverse, evolving challenges of the international development field.