Carnegie Mellon University
Heinz College of Public Policy
Washington DC Program

Global Development
with Susan G. Reichle

Spring 2016: Course 90-896
Class hours: Mondays 18:00-20:50
January 11- February 29

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

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

Course Requirements:
The course readings and guest lectures will provide insight and a realistic grounding in how to operate most effectively in the fluid and fast-paced global policy environment, and provide lessons on how to navigate and prevail in the highly contentious and charged policy debates surrounding international development. Each class will start with a discussion of global development in the news and a seminar on the topic and readings, followed by a guest speaker.
and a wrap up discussion. The world of global development is constantly changing, sometimes slightly and others times rather dramatically when disasters strike. To spot these trends, there are often clues in the press. In addition to the assigned readings for each class, you will be asked to scour the news of ongoing intelligence. You will be looking for interesting stories and forward to the instructor the Friday before each class a link and we will use as a source of discussion. This will assist you in more fully understanding the topics of the class and prove valuable after the class is completed so you can more fully engage as a global citizen.

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

Students will write a short policy memo (2-4 pp. on 8.5x11, 1 inch margins with size 11 font double spaced) due on February 15 presenting recommendations for the next Presidential Policy Directive of Global Development. Each student will prepare the memo from the perspective of one of the key stakeholders. Each student will briefly present their ideas in short “pitches” as part of the final presentation to a student panel representing the incoming administration’s transition teams. The final team project will be presented during the final class, February 29. Teams of 4-5 students will be formed during the February 15 class when students share their ideas for innovative approaches to address development challenges.

Grades will be based on:

- Class Participation: 40%
- Policy Memo: 30%
- Team Project: 30%

Office Hours: By Appointment

Course Policies:

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

Required Readings for Purchase:

- Other readings as assigned and will be posted on blackboard
Course Outline:

January 11: Introducing Global Development

The course begins by examining the history of global development dating back to the Marshall Plan and bringing us forward to today’s policy framework. Students will be exposed to current analysis of international development, and the current debates around local ownership, private sector engagement and the role of USG policy. The policy memo due from each student on February 15 will be outlined in the final hour of class.

Readings and Videos:

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

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

National Security Strategy 2015 (pp 1-22): Identify development themes previously highlighted in the PPD and more recent development goals outlined in the strategy.


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

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

January 25: Global Development Landscape

This session examines the rapidly changing development landscape where private capital flows account for the majority of foreign financial flows into the developing world and there are a growing number of international actors. The role of the private sector, international foundations, non-governmental organizations and multilateral institutions will be considered as well as the local system they operate in. The role of the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs) will be discussed, including the politics behind creating universal development goals.
Our first speaker, Mark Schneider is the senior vice president and special advisor at the International Crisis Group with more than 40 years of experience in development, including as the Director of the Peace Corps, a senior official at USAID and on Capitol Hill with Senator Kennedy. Ask him good questions!

**Reading and Videos:**

Annualletter.gatesfoundation.org (2015): This is a fun and interesting read which Gates releases every January just before Davos. If he releases his 2016 annual letter before the class, I will post it. At the end, I hope all of you will sign up to be global citizens!

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

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


February 1: Science, Technology, Innovation and Partnership: Moving the needle of Development

The use of science, technology, innovation and partnership (STIP) to achieve evidence-based development results is a core tenant of the Presidential Policy on Global Development (PPD-6). Within the international system, the United States is seen as a leader in STIP that can enable countries to leap frog intractable development challenges. This session will focus on STIP as a means to achieve game changing solutions within the local system while also examining alternative perspectives on this approach.

Our second guest speaker, Dr. Ticora Jones, is the Chief of the Higher Education Solutions Network of the US Global Development Lab.

**Readings and Video**

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

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


**February 8: Sector Development and Global Health Security**

The first portion of this session will provide an overview of several development sectors, including food security, education, water and democracy and governance, while highlighting top line targets and monitoring and evaluation systems designed to track progress. The second half of the class will focus on global health and lessons learned from the Ebola crisis.

Our third guest speaker, Wade Warren, is the Sr. Deputy Assistant Administrator in the Global Health Bureau at USAID and was on deeply engaged in the Ebola outbreak from its earliest days.

**Readings:**

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

Farmer, Paul, “Rethinking Foreign Aid: Five Ways to Improve Development Assistance (Foreign Affairs, December 12, 2013). Read this article in the context of the previous week’s class and the focus on local solutions and systems.

**February 15: Development: Prevention and Response to Conflict: Policy Papers Due!**

This session focuses on an issue we see every day in the headlines, from Boko Haram to ISIL to the refugee crisis. We will have the opportunity to hear first-hand from a State Department Senior Foreign Service officer about how the USG is managing an unprecedented global refugee crisis. We will analyze the role of development in the context of fragile states and countering violent extremism (CVE) and insurgency by taking a close look at one case study, Colombia, and approaches to CVE. Conflict, violent extremism, refugees inter-ethnic conflict and gross human rights abuses are just a few of the dangerous trends emerging from fragile states today. This week marks the one year anniversary of the White House CVE Summit and Deputy Secretary Tony Blinken will be speaking at Brookings on Tuesday, February 16 for those interested in a deeper dive on these issues.

**Required Reading:**

President Obama’s speeches at the CVE Summit: (http://www.whitehouse.gov/the-press-office/2015/02/18/remarks-president-closing-summit-countering-violent-extremism) and
Read and come prepared to share your views.


Quadrennial Diplomacy and Development Review 2015: Read section on Preventing and Mitigating Conflict and Violent Extremism


**February 22: Humanitarian Relief and Resilience:**

The first half of this class will be focused on the tools we use to respond to humanitarian crisis, resilience and the importance of gender issues. The second half of the class will provide you time to work in groups to prepare for your final presentations. For the first time in 2014 the United States, with USAID as its lead development agency, was called on to manage four large scale emergencies in addition to the Ebola epidemic: Iraq, Syria, South Sudan, and the Central African Republic. We begin 2016 with Disaster Response Teams for Syria, South Sudan, Iraq and most recently Ethiopia because of the impact of El Nino.

Our fourth guest speaker, Carla Koppell, is an expert on gender issues with the United States Institute of Peace.

Reading and Video

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


February 29: Final Presentations!

During our final session, student teams will present their recommendations to the “White House Transition Team” for the new Administration’s Presidential Policy on Global Development.