

Course Syllabus

Legal Problems of Economic Development Seminar Law B578 - 2, 2 Credits Winter—Spring 2020

Instructors

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Course description: Building on the foundational course, Law and Development: History and Theories, this course focuses on contemporary, practical aspects of the role of law and lawyers in development. It seeks to examine what works and what does not work in the field of development, with a focus on rule of law and access to justice projects, as well the role of law, policy and lawyers in other areas of development (such as health, land rights, and sustainable agriculture). It also seeks to provide a basic overview of the various actors in development and their motivations and working styles, and an introduction to innovative models and approaches. During spring quarter, we will focus on program design, monitoring and evaluation, using the example of a real-world access to justice project. The course will also serve as a platform for Sustainable International Development students to research, write and seek feedback on their LLM papers.

Course Objectives:

In this seminar, students will:

- Gain a basic understanding of the development architecture – the different types of organizations and entities involved in development work and different models for development projects, particularly in areas of development that call upon legal professionals; critique those models;
- Gain exposure to some basic principles of project management in the development context;
- Become familiar with a range of international development topics and issues and the interrelationship between law and these issues or topics;
- Learn about the work experiences of attorneys and development professionals working in development, rule of law, and related fields; and
- Become an “expert” in one self-selected topic of law and international development by researching and writing a major paper on that topic.

Required Texts. There is no required text. The course materials are composed of a variety of scholarly articles; reports; newspaper articles; and materials produced by development agencies and non-governmental organizations, most of which will be available on the “Modules” or “Assignments” portions of CANVAS (requires UWNetID to access). The course readings will serve as background information for classroom discussion.

Grading. Grades will be based upon:

- (1) A major paper on a topic related to law and international development or a related topic approved by the instructors (80%)
- (2) In-class participation (20%), including discussion of assigned readings and class exercises (10%) and short assignments (10%).

Major Research Papers. Please refer to “Paper Requirements and Guidance” – which will be posted to CANVAS under “Pages, Handouts” - for detailed paper requirements. A list of possible paper topics is on Canvas under “Pages, Handouts.” Students may select from the list or choose their own topic related to law and development. All topics must be approved. Example papers are also posted.

Please note that this is a multi-step process, with help from your faculty advisor(s) along the way: (1) selection of topic; (2) submission of an advanced draft at the start of spring quarter followed, in a few weeks, by an individual review session with the instructor(s); and (3) submission of the final, revised version at the end of spring quarter.

Please note that for international students concurrently enrolled in B557 Graduate Writing Seminar (Prof. Raigrodski or Prof. Baldwin), those courses will support your work on the *same* major research paper. The due dates for several of your assignments related to the paper in this course are designed to coincide with the due dates in B557 and P510 and you may turn in the same work for both classes. In some cases, we request that you turn in a draft for this class a week prior to the P510 or B557 deadline so that we may provide feedback.

Evaluation and grading criteria for the papers include the following:

- Topic. The topic should involve a significant development issue that implicates law or policy outside of the United States, though U.S. law and/or policy may serve as a point of comparison.
- Legal and/or Policy Content. The paper should contain significant legal and/or policy content.
- Length. Papers should be 35-40 pages (double-spaced with 1" margins and single-spaced footnotes).
- Organization. Does organization facilitate reader’s understanding of the topic and issues involved?
- Does reader have a sense of what author is trying to accomplish and how they will accomplish it at an early point in paper (table of contents; roadmap paragraph; good introduction section)? Is the background information logically separated from the analysis?
- Research and Documentation. The paper should be well-researched and well documented.
- Number of footnotes and sources are an indication. Footnotes should be in Blue Book or MLA citation form.
- Analysis and/or Recommendations. Papers should be more than purely descriptive. We are looking for evidence of thoughtful analysis. This may include, and we would encourage if possible, recommendations from the author.

Disability-related needs. To request academic accommodations due to a disability please contact Disability Resources for Students Office (DRS), 448 Schmitz, 206-543-8924. If you have a letter from Disability Resources for Students, please present the letter to the instructor so that arrangements can be made for accommodation.

Important due dates for research papers:

Winter quarter:

Sunday, January 19 - Submit preliminary proposed topic/s and name of proposed faculty advisor(s)

Sunday, January 26 - Approve final topic with faculty advisor; update CANVAS with your final topic and faculty supervisor as needed (If no change – re-submit same as earlier submission).

Sunday, February 2 - Submit a 1 or 2-sentence claim/thesis statement to CANVAS

Sunday, February 9 - Submit draft preliminary abstract to CANVAS

Sunday, February 23 - Submit preliminary bibliography to CANVAS by emailing the bibliography to your faculty advisor + submitting a copy to CANVAS

Sunday, March 1 - Submit abstract (250-300 words) by Sunday March 1; email the abstract to your faculty advisor(s) + submit a copy to CANVAS.

Sunday, March 22 - Zeroth Draft/ assertive outline by the end of winter quarter exam period. Please email the outline to your faculty advisor(s) + submit a copy to CANVAS.

Spring quarter:

Friday April 10 Advanced Draft of Paper Due – Submit to CANVAS and email a copy to your advisor(s)

April 20 - May 8 Meetings with Advisors to Discuss Advanced Draft

May 29 Final Paper Due

Winter Quarter

Jan. 7 - Class 1: Course Overview; International Development Architecture – Public (Government) Donors

Please come to class prepared to discuss the following questions:

- Who are the large multilateral and bilateral donors? What are some factors that influence how they prioritize their aid allocation and programming?
- Is development aid delivered by governments or multilateral donors (or “Official Development Assistance” (ODA)) generally effective? If your last name begins with A-M, be prepared to argue in the affirmative, if N-Z, please prepare to argue that development aid is not effective. You are also welcome to argue either perspective based on your own experience or study.
- Does SDG 16 adequately address rule of law development? Why or why not?

Reading:

Steven Radelet, *A Primer on Foreign Aid*, CENTER FOR GLOBAL DEVELOPMENT (2006)

https://www.cgdev.org/sites/default/files/8846_file_WP92.pdf

Steven Radelet, *Foreign Aid: Blessing or Curse?* Georgetown University (2015)

<https://assets.aspeninstitute.org/content/uploads/2017/10/2015-Arusha-Congressional-Report.pdf#page=61>

Steven Radelet, Prosperity Rising – *The Success of Global Development and How to Keep It Going*, FOREIGN AFFAIRS (Jan/Feb 2016) http://cf.linnbenton.edu/artcom/social_science/clarkd/upload/Prosperity%20Rising.pdf

OECD, *Perspectives on Global Development 2019: Rethinking Development Strategies* (2018)

https://www.oecd.org/dev/Overview_EN_web.pdf

United Nations. *Transforming Our World: The 2030 Agenda for Sustainable Development*. (New York: United Nations, 2015). **Review the goals and skim the policy paper as desired.**

<https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>

Review the targets and indicators for Goal 16.

<https://sustainabledevelopment.un.org/content/documents/11803Official-List-of-Proposed-SDG-Indicators.pdf>

OECD Definitions and Frequently Asked Questions <https://www.oecd.org/dac/stats/faq.htm> (Expand and read FAQ 1 and 2)

Jan. 14 - Class 2: International Development Architecture, Continued – The Changing Landscape of Development Assistance (NGOs, Private Donors, Public-Private Partnerships, & Other Models)

Please come to class prepared to discuss the following questions:

- What are the roles, strengths and limitations of non-governmental actors - including foundations, nongovernmental organizations (NGOs), private and public corporations, and social enterprises - in development?
- Can these development actors succeed where traditional development aid has failed? Why or why not?
- Reflect on how the growing influence of private actors in the development actors impact NGOs/grantees whose core mission involves legal advocacy, access to justice and/or rule of law development. What opportunities might the trend create for such organizations, and what challenges does it present?

Written Assignment 1: Please prepare a 3-6 page response to the questions presented on CANVAS.

Jan. 14 - Class 2, Continued: International Development Architecture – The Changing Landscape of Development Assistance (NGOs, Private Donors, Public-Private Partnerships, & Other Models)

Reading:

Private Aid Generally:

Development Initiatives, *Private Development Assistance: Key Facts and Global Estimates* (Aug. 2016)
<http://devinit.org/post/private-development-assistance-key-facts-and-global-estimates/>

Raj M. Desai & Homi Kharas, *The California Consensus: Can Private Aid End Global Poverty?* 50 SURVIVAL 4, 155-166 (2008)
<http://www.tandfonline.com/doi/pdf/10.1080/00396330802328982?needAccess=true>

Raj M. Desai & Homi Kharas, *The New Global Landscape for Poverty Alleviation and Development*, 189-204 (2014)
https://www.researchgate.net/profile/Raj_Desai/publication/290950564_The_new_global_landscape_for_poverty_alleviation_and_development_foundations_ngo_social_media_and_other_private_sector_institutions/links/595405b4aca2729e74b89ce9/The-new-global-landscape-for-poverty-alleviation-and-development-foundations-NGOs-social-media-and-other-private-sector-institutions.pdf

Angela Eikenberry, Roseanne Mirabella, *Extreme Philanthropy: Philanthrocapitalism, Effective Altruism, and the Discourse of Neoliberalism*, 51 POLITICAL SCIENCE AND POLITICS 1, 43-47 (2018)
https://www.cambridge.org/core/services/aop-cambridge-core/content/view/AA01CBBC72E955FCD19BE1AE21E22FC2/S1049096517001378a.pdf/extreme_philanthropy_philanthrocapitalism_effective_altruism_and_the_discourse_of_neoliberalism.pdf

Heather Grady, *Philanthropy as an Emerging Contributor to Development Cooperation*, UNDP (July 2014)
https://www.undp.org/content/dam/undp/documents/partners/civil_society/UNDP-CSO-philanthropy.pdf

THE GUARDIAN, *Homegrown philanthropy: the rise of local giving in the south* (April 2014)
<https://www.theguardian.com/global-development/2014/apr/19/homegrown-philanthropy-local-giving-global-south>

Non-Governmental Organizations (NGO):

Banks and Hulme, *The Role of NGOs and Civil Society in Development and Poverty Reduction*, BROOKS WORLD POVERTY INSTITUTE (June 2012) <file:///C:/Users/jlenga/Downloads/SSRN-id2072157.pdf>

Public-Private Partnerships:

USAID GLOBAL DEVELOPMENT ALLIANCE: <https://www.usaid.gov/gda> (SKIM)

Foundation Websites:

THE FORD FOUNDATION, <https://www.fordfoundation.org/> (see "Worldwide" tab for areas of interest)

THE OPEN SOCIETY FOUNDATIONS: <https://www.opensocietyfoundations.org/> (Review "Issues," "Regions," "Grants")

THE BILL AND MELINDA GATES FOUNDATION: <https://www.gatesfoundation.org/>

- Review Annual letter, annual report and skim the site)

Direct lending and other innovative models:

Kiva: <https://www.kiva.org/>

MamaCash: <https://www.mamacash.org/en/en-homepage>

January 21 – Class 3: China’s Role in Development: The Belt and Road Initiative

Guest Lecturer: Prof. Dongshang Zhang

Reading to be announced.

January 28 – Class 4: The Bill and Melinda Gates Foundation & Its Place in the Development Landscape

Guest Lecturer: Wynn Bubnash, Interim Program Officer, Policy & Advocacy, Bill & Melinda Gates Foundation

Reading:

Melinda F. Gates, *Putting women and girls at the center of development*, SCIENCE (Sept. 2014)

Family Planning 2020, *Family Planning 2020 Progress Report - Executive Summary*

<http://progress.familyplanning2020.org/introduction>

February 4 – Class 5 : Gender & Development

Questions:

- What is the special significance of women’s role in development, and how can we assess that significance?
- How may women’s role in development be enhanced or facilitated through legal or administrative measures?
- What special disadvantages may be experienced by women in developing countries?
- What are some approaches for performing a gender assessment and developing gender strategies?
- How can an attorney, funding and/or implementing organization incorporate gender strategies in their projects?

Reading:

Women in National Parliaments, Situation as of 1st November 2018: <http://archive.ipu.org/wmn-e/world.htm>

World Development Report 2012 - Gender Equality and Development, THE INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT / THE WORLD BANK (2012): <https://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1315936222006/Complete-Report.pdf> **(Main Messages and Overview)**

Gender Integration Guidelines, MILLENNIUM CHALLENGE CORPORATION (March 2011):

<https://assets.mcc.gov/content/uploads/2017/05/guidance-2011001054001-genderintegration.pdf>

Rep. of the S.G. of the Comm’n on the Status of Women, *Women’s empowerment and the links to sustainable development*, Follow-up to the Fourth World Conference on Women and to the twenty-third special session of the G.A., U.N. Doc. E/CN.6/2016/1 (March 2014): <http://undocs.org/E/CN.6/2016/3>

February 11 – CLASS CANCELLED

February 18 – Class 6: Health and Development

Questions:

- What is the relationship between health and development?
- What is the impact of the last 20+ years of investment in and focus on global health?
- What are the greatest opportunities for reducing unnecessary death and disability; How might developing countries best allocate limited health care resources?
- What are the social determinants of health?
- What is the role for lawyers and national and international legal systems for improving health?

Reading:

Holmes, *Rwanda: an Injection of Hope*, Vol. 376, No. 9745, THE LANCET – WORLD REPORT, 945–946, Sept. 2010, [http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736\(10\)61436-5.pdf](http://www.thelancet.com/pdfs/journals/lancet/PIIS0140-6736(10)61436-5.pdf). (2 pages)

Jamison, et al, *Global Health 2035: a world converging within a generation*, THE LANCET, (Dec. 2013) <http://www.globalhealth2035.org/sites/default/files/report/global-health-2035.pdf> (Read Executive Summary and skim the rest)

Bollyky, *Health Without Wealth - The Worrying Paradox of Modern Medical Miracles*, FOREIGN AFFAIRS (Nov./Dec. 2018) <https://www.foreignaffairs.com/articles/2018-09-26/health-without-wealth>

Braveman and Gottlieb, *The Social Determinants of Health: It's Time to Consider the Causes of the Causes*, PUBLIC HEALTH REPORTS (2014) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3863696/>

Chatterjy and Davis, *How Racism May Cause Black Mothers to Suffer the Death of Their Infants*, NPR, Dec. 20, 2017 (2 pages) <https://www.npr.org/sections/health-shots/2017/12/20/570777510/how-racism-may-cause-black-mothers-to-suffer-the-death-of-their-infants>

Zambrana, et al., *Prenatal Health Behaviors and Psychosocial Risk Factors in Pregnant Women of Mexican Origin: The Role of Acculturation*, 87 Am. J. of Pub. Health 6, 1022-26 (1997) <http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.87.6.1022>

Pinzon-Rondon, et al., *Association of rule of law and health outcomes: an ecological study*, BMJ OPEN (2015) <https://bmjopen.bmj.com/content/bmjopen/5/10/e007004.full.pdf>

For your reference:

INSTITUTE FOR HEALTH METRICS AND EVALUATION, Global Burden of Disease visualization tool <http://www.healthdata.org/data-visualization/gbd-compare>

February 25 – Class 7: Introduction to Case Study – Women in Artisanal Mining Communities in the Democratic Republic of Congo (DRC) & Screening of documentary *We Will Win Peace*. Summary and trailer here: <https://vimeo.com/ondemand/wewillwinpeace>

Reading:

Empowering Women in the Mines of the Eastern Democratic Republic of the Congo, THE WORLD BANK, (April 2015) <http://www.worldbank.org/en/news/feature/2015/05/04/empowering-women-in-the-mines-of-the-eastern-democratic-republic-of-the-congo> (2 pages)

Karen Hayes and Rachel Perks, *Women in the artisanal and small-scale mining sector of the Democratic Republic of the Congo*, PACT, University of Reading (June 2012) https://elr.info/sites/default/files/529-544_hayes_and_perks.pdf (11 pages)

Resources and resourcefulness : gender, conflict, and artisanal mining communities in Eastern Democratic Republic of the Congo (English), THE WORLD BANK AND THE HARVARD HUMANITARIAN INITIATIVE (April 2015) <http://documents.worldbank.org/curated/en/262411467998211567/pdf/95971-WP-P133615-PUBLIC-Qualitative-Mining-Report-10-4-Box-391432B.pdf> (25 pages)

Marie-Rose Bashwiraa, et al, *Not only a man's world: Women's involvement in artisanal mining in eastern DRC*, RESOURCES POLICY (2014) (8 pages) (PDF)

March 3 – Class 9: Case Study on Gender and Fragility, Continued – Women in Artisanal Mining Communities in the DRC

Written Assignment 2 and Team assignments will be posted on CANVAS with additional resources

Reading for the private sector team:

- PACT and iTSCI: <https://www.pactworld.org/itsci>
- *Unconflicted: Making conflict-free mining a reality in the DRC, Rwanda and Burundi*, PACT (July 2015) <https://www.pactworld.org/sites/default/files/unconflicted.pdf>
- iTSCI: <https://www.itsci.org/about-itsci/> and <https://www.itsci.org/compliance/>
- OECD Due Diligence Guidance for Responsible Supply Chains of Minerals from Conflict-Affected and High-Risk Areas, <http://www.oecd.org/daf/inv/mne/OECD-Due-Diligence-Guidance-Minerals-Edition3.pdf> (SKIM)
- *Conflict-Free, Socially, Sustainable Tantalum*, KEMET (March 2016) https://assets.brandfolder.com/zroqu1zc/original/conflict%20free%20socially%20sustainable%20tantalum.pdf?_ga=2.37259431.684641782.1546556001-1051331739.1546556001
- Video: <https://www.youtube.com/watch?v=wZxQE6TAVmo&list=PLa3x8V-ZYWEU6R2cKWQ3CyPV24JNDfWwD&index=1>

Reading for the government team:

- World Bank DRC-Growth with Governance in the Mineral Sector (PROMINES) Project: <http://projects.worldbank.org/P106982/drc-growth-governance-mineral-sector?lang=en>
 - Review Project Overview and Results (about 1 page each); skim Implementation Status and Results Reports
- *Loi n°18/001 du 09 mars 2018 modifiant et complétant la Loi n° 007/2002 du 11 juillet 2002 portant Code Minier Texte/ 2018 Mining Code*, updating the 2002 Mining Code - **Read the following sections: Purpose**

(Reason), Article 5, Article 75, Article 299 and compare to the same sections in the 2002 Code

- In the original French:
<http://leganet.cd/Legislation/Droit%20economique/Code%20Minier/Loi.18.001.09.03.2018.html> (for any French speakers)
- In English through Google Translate (for this exercise, we can overlook translation errors):
<https://translate.google.com/translate?hl=en&sl=auto&tl=en&u=http%3A%2F%2Fleganet.cd%2FLegislation%2FDroit%2520economique%2FCode%2520Minier%2FLoi.18.001.09.03.2018.html>
- 2002 Mining Code (English):
[http://www.eisourcebook.org/cms/January%202016/Democractic%20Republic%20of%20the%20Congo%20\(DRC\),%20Law%20of%202002%20Relating%20to%20the%20Mining%20Code.pdf](http://www.eisourcebook.org/cms/January%202016/Democractic%20Republic%20of%20the%20Congo%20(DRC),%20Law%20of%202002%20Relating%20to%20the%20Mining%20Code.pdf)

Reading for the INGO, NGO, Civil Society team:

Perks, *Women in mining share pain and unite for change*, THE WORLD BANK (Oct. 2015)

<http://blogs.worldbank.org/energy/women-mining-share-pain-and-unite-change> (blog post - 2 pages)

AFREWATCH: <http://www.afrewatch.org/> Strong local NGO; use your web browser's "translate" feature to review website in English; review programs, project

PACT, To stem child labor in mining it takes a village (Aug. 2018) <https://www.pactworld.org/features/stem-child-labor-mining-it-takes-village>

PACT: WORTH Program: <https://www.pactworld.org/worth-program> and Women in Artisanal Mining in the Democratic Republic of Congo <http://www.kilogoldmines.com/wp-content/uploads/2012/10/Pact-Congo-DRC-Women-in-Artisanal-Mining-in-the-DRC-.pdf>

March 10 – Class 10: Land Rights, Sustainable Agriculture & Food Security

Questions:

- Why are land resources and land rights so important to most poor families in developing countries? Why are they important to developing country governments?
- What is the significance of secure and transferable land rights in the development process?
- What are the potential legal and administrative measures to address unequal patterns of land distribution?
- What are the potential legal and administrative measures to address insecure land rights?
- How do land reform issues in collectivized agricultures differ from those in non-collectivized agricultures?

Readings:

Prosterman, et al, ONE BILLION RISING : LAW, LAND AND THE ALLEVIATION OF GLOBAL POVERTY (Leiden University Press, 2009) **(Chapters 1 and 5)**

SDG 2 and indicators: <https://sustainabledevelopment.un.org/sdg2> (for reference)

SPRING QUARTER

Week 1 – March 31 (NOTE: we will begin at 12:30 for those who are able)

Student Informal Presentations of Research to Date and Class Feedback

Week 2 – April 7: Forests and Pastures, Climate Issues, and Desertification

Reading:

Natural Justice, East Africa Wildlife Society, Community Action for Nature Conservation (CANCO), Friends of Lake Turkana Environmental Law Alliance Worldwide (ELAW), *Submission of Comments for the Draft Environmental (Strategic Assessment, Integrated Impact Assessment, and Audit) Regulations, 2017* (May 2017)

<https://naturaljustice.org/wp-content/uploads/2018/05/Submission-Comments-Draft-Environmental-Regulations-2017.pdf>

Ferraris et al, *Right to Food and Climate Change in Southern Africa: International and National Protection for Indigenous Peoples. The Cases of South Africa, Namibia and Botswana*, SSRN (Oct. 2017)

https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3056472

Reducing Emissions from Deforestation and Degradation (REDD), NATURAL JUSTICE (last visited Jan. 6 2019)

<https://naturaljustice.org/wp-content/uploads/2015/09/REDD.pdf>

Week 3 – April 14

Project Design, Management, Monitoring and Evaluation – with Guest Lecturer, Diana Fletschner, Senior Director of Research and Evaluation, Landesa (pending confirmation)

Reading:

Mary Kay Gugerty and Dean Karlan, THE GOLDBLOCKS CHALLENGE- RIGHT-FIT EVIDENCE FOR THE SOCIAL SECTOR (Oxford U. Press 2018) **Chapter 3**

Week 4 – April 21

Project Management, Monitoring and Evaluation – with Guest Lecturer, Diana Fletschner, Senior Director of Research and Evaluation, Landesa (pending confirmation)

Questions:

- What are best practices for identifying performance indicators; who determines performance indicators?
- Who and what should be involved in designing a monitoring and evaluation plan; how should that plan be implemented?
- What is involved in reporting?

Reading:

Mary Kay Gugerty and Dean Karlan, THE GOLDBLOCKS CHALLENGE- RIGHT-FIT EVIDENCE FOR THE SOCIAL SECTOR (Oxford U. Press 2018) **Chapter 2**

Week 5 – April 28

Assignment: To be Announced

Project Management, Monitoring and Evaluation – Skills Application

Week 6 - May 5

Course wrap up and evaluations

Weeks 7 – 8 – Meetings with faculty advisors to discuss drafts

Recommended Background Materials:

The following websites, and the websites of many other intergovernmental and nongovernmental organizations, offer resources for learning more about development and the application of law to development efforts. Your review of these websites will be most fruitful if you approach them with a critical eye and an open mind.

World Bank website: www.worldbank.org (Links to an external site.)

World Bank Justice for the Poor Program: <http://go.worldbank.org/SMIKY7M600> (Links to an external site.)

United Nations Development Program: www.undp.org (Links to an external site.)

American Bar Association Rule of Law Initiative: <http://apps.americanbar.org/rol/> (Links to an external site.)

Millennium Challenge Corporation: www.mcc.gov (Links to an external site.)

Interesting country-level and comparative statistics and graphical presentation can be found at <http://www.google.com/publicdata/directory> (Links to an external site.). Additional data can be found at the websites of: the World Bank's World Development Indicators (<http://data.worldbank.org/data-catalog/world-development-indicators> (Links to an external site.)), UNDP's Human Development Reports (<http://hdr.undp.org/en/data> (Links to an external site.)), and the OECD Factbook (<http://www.oecd.org/publications/factbook/> (Links to an external site.)). A research guide can be found here: <http://landwise.resourceequity.org/guides/1>

Optional/Supplemental Readings:

Aid brought Liberia back from the brink but it also weakened the country's fledgling government, THE ECONOMIST (June 29, 2017) <https://www.economist.com/news/international/21724383-it-also-weakened-countrys-fledgling-government-aid-brought-liberia-back>

OECD, *Development finance and policy trends* (2017) <http://www.oecd-ilibrary.org/docserver/download/4317041ec012.pdf?expires=1514406074&id=id&accname=guest&checksum=8911316CCDE42557BAE6421B38DC8F0F>

OECD, *Private Philanthropy for Development*, the Development Dimension (2018) https://read.oecd-ilibrary.org/development/private-philanthropy-for-development_9789264085190-en#page1 (Executive Summary, Overview and Section 2.3.6 Government and civil society, and any other sections of interest)

Wolfgang Fengler and Homi Kharas, *Delivering Aid Differently: Lessons from the Field*, The World Bank Poverty Reduction and Economic Management Network (2011).

Samuel Worthington and Tony Pipa. "Private Development Assistance: The Importance of International NGOs and Foundations: Essential Partners in a New Aid Architecture." In Kharas, Makino and Jung (2011), pp. 61-82.

Jane Nelson. "The Private Sector and Aid Effectiveness: Towards New Models of Engagement." In Kharas, Makino and Jung (2011), pp. 83-111.

Jonathan Glennie and Andy Sumner "The History of Aid Effectiveness" in *Aid, Development and Poverty*. (London: Palgrave Macmillan, 2016), pp. 9-29.

What is a "zeroth draft"?

A zeroth draft is something halfway between an outline and a first draft. It should include the following steps:

- First, prepare a fairly complete Introduction
- Second, lay out in the document the structure that you anticipate for the rough draft, including the section and subsection headings. This is the outline portion.
- For each subsection, start by writing a sentence or two summarizing the argument or discussion in the section.
- Then, when you've filled in all the subsections that you can (or if you're blocked on what to write in some subsections), go back over the one-sentence summaries and expand them to a paragraph or two.
- Repeat the expansion as much as you can, for instance expanding each paragraph into a couple of paragraphs, each couple of paragraphs into a full subsection, and so on.
- Don't worry about spelling, grammar, footnotes, and the like. Feel free to use bulleted and numbered lists. Use whatever shortcuts will help you express your substantive points in as much detail as you can provide.
- Do worry a little about statements that seem too abstract or conclusory -- see if you can, in the next pass, make them more concrete or provide more support for them. But worry only a little: The difference between a zeroth draft and a first draft is you should expect some of the zeroth draft to lack concreteness