



American Friends of WOTR  
14 E. Jackson, Room 1602  
Chicago, IL 60604  
American course sponsor:  
[www.friendsofwotr.org](http://www.friendsofwotr.org)



## **Syllabus: Public Policy Design, Implementation & Research in Rural India**

**Research topics may include these or other topics: Water and Watershed Development, Environmental Conservation, Climate Change Mitigation, Local Governance, Village Microfinance, and Women's Empowerment**

**An eight-week online course for qualifying students, faculty, and researchers at NASPAA institutions. The course features weekly webinar sessions, including live online and in-person interaction on comparative public policy issues with an award-winning development NGO, WOTR, through video and live interactions with NGO leaders, staff, and government officials around the WOTR mission during an eight-day visit to Indian villages and the WOTR training center in Darewadi, Maharashtra.**

### **Course Details**

Public Policy: This eight-week online course featuring weekly live webinar sessions and the opportunity to integrate comparative public policy coursework with online and in-person interaction with NGO leaders, researchers, village leaders, panchayats (city councils), and many local NGOs working alongside the WOTR NGO to conserve water, provide jobs, mitigate climate change, and empower women and local governance. While structured coursework will primarily discuss these issues in the context of Indian state and local government development efforts, students and researchers may conduct independent research in a WOTR village with the help of WOTR staff and translators.

The students will come to WOTR's training center located in Darewadi, around 100 miles from the city of Pune (200 miles from Mumbai) in the state of Maharashtra in central India. The defining attribute of this training center is that it is located on a functioning watershed thus providing an opportunity for students to observe demonstrations of technology and methods of soil and water conservation. Finally the students will be sent in groups to stay in villages to interact with the villagers and learn about the policy design and implementation and administrative processes through an Exposure and Dialogue program (EDP). During the EDP, WOTR representatives will accompany the group for translation and other assistance as needed. In the village there will be interactions with the Village Development Committee, the Women's Apex body (self-help groups or SHGs) and the Gram or Village Council (Panchayat). Students will carry out action research projects to develop insights into challenges of policy design implementation, the management of large development projects and bringing about social change.

**Participation and academic credit:** This study and research course is available to qualifying students, faculty, or researchers at NASPAA graduate institutions (3 semester or 4 quarter credits for students). Faculty and researchers may join the course for only the India part of the course if they wish, but it is recommended that they participate in at least one or two pre-departure video meetings with WOTR leaders and staff to become familiar with the NGO and with the developmental challenges that they face in their village collaborations. Academic credit: Huston-Tillotson University provides official academic transcripts. Huston-Tillotson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

**Sponsors:** The course is offered by the American Friends of WOTR (the Watershed Organization Trust of Pune, Maharashtra, India). The Indian portion of the course is sponsored by WOTR, an umbrella NGO that helps villages to conserve water resources, improve agricultural and other livelihoods, mitigate climate change, and improve participatory self-governance across genders and castes.

**Research:** Participants will have the opportunity to conduct publishable research in WOTR villages with direct relevance to solving pressing global problems in some of the most drought-prone and poverty-stricken parts of the world. Students may choose to participate in three types of research: 1) assist with WOTR's research agenda to improve and scale up development and watershed education programs through affiliated NGOs helping villages in Maharashtra as well as in other states in India, Africa, and elsewhere; 2) participate in course coordinators' research on village policy design and participatory governance; or 3) conduct independent research designed by the student, faculty, or research staff. This course offers the unique opportunity to conduct independent research under the auspices of an exceptionally well-organized NGO that is respected both locally and internationally. Students and researchers can gain access to rural populations that would otherwise be nearly impossible to study, even for urban Indians.

**Travel to India (outline of schedule; see AFOW web site for details [www.friendsofwotr.org](http://www.friendsofwotr.org)):**

- Fly from Chicago to Mumbai as a group (unless students plan to travel in India prior to the course); take 5-hour group bus trip to Darewadi, Maharashtra. If students travel in India prior to the course, they should plan to join the group in Mumbai a day before the program begins. See web site for full details.
- Darewadi Training Center (1 day): Students exposed to action research techniques related to policy analysis and implementation in the rural Indian context
- Watershed villages (5 days): 4-5 students accompanied by a WOTR research staff and a field staff member will interact with villagers and conduct action research to learn about policy design, analysis, and implementation challenges.
- Darewadi Training Center (2 days): Reflection and Synthesis of learning and research.
- Students make individual arrangements for return travel, and may choose to travel in India following the course.

*Lead Instructor:*

Crispino Lobo, MPA, The Watershed Organization Trust, Pune, India  
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*Course Coordinators:*

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## Course Description

This course focuses on applied public policy, including the study of how issues reach policy agendas, how problems are defined and goals specified, how policy alternatives are evaluated, and how enacted policy goals are realized and implemented in the field. In addition, students will analyze how policies can be best designed using ethical, legal, economic, organizational, and political criteria, while anticipating problems of policy implementation and monitoring and correcting post-implementation failures.

This special intensive international immersion course focuses on policy design and analysis with a focus on local policymaking in rural India. The course will examine traditional policy design theory while observing actual policymaking in a five-day visit to rural Indian villages, primarily across several policy areas including the impact of state and national development policy on actual villages as well as local governance and development policy on water management, environmental conservation, climate change mitigation, as well as local efforts to empower women through microfinance, health care, and other developmental strategies.

We'll explore the theoretical rationales for direct and indirect government intervention and discuss when and what types of regulation are desirable and most effective. We'll discuss alternative analytical frameworks and methods and compare many types of government intervention ranging from mandates to incentives. The course will introduce many of the qualitative and quantitative methods available to help design policies so that you can find out more about a tool the next time you want to propose, design, fix, or oppose a policy. The course should also help you to increase the prospects for successful implementation -- the most difficult aspect of policy design, using relevant knowledge from microeconomics, public finance, statistics, organizational behavior, politics, and ethics. By studying policy design in a comparative context, you'll also be better able to contrast the universal and unique aspects of policy and to communicate to others about policies inside and outside your organization about each element of the policy process.

## Course Sponsors

The objective of American Friends of WOTR (AFOW) INDIA program is to provide educational and research opportunities for graduate students in NASPAA member institutions to learn about proven policy responses to the degradation of environmental resources, such as protecting watersheds for human use, agricultural purposes, sustainable job creation, as well as to reduce greenhouse gas emissions through green development, an approach that encourages the use of green and low-tech solutions that leapfrog beyond traditional development's intensive use of fossil fuels.

**Indian sponsor:** To offer this program we partner with the Watershed Organization Trust (WOTR), one of the largest nongovernmental organizations in India working on watershed conservation and regeneration as well as climate change adaptation and mitigation. WOTR won the **Kyoto World Water Grand prize 2009** at the Fifth World Water Forum. WOTR has been very effective in influencing watershed and climate change policies in India at the local, state, and central (federal) level as well as internationally. Their innovative application of the principle of "authority with responsibility" realized through giving substantial financial resources to be directly managed by the villagers has now been included in all major Indian government programs of this nature. They have directly developed the regeneration of 600,000 hectares of degraded watersheds so far (in around 1000 villages) and are on target to regenerate 1 million hectares by 2015.

**American sponsor:** The founders of AFOW are faculty members in the School of Public Service, DePaul University who have organized educational programs in India for graduate students in SPS each year since 2004. In the face of daily pessimistic environmental and economic projections,

they are passionate about educating students about scalable programs that have successfully helped villages to design public policies that regenerate natural resources and create a more stable natural ecology and sustainable jobs in the most drought-prone and poverty-stricken parts of the world. The wealthiest industrialized cities and the poorest developing villages are increasingly interconnected with and dependent on each others' policy and individual success. This course demonstrates that a well-run NGO, working with all levels of government, can help to improve the natural resources, economics, health care, microfinance, women's empowerment, and governance success that both the west and east depend on. The founders would like to offer this opportunity to graduate students, faculty, and researchers in NASPAA member institutions through AFOW, a charitable organization created for this purpose.

## Travel Logistics

After the successful completion of eight weekly modules provided online, the class will participate in an Exposure and Dialogue program (EDP) in India with WOTR. This program will include a visit to WOTR's training center in Darewadi, Maharashtra and a five-day stay in groups of 4 or 5 students in small Indian villages in the central state of Maharashtra to witness local policy design, which makes many aspects of policy design more visible and accessible through direct conversations with participants.

The students will come to WOTR's training center located in Darewadi, around 100 miles from the city of Pune (200 miles from Mumbai) in the state of Maharashtra in central India. The defining attribute of this training center is that it is located on a functioning watershed thus providing an opportunity for students to observe demonstrations of technology and methods of soil and water conservation. Finally the students will be sent in groups to stay in villages to interact with the villagers and learn about the policy design and implementation and administrative processes through an Exposure and Dialogue program (EDP). During the EDP, WOTR representatives will accompany the group for translation and other assistance as needed. In the village there will be interactions with the Village Development Committee, the Women's Apex body (self-help groups or SHGs) and the Gram or Village Council (Panchayat). Students will carry out action research projects to develop insights into challenges of policy design implementation, the management of large development projects and bringing about social change.

## Learning Goals & Objectives

Goal I: To understand a variety of conceptual approaches to policy design, and to examine the elements of policy design and analysis, how the elements interact, and how a policymaker, decision-maker, organizational leader, or advocate can apply this understanding to help achieve better policy in a government, community, or other organization.

Objective 1: **Public Policy Design:** By the completion of the course, you should be able to identify, analyze, and apply your knowledge to a proposed or current policy in terms of five main elements:

### AGENDAS

- 1) How does an issue reach a decision-making **agenda**?

### PROBLEM ELEMENTS

- 2) How does the way a policy **problem** is defined affect policy design?
- 3) How do **goals** and the criteria to measure whether goals are met matter?

### SOLUTION ELEMENTS

- 4) How are **alternatives** identified, evaluated, and presented?
- 5) How does policy design affect whether goals are **realized & implemented** well?

Goal 2: To apply a comparative understanding of policy design to actual policymaking in rural Indian villages.

Objective 1: **Local public policy design:** To observe and understand how local Indian village policy is actually made, and to analyze this policymaking in terms of traditional policy design theory.

Objective 2: **Intergovernmental public policy:** To observe and understand the interactions, relationships, and policy results of Indian state and national government policy as it is actually implemented in villages.

Objective 3: **Conduct research:** WOTR has an ambitious research agenda but does not have to staff to fully complete this agenda. Students may choose to participate in this WOTR research agenda as a part of the course, participate in ongoing related research on policy design or implementation with the course coordinator, or conduct independent research of their own design. The course presents opportunities to participate in potentially important research that ideally would help to scale up WOTR's successful participatory governance strategies beyond India.

### Course Reading Material

#### Required:

Bardach, Eugene, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, (CQ Press, Washington, DC, 2004)

Lobo, Crispino, *Institutional and organizational analysis for pro-poor change: meeting IFAD's millennium challenge* <http://www.ifad.org/english/institutions/sourcebook.pdf>

#### Recommended:

Bipin Chandra, Mridula Mukherjee and Aditya Mukherjee. 2003. *India after Independence: 1947-2000*. Penguin Books, ISBN: 0140278257

### Assignments

**Participation:** Attendance, participation, blackboard discussion/critique, and pass/fail homework.[10% of course grade]

**Assignment 1: The Problem Phase of Policy Design: National policy design: agenda-setting, problem or opportunity definition, and goals.** Choose one American or Indian national policy in one of the policy areas the course will focus on. Write a one page summary of the agenda-setting, problem or opportunity definition, and policy goals. From your readings from the India reader 2008 (particularly Luce Chapter 7: "A Triangular Dance," on page 6 of the SPS India Reader 2008) and the Reader's coverage of your own area of interest, do you think that the agenda-setting, problem definition, or goal-setting processes differ, if at all, across the two countries? [10% of course grade].

**Assignment 2: The Solution Phase of Policy Design: a) Alternatives: Researching, Designing, and Selecting from Alternative Solutions; and b) Realization/Implementation: How to Design Policies that Will Actually Work After They Leave Your Desk.**

Analyze one state-level or city-level policy in either the US or India, focusing on the solution elements. Write only a paragraph at most (single-spaced) on the policy problem definition and goal elements: devote the majority of the two-page paper to alternatives generation, analysis, and presentation [10% of course grade].

**Assignment 3 (a,b,c): Implementation: One Book or Three Article Presentations Focusing on Actionable Implementation Strategies:** Brief the class on actionable strategies you learn from implementation-related readings and lead a short class discussion about the work. Choose three books or six journal articles over the term, trying to schedule your presentations on Blackboard for an appropriate class session for the topic. Write a half-page summary of what you learned from the book or a paragraph on journal articles and put it on Blackboard (cutting and pasting from Word will avoid lost work). These can be books we're reading a chapter from or books or articles that we are not reading at all as a class. Some of the books listed are classics in the field; others are not. Your book choice should preferably be from the reading list, but if you find another implementation-related book or article you're more interested in, that's OK, too; just send us a quick email beforehand and note it on Blackboard under Book Discussions to avoid duplicate coverage in the course. Pay particular attention to actionable strategies that the article states directly or implies from its theoretical perspective. You may also want to use examples from your own work experience supported by your book or article.[15% of course grade]

**Assignment 4: Do a brief, back of envelope/restaurant napkin policy analysis (OK, a big envelope or napkin) of 1) the Hyderabad Case Study and 2) an actual WOTR village policy.** To introduce yourself to quick policy analysis and to the policy process you will see at WOTR and in WOTR-affiliated villages, read the Hyderabad case study and at least three of the web-posted publications on WOTR and on village policies. Write a back of envelope/restaurant napkin policy analysis on 1) the Hyderabad case; and 2) any WOTR policy. Each brief policy analysis should be less than one page (single-spaced; i.e. 2 pages total single-spaced). If any of the readings are applicable to your specific research project with WOTR in India, try to write on that for one of your cases. [15% of course grade]

**Assignment 5: Village policy design research plan and final report.** Final report on collaborative research project with WOTR in a watershed village. The policy design topic, research design, execution, and writeup format should be done in consultation with both WOTR and the instructor [40% of course grade].

### Course Outline and Calendar

Class Intro Module 1 (Saturday)	<b>Module #1 (Synchronous) Policy Design &amp; Analysis Overview</b>
Topics	<ul style="list-style-type: none"> <li>❖ Overview of Policy Design and Analysis</li> <li>❖ Introduction to traveling in India</li> <li>❖ Models of the policy process</li> <li>❖ Garbage Cans, Punctuated Equilibrium, Advocacy Coalitions</li> <li>❖ Participation in public policy, direct &amp; representative democracy</li> </ul>
Required Reading	<ul style="list-style-type: none"> <li>▪ Bardach, <i>A Practical Guide for Policy Analysis</i>, pp. 1-26</li> <li>▪ Weimer, David, "The Craft of Policy Design: Can it Be More than Art"?</li> <li>▪ Weimer, David, "Theories of the Policy Process"</li> </ul>
Recommended Reading	<ul style="list-style-type: none"> <li>▪ Skim SPS Reader 2008</li> </ul>
Module 2	<b>Module #2 Problem Elements: Agendas, Problems/Opportunities, &amp; Goals</b>
Topics	<ul style="list-style-type: none"> <li>❖ Introductions to each other, the course, and travel logistics</li> <li>❖ The major <i>problem</i> elements of policy design</li> </ul>

	<ul style="list-style-type: none"> <li>❖ Agenda-setting</li> <li>❖ Problem &amp; Opportunity Definition</li> <li>❖ Goals and goal criteria</li> <li>❖ Case readings, applied policy design, and discussion</li> </ul>
Required Reading	<ul style="list-style-type: none"> <li>▪ Lobo, Crispino, <i>Institutional and organizational analysis for pro-poor change: meeting IFAD's millennium challenge</i> <a href="http://www.ifad.org/english/institutions/sourcebook.pdf">http://www.ifad.org/english/institutions/sourcebook.pdf</a>, Chap. 6, Pp. 47-80</li> <li>▪ Ehrlich Chapters 1-4</li> </ul>
Recommended Reading	<ul style="list-style-type: none"> <li>▪ "The Rain Decided to Help Us: Participatory Watershed Management in the State of Maharashtra, India," by Crispino Lobo and Gudrun Kochendorfer-Lucius, Economic Development Institute of the World Bank &amp; Deutsche Gesellschaft für Technische Zusammenarbeit GmbH, pp. 17-31</li> </ul>
Case Study	<ul style="list-style-type: none"> <li>▪ Problem Phase Case Study: "Vision Mumbai," Kennedy School of Government Case Program CR14-08-1917.0</li> </ul>
Module 3 (Saturday)	<b>Module #3 (Synchronous)</b> <b>Solution Elements: Searching For and Analyzing Alternatives</b>
Topics	<ul style="list-style-type: none"> <li>❖ Policy Design Alternatives: generating, building consensus, and choosing policy solutions</li> <li>❖ Microeconomics in policy analysis; welfare economics <ul style="list-style-type: none"> <li>❖ Externalities; Moral Hazard; Adverse Selection</li> <li>❖ Pareto-Efficiency; Kaldor-Hicks Efficiency</li> <li>❖ Competitive Markets, Threats and Remedies</li> </ul> </li> </ul>
Required Reading	<ul style="list-style-type: none"> <li>▪ Bardach, <i>A Practical Guide for Policy Analysis</i>, pp. 27-end</li> <li>▪ Particularly the Bardach book: Part II: Gathering Data for Policy Research Read Part III: "Smart (Best) Practices" Research: Understanding and Making Use of What Look Like Good Ideas from Somewhere Else" (pp. 71-84, skim Appendix A: Things Governments Do)</li> <li>▪ Kosar, "Efficiency versus Politics: The Big Conflict," book review</li> </ul>
Recommended Reading	<ul style="list-style-type: none"> <li>▪ Skim: Zerbe &amp; McCurdy, "The Failure of Market Failure"</li> <li>▪ Levy, John M. 1995. "Selling the Right to Pollute," Chapter 12 of <i>Essential Microeconomics for Public Policy Analysis</i>, Greenwood Publishing Group (6 pages)</li> <li>▪ Friedman, Lee S., Chapter on Microeconomic Policy Analysis (online): <a href="http://press.princeton.edu/chapters/s7309.html">http://press.princeton.edu/chapters/s7309.html</a></li> </ul>
Assignments Due	<ul style="list-style-type: none"> <li>▪ <b>Due: Assignment #1</b></li> </ul>
Module 4	<b>Module #4</b> <b>Solution Elements: Presenting, and Recommending Alternative Solutions</b>
Topics	<ul style="list-style-type: none"> <li>❖ Evaluating, Presenting, and Recommending Alternatives</li> </ul>
Required Reading	<ul style="list-style-type: none"> <li>▪ Lindblom, Charles, "The Science of Muddling Through," <i>Public Administration Review</i> 19:79-88, 1959</li> <li>▪ Gladwell, Malcolm, "Moral Hazard Myth," <i>The New Yorker</i>, August 25, 2005</li> </ul>
Assignments Due	<ul style="list-style-type: none"> <li>▪ <b>Due: Assignment #2</b></li> <li>▪ Be prepared to discuss your paper (Assignment #2) with the class in our online session.</li> </ul>
Module 5 (Saturday)	<b>Module #5 (Synchronous)</b> <b>Solution Elements: Realization of Policy Goals And Implementation of Policies</b>
Topics	<ul style="list-style-type: none"> <li>❖ Review of policy design with focus on realization &amp; implementation</li> </ul>
Required Reading	<ul style="list-style-type: none"> <li>▪ Bardach, <i>A Practical Guide for Policy Analysis</i>, pp. 1-26</li> <li>▪ Matland, Richard E., "Synthesizing the Implementation Literature: The</li> </ul>

	<p>Ambiguity-Conflict Model of Policy Implementation,” <i>Journal of Public Administration Research and Theory: J-PART</i>, Vol. 5, No. 2 (Apr., 1995), pp. 145-174</p> <ul style="list-style-type: none"> <li>▪ Mazmanian, Daniel A., and Paul A. Sabatier, “A Framework for Implementation Analysis,” Chapter 2 in Mazmanian &amp; Sabatier, <i>Implementation and Public Policy</i>, (1989), University Press of America.</li> <li>▪ Das, Gucharan, <i>The Next World Order</i>, NYT, 2 January 2009 (1 page, on BB)</li> </ul>
Recommended Reading	<ul style="list-style-type: none"> <li>▪ “The Rain Decided to Help Us: Participatory Watershed Management in the State of Maharashtra, India.”</li> <li>▪ Bardhan, Pranab: “Chapter 5: Democracy and Poverty: The Peculiar Case of India,” in SPS India Reader, in section <i>About India</i> (14 pages)</li> </ul>
Assignments Due	<ul style="list-style-type: none"> <li>▪ Be prepared to discuss course concepts in light of the India policy process in the Bardach reading.</li> </ul>
Module 6 (Saturday)	<b>Module #6 (Synchronous)</b> <b>Solution Elements: Realization of Policy Goals</b> <b>And Implementation of Policies</b>
Topics	<ul style="list-style-type: none"> <li>❖ Realization of policy goals</li> <li>❖ Implementation of policies focusing on process and outcome</li> </ul>
Required Reading	<ul style="list-style-type: none"> <li>▪ Weimer, David L., “The Current State of Design Craft: Borrowing, Tinkering, and Problem Solving,” <i>Public Administration Review</i> 53, March/April 1993, No. 2</li> <li>▪ Pressman &amp; Wildavsky: Preface to <i>Implementation</i></li> <li>▪ Browse Moodle Implementation Folder and read at least three articles on implementation.</li> </ul>
Assignments Due	<ul style="list-style-type: none"> <li>▪ <b>Due: Assignment #3</b></li> <li>▪ Be prepared to present one book or three articles on Realization/Implementation to the class in 3-5 minute talks</li> </ul>
Module 7	<b>Module #7</b> <b>Policy Case Studies on Watershed Village Policies</b>
Topics	<ul style="list-style-type: none"> <li>❖ WOTR-based case policy-design study and case study discussions</li> </ul>
Required Reading	<ul style="list-style-type: none"> <li>▪ Review WOTR web site links: <a href="http://www.wotr.org/">http://www.wotr.org/</a></li> <li>▪ <a href="http://peerwater.org/organizations/4">http://peerwater.org/organizations/4</a></li> <li>▪ <a href="http://www.indianngos.com/ngos/wotr.htm">http://www.indianngos.com/ngos/wotr.htm</a></li> <li>▪ <a href="http://www.wotr.org/publications.html#articles">http://www.wotr.org/publications.html#articles</a></li> <li>▪ Introduction to Exposure/Dialog program at WOTR: <a href="http://www.exposure-dialog.de/rundbrief/Perspectives_2005.pdf">http://www.exposure-dialog.de/rundbrief/Perspectives_2005.pdf</a></li> <li>▪ <a href="http://www.grida.no/wrr/074.htm">http://www.grida.no/wrr/074.htm</a> (see Chapter 5 of WRI report)</li> <li>▪ <a href="http://capacitacionpedagogica.uai.edu.ar/pdf/sde/ecosystem_services.pdf">http://capacitacionpedagogica.uai.edu.ar/pdf/sde/ecosystem_services.pdf</a> (See p. 6 of WRI report)</li> <li>▪ <a href="http://www.wotr.org/partner_us.html">http://www.wotr.org/partner_us.html</a></li> <li>▪ <a href="http://srdis.ciesin.org/cases/india-007.html">http://srdis.ciesin.org/cases/india-007.html</a></li> </ul>
Recommended Reading	<ul style="list-style-type: none"> <li>▪ Skim “Participatory Monitoring and Evaluation Systems in Watershed Development: Case Studies of Applied Tools,” by Crispino Lobo &amp; Abraham Samuel</li> </ul>
Assignments Due	<p><b>Due: Assignment #4: Brief policy analysis of 1) The Hyderabad Metropolitan Water Supply and Sewerage Board, 23 pages [Kennedy School of Government Case Program CR14-06-1828.0] and 2) One topic on WOTR from the readings above.</b></p>
Module 8 (Saturday)	<b>Module #8 (Synchronous)</b> <b>Course Review and Preparation for Research in India</b>

Topics	<ul style="list-style-type: none"> <li>❖ Course Review</li> <li>❖ Discussion of research projects, planning research execution, challenges to success, planning to collect information needed for final report</li> </ul>
Required Reading	<ul style="list-style-type: none"> <li>▪ Lobo, Crispino, <i>Institutional and organizational analysis for pro-poor change: meeting IFAD's millennium challenge</i> <a href="http://www.ifad.org/english/institutions/sourcebook.pdf">http://www.ifad.org/english/institutions/sourcebook.pdf</a>, pp.15-40</li> <li>▪ Research design template and research design overview</li> </ul>
Case	<ul style="list-style-type: none"> <li>▪ Case: India Milk A 693_0 (12 pages) and India Milk B 694_0 (13 pages)</li> </ul>
Assignments Due	<ul style="list-style-type: none"> <li>▪ From your interests and readings and chosen research topic, come to class with a paragraph outline of your planned research project in collaboration with WOTR in India. In addition, fill out the research planning template to assist you and help to avoid returning to the US before realizing that a vital research step or information source was overlooked. We will share our e draft research plans and offer suggestions to improve data collection, interviews, analysis, and final project reports.</li> <li>▪ Be prepared to discuss the India Milk case study</li> </ul>
Fly to Pune, India	<b>Travel as a Group from Chicago to Pune, Maharashtra, India</b>
Overview	<p>WOTR's training center located in Darewadi, around 40 miles from the city of Ahmednagar (200 miles from Mumbai) in the state of Maharashtra in central India. The defining attribute of this training center is that it is located on a functioning watershed, providing an opportunity for students to observe demonstrations of technology and methods of soil and water conservation.</p> <p>Topics will focus on the goals of WOTR and the villages and the role that particular methods of policy design and analysis played in achieving agreed goals.</p> <ul style="list-style-type: none"> <li>▪ Water and watershed preservation and improved availability of water and irrigation for agriculture</li> <li>▪ Improved Income and Livelihood</li> <li>▪ Gender and Caste Equity</li> </ul> <p>Other stated policy goals by agreement with instructor</p> <p>From Darewadi we will travel by SUV (1-4 hours) to watershed villages for the village action exposure and research program. The students will be sent in groups to stay in villages to interact with the villagers and learn about the policy design and implementation process from their point of view. During the village stay, one WOTR staff will accompany the group for translation and other help needed. In the village there will be interactions with the Village Development Committee, the Women's Apex body (self-help groups or SHGs) and the Gram or Village Council (Panchayat). Students will carry out research projects to develop insights into challenges of policy implementation and of bringing about social change.</p>
Approximately Three Weeks after returning	<b>Final Assignment (#5) Due at 11:59 pm on Moodle Course drop box or by email to the instructor at the date listed in the attached course schedule</b>

## Grades

We grade written assignments both on content and good writing.

**Written work.** To help students meet graduate-level and SPS standards, we pay more-than-usual attention to writing as an academic and managerial skill. We judge papers on the understanding they reflect as well as on their organization, clarity and use of language. We value clarity and an economy of words. If you need help on this matter, please ask for it. If you do come for assistance, be sure to read Murphy's "On Writing and Thinking" and Ehrlich's Writing Self-Evaluation Form (available on Blackboard) *first*. We also recommend an old standard, Strunk and White, *Elements of Style* available online: <http://www.bartelby.net/141/> . Also, you may consider getting help from your University Writing Center.

We include written assignment instructions elsewhere.

- Single-space papers;
- Use one inch margins;
- Use Arial, Bookman or Times New Roman font;
- Use 11 or 12 point;
- Paginate in the upper right hand corner.

Please note the due dates. Anticipate all possible contingencies (computer failure, family illness, heartbreak or heartburn). Papers received after the due date will receive grades no greater than the lowest grade given to papers received on time.

All assignments should include the class name and number, the assignment name or number, student name, and the date the assignment is due. The only exception to this is when we specify a format for a particular assignment.

All assignments should be turned in online on the Course Management System.

All assignments are due by date and time listed on the course calendar.

## Online Learning

We expect students to be actively engaged in learning. This course has intensively interactive online learning modules prior to the immersion in India; we include readings, writing, lectures, discussions, videos, instruments, exercises and cases.

We use **Moodle** a web-based course management system. You will have access to documents (articles, instruments, cases) available there as well as participate in online discussions (more below), periodically check your performance grade, and communicate via e-mail with colleagues in the course.

We use the interactive synchronous learning technology called **DimDim** for our webinars. We will meet synchronously online every other week during the term at a scheduled time using this technology for short presentations, case discussion, and to address your questions. Students

should master the readings and course materials available on **Moodle** prior to this mandatory weekly meeting. We consider participation in synchronous online discussions through webinars similar to classroom participation.

## Grades

**Online Discussions.** More than anything else, policy makers communicate. We expect all students to communicate effectively both in oral and written modes during the course. We welcome questions about cases, policy problems from the news, and nearly anything else. Address questions and issues to the classmates as well as the instructor. We pose questions from assigned readings and expect students will use readings to inform their comments.

*A word about discussions.* Policy making is an inter-active science, we cannot do it without communicating in groups; learning happens that way too. We expect every member of the class to participate online regularly. Attendance and memorable contributions (or lack of them) will contribute to your final grade.

**I. Moodle Discussion Forums:** Online discussion forums will involve students posting comments on the questions assigned for discussion, as well as commenting on the posts of others. For each week, each student will post to the discussion board, and also comment on the solution posted by another student. Students will randomly comment on each other's work. Other students are free to add their questions/comments as well to any posts. The on-line discussions are a forum for you to ensure that you are clear about the concepts introduced prior to participating in the **DimDim** synchronous discussion. It seeks to duplicate the learning experience in a classroom environment. The advantage is that you can participate in these discussions at your convenience. The disadvantage is that it needs discipline to allocate a fixed amount of your time every day while the discussion goes on to read and comment. We will closely monitor and evaluate the quality of posts each week. Because of the importance of this mechanism to your learning experiences, 30 % of your class grade is assigned for this activity. We will read all your posts and will comment, as and when we believe necessary, to enhance understanding of the topic.

**II. DimDim Webinar Sessions:** Synchronous discussions will occur at a fixed time every other week. You will need to use headphones with microphone + a computer connected to the Internet to participate in these discussions. An archive of each Webinar (video, audio, and text) will be created at the end of the session for later reference by students who have to miss a classroom session or who wish to review past webinars.

## Grading Criteria

### Papers:

**The A (above average) level paper** is unique, original, engaging, and full. It will have virtually no grammatical, usage, punctuation, or spelling errors. It is an original contribution and speaks with authority and clarity. It is rich in detail, showing a clear understanding of differences in levels of specificity; it provides justification or support for all general assertions. It addresses all aspects of the assignment including specific requirements and excels in writing structure, clarity, focus, style, analytical systematization, critical analysis and creativity. It often includes unique or unusual perspectives.

**The B (meets expectations) level paper** falls short of an A paper usually in style, depth and analytical development. It has some errors in grammar, usage, punctuation, or spelling, but usually few; or it has some awkward phrases--but in neither case enough to impede the reading of the paper. Its development is consistently strong, with detail and support present in most, but perhaps not every, instance. Its sense of audience is clear. The B paper addresses the assignment directly and satisfies almost all requirements.

**The C (below expectations) level paper** addresses the assignment relatively clearly but without significant depth or clarity. Stylistic errors may be noticeably present, but not in such quantity as to impede the reading in a significant way. A C paper generally provides some support for assertions, but not enough to give the impression of complete thoroughness. The tone and voice of a C paper usually lack a sense of individuality of author or sense of authority. The C paper often has an anonymous quality to it, restating standard opinion or assertions without going into significant depth.

**The grade of D** is available for students who completely miss the specific requirements or submit incomplete or vague responses.

**The grade of F** is reserved for students who fail to turn in assignments or turn in assignments that demonstrate basic incomprehension of the assigned topics and an insufficient effort to overcome these problems.

## **Moodle Discussions and Webinars**

Discussion Rubric:

**A Discussion (3 points): Distinguished/Outstanding**

- are made in time for others to read and respond (only for asynchronous Moodle discussions)
- deliver information that is full of thought, insight, and analysis
- make connections to previous or current content or to real-life situations
- contain rich and fully developed new ideas, connections, or applications

**B Discussion (2 points): Proficient**

- are made in time for others to read and respond (only for asynchronous Moodle discussions)
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail

**C Discussion (1 point): Basic**

- may not all be made in time for others to read and respond (only for asynchronous Moodle discussions)
- are generally competent, but the actual information they deliver seems thin and commonplace
- make limited, if any, connections, and those are often cast in the form of vague generalities
- contain few, if any, new ideas or applications; often are a rehashing or summary of other comments

**D-F Discussion (0 points): Below Expectations**

- may not all be made in time for others to read and respond (only for asynchronous Moodle discussions)
- are rudimentary and superficial; there is no evidence of insight or analysis
- contribute no new ideas, connections, or applications

- may be completely off topic

96-100	92-95	88-91	84-87	80-83	76-79	72-75	68-71	64-67	60-63	Below 60
A	A-	B+	B	B-	C+	C	C-	D+	D	F

## Course Policies

### 1. Policy on Grade of IN (Incomplete)

Only in rare circumstances will an incomplete be issued to a student. An incomplete grade is a temporary grade indicating the student has a satisfactory record of work completed, but for unusual or unforeseeable circumstances not encountered by other students, and acceptable to the instructor, the student cannot complete course requirements on time. In certain extreme and unforeseeable circumstances, course instructors may assign an incomplete subject to the academic policies at the student’s home institution.

### 2. Academic Integrity

Students in this course, and in all courses where independent research and writing play a vital role in the requirements, must be aware of the strong sanctions carried out as a result of plagiarism, as stated in the university’s code of student responsibility or similar policies at the student’s home institution.

Instructors are able to check each paper with Turn-It-In: Plagiarism Detection Software. Students should use Viper.com or a similar software program to make sure that uncited or improperly cited materials were not inadvertently copied into course assignments. If proven, a charge of plagiarism could result in an automatic “F” in the course at most universities as well as in this AFOW course. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials, be sure to consult the instructor.

“Turn-it-in” anti-plagiarism software will be used to check written work; the comprehensive software detects and flags any un-cited or improperly cited that is similar to any academic or web source. Don’t risk your future; if you need citation help, contact your instructor before you write. Other grounds for an “F” grade or expulsion from the program:

- Cheating:** Cheating is any action that violates the student’s own university norms or the instructor’s guidelines for the preparation and submission of assignments. This includes but is not limited to unauthorized access to examination materials prior to the examination itself, use or possession of unauthorized materials during an examination or quiz; having someone take an examination in one’s place-copying from another student; unauthorized assistance to another student; or acceptance of such assistance.
- Plagiarism:** Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one’s own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and oral material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

### 3. Attendance Policy

Class attendance at webinar (audio and video) sessions is mandatory. Students who must miss class for personal or professional reasons should inform the instructor via written communication. We may require students who must miss a class session must write a two-page paper on the topic of the class missed.

Students who miss more than 30 percent of the webinar course sessions (3 sessions or more) are likely to fail and should drop the course.

### 4. Universal Design for Learning and Special Needs

AFOW is committed to helping students achieve to their full potential by removing barriers to learning and making reasonable accommodation when appropriate. Please help us by identifying barriers and suggesting ways that the instructor can diminish or remove them. Students with special learning needs or who are in circumstances which necessitate special consideration, must contact the instructor at the beginning of the course or earlier. Students with a documented disability who wish to discuss academic accommodations should contact AFOW or the instructor as soon as possible.

#### Additional Web Resources

(Many of these are not directly relevant for your assignments,  
but you may find them useful in your work.)

**Advocacy Institute.** “The Advocacy Institute works to make social justice leadership strategic, effective, and sustainable in pursuit of a just world.” [from its mission statement] <http://www.advocacy.org/>

**Congressional Quarterly:**

<http://www.cq.com/corp/corplin.do;jsessionid=95ABD85126536BD15060333688F00398.monhegan>

**Ethics,** Organizations Interested in Improving Lobbying <http://www.campaignlegalcenter.org/Ethics-209.html>

**FrameWorks Institute.** This nonprofit organization advances “the nonprofit sector's communications capacity by identifying, translating and modeling relevant scholarly research for framing the public discourse about social problems.” [From its mission statement] <http://www.frameworksinstitute.org>

**Illinois General Assembly (House and Senate).** Information on members, rules, schedules and bill status. <http://www.ilga.gov/>

**Internal Revenue Service:** <http://www.irs.gov/charities/index.html>

**Lobbying Rules for Nonprofits: Bob Smucker book (same book used for Week Three readings; lobbying guide is Chapters 9 and 10**

<http://www.independentsector.org/programs/gr/lobbyguide.html>

**National Association of State Budget Officials.** This website allows you to research the budget process in all 50 states: <http://www.nasbo.org/Publications/PDFs/budpro2002.pdf>

**National Conference of State Legislatures.** This website allows you to research the ethics laws in all 50 states <http://www.ncsl.org/programs/ethics/index.htm>

**National Journal:** <http://nationaljournal.com/>

**OMB Watch.** According to its website: “OMB Watch is a nonprofit research and advocacy organization dedicated to promoting government accountability and citizen participation in public policy decisions. This mission centers on four main areas: the federal budget; regulatory policy; public access to government information; and policy participation by nonprofit organizations.” [OMB stands for the U.S. Office of Management and Budget] <http://www.ombwatch.org>

**Philanthropy & Foundations:**

<http://www.cof.org/>

<http://philanthropy.com/>

**State and Local Government on the Net.** This website “provides convenient one-stop access to the websites of thousands of state agencies and city and county governments” as well as hot links to dozens of national organizations affiliated with state and local governments <http://www.statelocalgov.net>

**U.S. House of Representatives.** Information on members, rules, schedules and bill status.

<http://www.house.gov>

**U.S. Library of Congress.** Information on bill status as well as bill text, committee reports and debates published in the Congressional Record. <http://thomas.loc.gov>

**U.S. Senate.** Information on members, rules, schedules and bill status. <http://www.senate.gov>

[U.S. Senate Office of Public Records -searchable database of registered lobbyists](http://www.senate.gov)

<http://sopr.senate.gov/>

<http://sopr.senate.gov/>