

PIA 2096 Capstone Course: Policy and Planning in Developing Countries

Spring Semester 2013

Time: Tuesday 3:00-5:55 pm

Location 3800 WW Posvar Hall

Professor

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Office hours: T & Th 10am-noon

Course Description

Capstone courses are focused on solving a problem posed by a “client,” which for this course is generally a nonprofit organization or government agency in a developing country. The capstones give students the opportunity to apply their expertise and skills to addressing planning or policy problems suggested by the client. In this particular capstone course, students will work with a local non-profit organization in Mexico working on development, sustainability, and gender equity. The organization is called Foro para el Desarrollo Sustentable (Foro).

Development projects carried out by governments or private organizations frequently result in the displacement of people from homes that stand in the way of these projects. To prevent adverse effects from these processes, the UN and international development banks have standards they use to guide such projects, and many countries have adopted these standards as part of international and national regulations.¹ A standard part of these requirements is conducting a prior, free, and informed consent protocol, which aims at assessing the wide-ranging impacts that projects will have in communities, including economic, environmental, social, and cultural impacts. These protocols also provide information to communities about these effects and establish the ways in which the community would benefit from projects.

Foro is in the process of developing an informed consent protocol for the Communications and Transport Secretariat in Mexico (SCT), which SCT will use in its consultation with indigenous communities in various southern states before a regional rail project (Tren Trans-Peninsular, or TTP) is built in their communities.

The students in the capstone seminar will aid Foro in developing this query protocol, by generating an in-depth analysis of the various ways to design such a protocol (e.g. developing a matrix of the pros and cons of different protocol designs) as well as conducting a literature review of relevant cases. The final result of the capstone will be a short report authored by the class and submitted to Foro.

Pre-requisites, class format, and expectations

¹ Some of the regulations that such projects are subject to include the Mexican Constitution, Arts. 2 and 26; ILO 169 Covenant, Arts. 6 and 7; and the Law of National Commission for the Development of Indigenous People, Art. 2 and its statute Arts. 16 and 22.

You need to be a graduate student (Master’s or PhD) to be registered in this course. While I will lead the capstone seminar, the class sessions will consist mainly of a brief lecture of introduction, followed by active student participation in order to achieve the objective of each session.

This capstone seminar is a demanding course. Students are expected to be fully committed to produce a report of excellent quality. In order to succeed, the capstone seminar requires students to coordinate with each other and take an active role. This implies that students will be working, individually and in teams, long hours for the entire semester. If you are not willing to have this high level of commitment, you should not register for this course, because the group will suffer the consequences of your lower input.

You may take a look at reports produced in previous capstone courses to get an idea of the final product expected from this course:

- Stark, et al. 2013. Assessing Food Security Initiatives in Chiapas. GSPIA Capstone course.
- Arnold, et al. 2011. A rights-Based Analysis of the Sustainable Rural Cities Program. Cornell Workshop Class.
- De León, et al. 2010. Analyzing the Sustainable Rural Cities Program. Cornell Workshop Class.
- Brown, et al. 2008. Global Migration and Local Integration. Princeton’s Woodrow Wilson School Workshop class.

Course requirements and grade composition

Students in this course will complete some assignments as individuals, and other assignments as members of groups. In general, the individual assignments are meant to enable students to gain a deeper understanding of some of the practical implications of projects like the TTP, as well as the complex consequences of planning and development projects generally. Group projects, for their part, are meant to build on each individual’s own understanding and give students experience working on joint projects.

The different requirements for the course are the following:

<i>Assignment</i>	<i>Share of grade</i>	<i>Deadline</i>	<i>Grade assigned to:</i>
Reflection paper	20%	Feb 4th	Individual
Case study, first draft	20%	Feb 18th	Individual
Case study, second draft	20%	March 4th	Individual
Final report & presentation	20%	April 15th	Group
Team work tasks	20%	All semester	Group

Reflection paper

After the first few sessions of the seminar, each student will write a reflection paper specifically discussing the policy and planning implications of the TTP and prior, free and informed consent. The essential aspect of each student’s reflection is to identify different elements of a development project and the challenges of conducting an informed consent for indigenous communities.

Format: 3 pages, double spaced, 12 point Times New Roman font, 1" margins
Due: February 4th.

Case study note

This will be a short synthesis of a project similar in some ways to the TTP, in which community displacement took place. The idea is to gather information about the project (type of infrastructure; rural or urban setting; characteristics of the community, etc.) as well as about the process through which it took place (time, information shared, agencies involved, etc.). Attention should also be paid to the tools used in the process, such as the protocol for obtaining informed consent; the actors involved; and the outcome of the process. Students should review multiple sources of information, including works analyzing experiences of similar cases in other places, as well as conduct their own primary research (through newspaper articles, phone interviews, etc.). The idea is to try to identify key conditions that affect the outcomes of relocation and challenges and best practices related to acquiring informed consent. Ultimately, each student's research will feed into the group's objective of producing an inventory of conditions under which relocation of communities can work successfully, as well as factors that lead to failure.

Format: 5 pages, double spaced, 12 Times New Roman font, 1" margins.
First draft due: February 18th; Second draft due March 4th.

Final report and presentation

The final report should incorporate the knowledge gathered by all the students throughout the semester in a synthetic manner. The report should be no longer than 25 pages in total and should aim at having 18 pages maximum of text, with the rest in Appendices. It is advised that students incorporate some relevant pictures from their field research. It is also highly advisable that students contact the Writing Center for guidance on the final report format. The final report's first draft is due April 1st. The final presentation with the client will likely take place before the exam period starts. There will be a presentation rehearsal on April 8th. Final report is due April 15th.

Teamwork

In addition to the individual assignments, students will carry out work in teams throughout the semester:

- Project management team. This team is in charge of overseeing the progress of the final output of the capstone. Roles include:
 - monitoring the pace of the capstone's different tasks and ensuring each part of the final report and the presentation are finished on time;
 - organizing different activities related to the capstone (such as our participation in the Latin American Social and Public Policy conference, the community and body mapping workshop, etc.) and the final rehearsal and presentation (which includes reserving rooms and equipment as necessary);
 - and printing and delivering the final report to the client.
- Funding team. This team will identify sources of funding across the university and will put together proposals and applications to obtain student grants to travel.
- Paperwork team. This team's roles include processing IRB paperwork (filling out forms and required documentation) and making sure all University-related paperwork necessary for the trip is properly completed.

- Editing team. This team’s roles include facilitating the discussion regarding the final report and bringing individuals’ research together into a short synthetic report. The editing team is also in charge of formatting the final presentation.

Grade scale

You will receive a grade that reflects your performance on all components of the course, using the weights discussed above. The grades *will not* be curved. Your total score for the course will be converted into a percentage (properly rounded). Then, I will use the following grade scale to determine your letter grade:

97% - 100% A+	87% -89% B+	77% - 79% C+	60% - 69% D
93% - 96% A	83% - 86% B	73% - 76% C	below 60% F
90% - 92% A-	80% - 82% B-	70% - 72% C-	

No student can take this class for Satisfactory/Unsatisfactory.

Schedule of classes and readings

The readings will be available to students through the Courseweb website or as otherwise indicated.

WEEK 1 January 7: Introduction to the course

WEEK 2 January 14: The Context of the TTP

- Read Executive summary of TTP project (in Spanish so use Google translator if necessary)
- Full TTP report is also available on Blackboard

WEEK 3 January 21: Development and displacement

Development

- Arndt H. W. 1989. *Economic development: The history of an idea*, University of Chicago Press. Introduction.
- Rist, Gilbert. 2008. The history of development: from Western origins to global faith. New York: Zed. Chapter 1 and Chapter 4.
- Trainer, T. 2002. Development, charity and poverty: The appropriate development perspective. *International Journal of Social Economics*, Vol. 29(1/2), pp. 54-72.

Development-led displacement

- Training on the Protection of IDPs. Development-induced displacement. (Available also in Spanish if you prefer)
- Cernea, M. M. (1995). Understanding and Preventing Impoverishment from Displacement: Reflections on the State of Knowledge, *Journal of Refugee Studies*, 8(3), 245-264. (APA citation)
- Asian Development Bank. (1995). *Involuntary Resettlement*. Manila. (Policy Statement), Manila: Asian Development Bank.
- Cernea, M. & Kanbur, R. (2002). An Exchange on the Compensation Principle in Resettlement, Working Paper, *Department of Applied Economics and Management, Cornell University, Ithaca*, 1-48. (APA citation)
- Van Wicklin III, W. (1999). Sharing Project Benefits to Improve Resettlers’ Livelihoods. In

Cernea, M. (Ed.), *The Economics of Involuntary Resettlement* (pp. 231-256). Washington, DC: The World Bank.

- Amnesty International. *Sacrificing Rights in the Name of Development*. 2011

WEEK 4 January 28: Free, prior and informed consent for indigenous people

- AIPP and OWGIA. 2012. Training Manual on Free, Prior and Informed Consent (FPIC) in REDD+ for Indigenous Peoples, pp. 52-67.

Readings on the debate on indigenous rights and human rights

- Todd A. Eisenstadt. 2007. Usos y Costumbres and Postelectoral Conflicts in Oaxaca, Mexico, 1995-2004: An Empirical and Normative Assessment. *Latin American Research Review*, Vol. 42, No. 1 (2007), pp. 52-77.
- Fox, Jonathan. Rural democratization and decentralization at the state/society interface: What counts as 'local' government in the Mexican countryside? *Journal of Peasant Studies*, Jul/Oct2007, Vol. 34 Issue 3/4, p527-559, 33p

WEEK 5 February 4: Regional inequality and Mexico's South

On regional inequality and rebellion in Mexico's South

- González Rivas, 2011. Trade Openness, Infrastructure and the Wellbeing of Mexico's South. *Mexican Studies*, Vol. 27, Issue 2. Download here: <http://www.jstor.org/pitt.idm.oclc.org/stable/10.1525/msem.2011.27.issue-2>
- Brown, Peter. 1998. Cultural Resistance and Rebellion in Southern Mexico. *Latin American Research Review*. Vol. 33, No. 3.
- Mattiace, Shannan. 2009. Ethnic Mobilization among the Maya of Yucatan. *Latin American and Caribbean Studies*, Vol. 4, No. 2, pp. 137-169.

On writing

- TBA

Week 6 February 11: Participatory planning and development

- Sherry Arnstein. 1969. A Ladder of Citizen Participation.
- Mason, David R., and Victoria A. Beard. 2008. "Community-based Planning and Poverty Alleviation in Oaxaca, Mexico." *Journal of Planning Education and Research* 27(3): 245-260. Concentrate on the following pages:
- Cleaver, Frances. 1999. Paradoxes of Participation: Questioning participatory approaches to development. *Journal of International Development*, Vol. 11, pp. 597-612
- Sletto, Bjorn. 2009 We drew what we imagined: Participatory Mapping, Performance and the Arts of Landscape Making. *Current Anthropology*, Vol. 50, No. 4.
- Zapatista Declaration:
<https://webspaces.utexas.edu/hcleaver/www/SixthDeclaration.html>

Community mapping workshop Feb 14th

WEEK 7 February 18: In-class working session

- Students present briefly initial findings of case studies

WEEK 8 February 25: In-class working session

- Students work on a general format for case studies, so that synthesizing them at the end will be easier

WEEK 9 March 4: In-class working session

- Students present briefly on second round of findings of case studies

WEEK 10 March 11: Travel week (Spring Break)

WEEK 11 March 18: In-class working session

- Information sharing session: travel team reports back to group
- Students that stayed back identify how to incorporate travel findings into report

WEEK 12 March 25: In-class working session

- Synthesis of all research into one document

WEEK April 1: In-class working session

- Draft of final report due
- Identify follow-up research needed

WEEK April 8: In-class working session

- Presentation rehearsal
- Continue on follow-up research

WEEK April 15: In-class working session

- Last minute changes, editing, graphics, etc.
- Final report due, presentation to client

WEEK April 22: In-class working session

- Conclusion

Office hours and communication

If you are worried about some aspect of the class, including your performance, come to my office hours. You can come to office hours as often as you wish. I welcome your feedback and am happy to discuss your concerns. This is preferable to sending an email or making a phone call (unless I tell you otherwise). For questions about the course material or assignments, please ask during class time or come to office hours.

Academic Integrity

Any work submitted by a student in this course for academic credit must be the student's own work. Each student is expected to abide by the University of Pittsburgh Guidelines on Academic Integrity. <http://www.provost.pitt.edu/info/ai1.html>

Disability Resources and Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both, the instructor and Disability Resources and Services, 216 William Pitt Union, Tel. 412-648-7890 or 412-383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and /or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.