—PROJECT PROPOSAL—

For

THE INTERNATIONAL ECONOMIC DEVELOPMENT PROGRAM

—2005—

Ethiopia

Sponsored by
International Policy Students Association

Gerald R. Ford School of Public Policy
University of Michigan at Ann Arbor

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http://www.umich.edu/~ipolicy/ethiopia/Grant_Proposal_pdf.pdf
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I. Executive Summary

The International Policy Students’ Association (IPSA) seeks funding to implement the study tour portion of the Gerald R. Ford School of Public Policy International Economic Development Program (IEDP). IPSA has conducted previous IEDP’s to the Czech Republic, Costa Rica, Venezuela, Morocco and Cuba. The 2005 IEDP’s objective remains the same: to provide students studying international policy with a unique learning experience in emerging market policy making. This is an opportunity unique to the Ford School curriculum and within the University at large.

The IEDP combines learning through a traditional seven-week course with a study tour in a selected country during the Winter Term Break. This year, members of IPSA elected to study the political and economic developments of Ethiopia. To implement the Program’s ten-day study tour, IPSA needs to raise a total of $50,000 to cover transportation, lodging, and other expenses for a group of twenty-five students.

II. History of the IEDP

IPSA’s mission is to foster awareness of international policy issues through the exchange of ideas, cultures, and experiences. IPSA believes a global perspective is crucial to successfully understanding today’s policy issues. By providing opportunities to apply problem-solving skills to current policy problems, the organization strives to create a strong educational foundation for its members as they embark upon careers as future leaders. With this mission in mind, IPSA first conceived of and organized the IEDP during the 1999-2000 academic year.

A. 2000 IEDP to Costa Rica
The first IEDP study tour took place in 2000. Nineteen students, accompanied by one faculty advisor, Professor Katherine Terrell, traveled to Costa Rica to study its development policies. The first program surpassed its own bold objectives, offering students valuable insights into the culture and policy of a foreign country as well as a greater understanding of international economic development.

B. 2001 IEDP to Czech Republic
In 2001, IPSA studied the Czech Republic’s position as a successful emerging market economy. Professor Katherine Terrell coordinated a seven-week course examining the evolution of the Czech Republic’s institutions and policies. The capstone experience of the 2001 IEDP was the study tour to Prague. Students used their knowledge to ask probing questions and discuss policies with members of parliament, economic policy-makers, private sector executives, EU representatives, and U.S. diplomats.

C. 2002 IEDP to Venezuela
The third IEDP program involved a study of Venezuela’s political and economic instability. The interdisciplinary and interdepartmental characteristic of the tour brought together a group of graduate students from the School of Public Policy, Law School, Business School, School of Natural Resources and Environment, and School of Social Work. Professor Jude Hays coordinated a seven-week seminar examining Venezuela’s current political, economic and social structures. The 2002 IEDP culminated in a week-long study tour to Caracas. Students used their knowledge of Venezuela’s social and economic policies to exchange impressions and thoughts with government officials, members of parliament, economic policy-makers, university faculty members, private sector executives, U.S and French diplomats, and the former president, Dr. Rafael Calderas.
D. 2003 IEDP to Morocco
Morocco was selected for the 2003 IEDP because of the heightened international focus on the Arab World, and because North Africa is relatively neglected in international policy and development discourse. The study tour brought together a group of graduate students from the School of Public Policy, Business School, School of Natural Resources and Environment, and the Political Science Department. Professor Susan Waltz coordinated a seven-week seminar examining Morocco’s pathway to sustainable development and success in meeting the Millennium Challenge Goals outlined by the United Nations. The 2003 IEDP ended with a week-long study tour to Morocco (including the cities of Casablanca, Fez, and Rabat). Students met with a variety of government officials, members of Parliament, economic policy-makers, and private sector executives to engage in a substantive policy dialogue.

E. 2004 IEDP to Cuba
Cuba was chosen due to its unique political, geographic and fiscal relationship with the United States. IPSA’s choice of Cuba for the 2004 IEDP was based on the desire to better understand the recent efforts of economic transition in Cuba and the high-profile relationship between the United States and Cuba. The study tour brought together a diverse group of students from the School of Public Policy, the College of Architecture and Urban Planning, the College of Literature, Science and the Arts, the Business School, the School of Natural Resources and the Environment, and the School of Social Work. Professor Katherine Terrell coordinated a seven-week seminar focused on Cuban history, the phases of Castro’s revolution, domestic policy and international relations. The IEDP culminated in a 10-day study-tour of Cuban Ministries, University affiliates, business leaders and development organizations in Havana, and a visit to a rural development project.

F. Past IEDP Funders
The previous IEDP’s have been generously funded through a combination of grants from the Gerald R. Ford School of Public Policy, Business School Dean’s Office, Latin American and Caribbean Studies Program, Center for International Business Education, William Davidson Institute, International Institute, Center for Middle East and North African Studies, Rackham Dean's Office, President’s Office, Office of the Provost, Student Academic Multicultural Initiatives, and the University of Michigan.

III. The 2005 International Economic Development Program to Ethiopia
Ethiopia, with a population close to 68 million, is the third most populous country in Africa. The country has a long-standing history, diverse cultural heritage, and reasonably good resource potential for development. Yet, the majority of the population lives in absolute poverty. Ethiopia is marked by a recent history of warfare and political instability and is slowly emerging from its war with Eritrea that ended in 2000. Economic liberalization is progressing, but has been hindered by warfare and a severe drought in 2002. Development policies need to address the exceptionally low literacy rates, the paucity of health care workers, and an HIV/AIDS rate that is reducing overall life expectancy. In short, Ethiopia represents the most challenging case for development that the IEDP has studied.

A. Why Ethiopia?

History and Government

Much of Ethiopia's 20th-century history is dominated by Emperor Haile Selassie. He was named regent in 1916 and subsequently crowned emperor in 1930. During his reign, he annexed Eritrea and encouraged some movement toward becoming a modern nation. He ruled until 1974, when he was deposed in a Marxist revolution led by Lieut. Col. Mengistu Haile Mariam.
Mengistu instituted a program of nationalization of industry, banking, insurance, and large-scale trade. Separatist movements arose in attempts to break away from Ethiopia or to change the people or the pattern of government. The most active of these movements were in the north, in Eritrea and in Tigray.

Conflict between Eritrean and Tigrean rebel groups and the government continued. By 1991 rebel forces controlled all or parts of seven provinces. Already facing a bankrupt economy and famine, the government saw its army fall apart. Mengistu resigned and fled the country. A transitional government was appointed in August 1991. Ethiopia approved a new constitution in December 1994 with the help of the United States.

Currently the Ethiopian Peoples' Revolutionary Democratic Front (EPRFD) dominates all the formal institutions of the government. It holds 90% of the seats in the Council of Peoples' Representatives and its members control all the major regional state councils, giving it an easy majority in the Federal Council, the upper house, whose members are nominated indirectly by the regions. Given the lack of a credible opposition, friction within the EPRDF is the main determinant of policy. After the war, the EPRDF coalition was reelected to office in the May 2000 parliamentary elections. Even though there was widespread support for the Government from across the political spectrum during the border conflict, the signing of the peace accord was followed by vigorous political dissent centered around criticism of the Government's policies on liberalization and globalization and its conciliatory attitude towards Eritrea. The Government's management of the dissent and protests generated political tension and brought to the fore governance and human rights issues.

Eritreans voted overwhelmingly for independence in an April 1993 referendum. The Eritreans' goal, for which they had been fighting for more than 31 years, was finally realized. They promised to allow Ethiopia free access to the Red Sea ports of Massawa and Aseb when granted their independence. However, disagreement over Eritrea's exchange-rate regime and subsequent bilateral trade relations contributed to mounting tension during early 1998. War between the two nations broke out in 1998. After several failed peace efforts, a peace deal was signed in 2000.

Foreign Relations

The Ethiopian-Eritrean dispute significantly undermined US regional policy, loosely referred to in the US as the "Greater Horn of Africa Initiative". On a tour of Africa in March 1998 the US president, Bill Clinton, referred to the Ethiopian and Eritrean leaderships as being part of a move towards new, more enlightened African governments. However, the war with Eritrea placed strains on US-Ethiopian relations. Relations with international donors have also been strained by the war, as lending was scaled down and the government has become vocally more hostile towards international donors.

The loss of access to Eritrea's ports made Ethiopia's relationship with its small neighbor to the east, Djibouti, critically important. Two-thirds of Ethiopia's merchandise trade transited through the Eritrean port of Assab before May 1998. Overnight, this trade—including all of Ethiopia's petroleum imports—switched to Djibouti's port. Transit trade through Djibouti had already increased, following the signing of a trade agreement in mid-1996. Political and security ties between the two governments were also enhanced in 1997.

Ethiopia shares a vast southern border with Somalia. Ethiopia's sparsely populated Somali region is also inhabited by ethnic Somalis. Since 1996 Ethiopian troops have repeatedly entered Somalia in pursuit of groups hostile to the EPRDF. In recent years Ethiopia's relations with Egypt have been strained by disagreements over Ethiopia's right to use the waters of the Blue Nile for irrigation and hydroelectric projects.
Economics

The turn of the millennium finds Ethiopia as one of the most destitute of nations. At US$700 (purchasing power parity), Ethiopia's per capita GDP is among the lowest in the world, and only about a one-fifth of the Sub-Saharan African average. Poverty is paramount and widespread and often linked to the degradation of the environment and natural resources. Recent national household surveys find 44% of people below the basic needs poverty line.

The reforms of the 1990s have produced important gains. In 1991, the EPRDF government embarked on a wide ranging reform program that moved quickly beyond stabilization to structural reforms - focusing on the agriculture sector and cautiously yielding economic space to the private sector. A flurry of reforms in the first few years included first steps towards removal of prohibitions and restrictions on the private sector, a large devaluation of the exchange rate, introduction of an auction market for foreign exchange, and liberalization of most prices and trade. Simultaneously, taking advantage of peace and stability, the Government demobilized on a massive scale cutting back defense expenditures from over 10 percent of GDP in 1989 to as low as 2.0 percent in 1997 with much of the peace dividend directed to social sectors and other pro-poor expenditures.

However, the border conflict with Eritrea exacted a heavy economic toll. The momentum of reforms was interrupted by the outbreak of the conflict. The conflict strained public finances, reduced donor support and undermined investor confidence. The preemptive demands of defense expenditure, which shot up to 13.2 percent in 2000, resulted in sharp cuts in capital expenditure, and more importantly, fiscal transfers to the regions for antipoverty programs. Heavy domestic borrowing and large military purchases from abroad put the economy under extreme pressure.

The rehabilitation of Ethiopia's road infrastructure has been established as a core element of the country's economic reform program. More than 20% of the capital budget has been allocated to road construction and repairs in recent years. The two main roads going north through the highlands have suffered from decades of neglect and heavy wear from military and food convoys. Major roads are now being resurfaced and upgraded, and a network of local feeder-roads is being constructed, facilitating both market access for farmers and swifter distribution of food aid in times of shortage.

Social Policy, Education, and Environment

Human development indicators of poverty are equally severe. Under UNDP’s HDI ranking, Ethiopia ranks 170th, at the near bottom of a tally of 177 countries. Ethiopia has the third largest number of people living with HIV/AIDS of any country in the world, which has contributed to falling life expectancy over the past decade (in 2001, life expectancy was 42 years compared to 45 years in 1990). Infant and maternal mortality and child malnutrition rates are among the highest in the world. Gender disparities significantly hamper female empowerment.

Government spending on education and health, in part funded by cuts in military expenditure, increased considerably after 1991, and accounted for 13% of total spending in 1996. However, as military spending on the war with Eritrea increased, education expenditure dropped, and school facilities and enrolment rates are still well below those of other least-developed countries. Government statistics suggest that only 28% of children are enrolled in primary school and that only 15% attend secondary school. Nearly six out of every ten adults are illiterate.

Ethiopia has abundant natural resources, but agricultural land in densely populated areas of the highlands has been deteriorating steadily in recent decades. Accelerated deforestation has led to severe soil erosion in regions where people are dependent on marginal, rain-fed agriculture. This has spurred a series of
environmental initiatives by the government, including a National Conservation Action Plan, with measures for selective reforestation. An Environmental Protection Agency has also been created, and Ethiopia is taking tentative steps towards establishing a biodiversity strategy.

In conclusion, the study of economic development in Ethiopia poses a great challenge and will provide an exciting learning opportunity for the 2005 IEDP. The wide variety of experience and education of IEDP participants will provide a multitude of viewpoints with which to address Ethiopian development. In addition, the resources of the Gerald R. Ford School of Public Policy as well as those of the University of Michigan will be utilized to ensure a rich learning experience.

B. Traditional Learning Component

This year’s IEDP will be led by Professor Jude Hays, assisted by Professor Katherine Terrell. Together, they will supervise a seven-week, two-credit seminar examining economic development in Ethiopia. The first half of the course will develop a broad understanding of the interrelated nature of government, foreign relations, politics, religion, and culture in Ethiopia that helps shape its approach to economic development. The next segment will focus on current policies of economic development in Ethiopia. Issues concerning increased trade liberalization, economic restructuring and privatization policies, structural adjustment programs, and others will be explored.

IPSA board members have assisted Drs. Hays and Terrell with identifying topics and issues based on student interest. Issues that have been identified as class topics include Education and Social Policy, Foreign Policy, War/Refugees, Agriculture and Food Security, Infrastructure and Technology, Public Health, Culture/Religion, Social Entrepreneurship, Institutions, Trade, and History. During each three-hour class, students will present on two topics followed by class discussion. A report based on students’ research will be completed prior to departing for Ethiopia. Upon completion of the trip, a final report detailing both the academic research and field work will be completed as a final deliverable.

C. Study Tour Component

The Program will culminate in a ten-day study tour of Ethiopia during the Winter Term Break – February 24 – March 6, 2005. Program participants and the Program Faculty Advisors will meet with officials from the private, public, and nonprofit sectors. Having two professors on the study tour will allow for two simultaneous and separate groups of meetings with officials in Ethiopia.

The ten-day study tour will involve a visit to Addis Ababa. A preliminary list of study tour visits and meetings is as follows:

- Ethiopian Government Ministries
- World Bank country office
- United Nations Economic Commission for Africa
- African Union
- National and international development organizations
- Faculty members and students at Addis Ababa University
- Business leaders
D. Program Itinerary (Schedule is subject to change)

Day 1: Thursday, Feb 24  
Arrival in Addis Ababa, Ethiopia

Day 2: Friday, Feb 25  
Cultural/logistical orientation and preparation for formal meetings

Day 3: Saturday, Feb 26  
Visits with nonprofit sector or grassroots leaders

Day 4-10: Sunday, Feb 27 – Saturday, Mar 5  
Scheduled meetings with government officials, business leaders scholars, nongovernmental organizations, etc.

Day 9: Sunday, March 6  
Departure for Detroit, USA

E. Deliverables
Upon returning to the University of Michigan, program participants will assist in the production of detailed reports, policy analyses, descriptive articles, and other deliverables. In order to share their unique experiences with the University community, participants will produce the following:

- Detailed report of findings and expenses to funders
- Formal presentation consisting of panel discussion of findings and policy recommendations to the University of Michigan, open to the University community
- Policy analyses of current development policies and recommendations for the future
- Articles for IPSA newsletter, the Michigan Daily, International Institute Journal, Rackham graduate students newsletter, and others as requested
- Further development of IEDP website to disseminate findings and recommendation

IV. Benefits to the University of Michigan Community

The seven-week coursework and study tour to Ethiopia will help to develop the scope and depth of international policy education, improve the University’s image at an international level, deepen relationships with international policy makers, integrate student and faculty policy interests, and increase collaboration with and promote positive working relationships among other University colleges and departments.

A. Developing the Scope and Depth of International Policy Education
The Gerald R. Ford School of Public Policy has a strong tradition of preparing students by providing opportunities to interact in a real-world context. The IEDP provides students interested in international issues the opportunity to meet with policy practitioners from other countries. It also enriches and develops the career skills of future international public policy analysts. Continuing to implement an annual IEDP strengthens the University’s international policy education by including an applied experience component, which utilizes classroom theory in a foreign policy setting.

B. Promoting the University’s Image Internationally
Implementation of the IEDP improves and promotes the University’s public image as a leader in innovative professional training. By marketing this program effectively, the University can recruit leaders in international public policy and prove its own competency in training globally-minded public policy professionals. In addition, a well-conducted IEDP will spread the word around the globe with policy practitioners that University of Michigan has perceptive, savvy, and globally-minded students, which, in turn, will open new career opportunities for Michigan graduates.
C. Establish and Maintain International Relationships
The study tour to Ethiopia allows the University to build upon relationships with business, political, and academic contacts. With these relationships established, the IEDP could create new and important ties for the University by attracting new scholars and thinkers to Michigan. Maintaining these relationships will also help to market the University more widely around the globe.

D. Integrate Faculty and Student Research Interests
Many students share research interests with faculty who study international policy issues; however, few formal mechanisms exist that allow students and faculty to collaborate outside of the academic environment. Both professors Hays and Terrell have research interests in International Political Economy and Development policy. By partnering with Ford School faculty, students gain the opportunity to explore their professors’ research and expand their knowledge in international policy.

V. Study Tour Grant Request
IPSA is requesting funding to support twelve (12) Gerald R. Ford School of Public Policy students, seven (7) dual degree Ford school students in the Ross School of Business, the Department of Economics, the Department of Political Science, the School of Natural Resources and Environment, the School of Social Work, and the Taubman College of Architecture and Urban Planning, and six (6) other graduate degree students from the School of Education, the Law School, the School of Public Health, the School of Natural Resources and Environment, and the Ross School of Business. IPSA believes that an interdisciplinary approach to studying economic and social development in Ethiopia strengthens our understanding of the relevant policy issues, and therefore, we will gladly accept grants that are appropriated either to only Ford School or only non-Ford School students or the entire IEDP group. IPSA estimates the total cost for implementing IEDP 2005 to be $50,000 ($2000 per student).

A. Airfare Costs
To support the twenty-five student participants in traveling to Addis Ababa, Ethiopia from Detroit, Michigan, the total cost estimate for round-trip airfare is $30,300. This request prices each round-trip ticket at approximately $1,212 per student. This estimate is the least expensive quote obtained from solicitations of Ethiopian-specialized travel agents.

B. Lodging and Transportation
Based on estimates of hotels in Addis Ababa, an average per night lodging cost is $50 per student (this is the price per double occupancy). We are requesting funds to cover nine nights, which will be the total amount of time spent fulfilling scheduled meetings and daily briefing/reflection sessions among students and Professor Hays. The total cost for lodging and transporting twenty-five students for nine days and nights is $11,250.

C. Visas, Departure Tax, and Immunizations
A visa is required of all U.S. citizens traveling to Ethiopia. The total cost for twenty-five visas is $1,250. An Ethiopian departure tax of $20 is levied on all departures from Ethiopia, bringing the cost for twenty-five students to $500.

Immunizations are also required for the health of all students. Three immunizations are recommended by the Centers for Disease Control for travel to Addis Ababa – yellow fever, hepatitis A, and typhoid. The University Health Services provides these immunizations at a cost of $99, $38, and $66 respectively. Since immunizations are rarely provided by either University or privately provided health insurance, we are requesting the total cost for twenty-five student immunizations costing $5,075.
D. Faculty Expenses, Planning, and Contingency Funds
The Gerald R. Ford School has generously agreed to fund all travel expenses for Professor Jude Hays and Professor Katherine Terrell (therefore these costs are not presented in the budget summary below). The organizational support provided by Professors Hays and Terrell both here in Michigan and in Ethiopia will prove to be critical for the success of this program. We would also like to request an additional $1625 for potential unforeseen costs that might arise during the implementation of the program. We have listed this as a contingency fee in the budget summary. If any funds remain after the trip, they will be used for IEDP related materials and deliverables (report copies, binding, public events, etc) and/or reserved for 2006 IEDP.

E. Budget Summary

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<td>Lodging and Transportation</td>
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F. Funding Sources and Requests
IEDP will be requesting funding from the following sources. The requested amounts below are based on past funding experiences and new funding sources sought. We are requesting a funding level from each department represented on IEDP matching the per student funding level to be provided by the Ford School, estimated to be $2000 per student. Italicized sources represent institutions that have previously contributed to IEDP (previous contributions, if different from the currently requested amount, are in parenthesis).
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<tr>
<th>INSTITUTION</th>
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<td>Ford School of Public Policy</td>
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<td>William Davidson Institute</td>
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VI. Conclusion

The International Students Policy Association respectfully requests your support of the International Economic Development Program. The success of the Program hinges vitally on the implementation of the study tour, which provides future international policy practitioners a rare opportunity to apply their analytical skills in a foreign policy arena. Without your funding, many potential participants will miss an excellent experience in developing key career skills, not otherwise offered in a traditional learning environment.
**Appendix A – Proposed Reading List for PUBPOL 674**

*This is a preliminary syllabus.*

**PUBPOL674**  
Economic and Social Emerging Market Economies 2005

January 12 – Feb. 16, 2005

Wednesday 5:00-8:00

Prof. Jude Hays  
jchays@umich.edu

**Syllabus**

**Week 1: History & Trade**


**Week 2: Social Entrepreneurship**


Week 3: War & Refugees


"Red Tears: War, Famine, and Revolution in Ethiopia", by Dawit Wolde Gioris, Chapter 3 - "The Northern Region and Ethiopia's Internal Conflicts."

International Relations


Week 4: Institutions


Infrastructure & Technology


**Week 5: Education & Social Policy**


**Agriculture & Food Security**


**Week 6: Public Health**


“Knowledge and Attitudes Towards Antiretroviral Therapy Among Factory Workers Participating in a Cohort on HIV and AIDS, Addis Ababa, Ethiopia,” Ambaye Degefa, Eduard J. Sanders, et al,

**Culture & Religion**


Appendix B—List of Participants

Gerald R. Ford School of Public Policy
Paul Hanna
Tetsuya Hiratz
Matt Jacobs
Stephanie James
Eiji Kubo
Porter McConnell
Erica Miller
Marianna Orloff
Daniel Rothschild
Caroline Sallee
Aaron Skrocki
Jessica Wyse

Students Enrolled in Joint & Dual Degree Programs
Mayuri Guntupalli  Public Policy and Ross School of Business
Nzinga Broussard  Public Policy and Economics
Zoe McLaren  Public Policy and Economics
Menna Demessie  Public Policy and Political Science
Jose Garcia  Public Policy and School of Natural Resources and Environment
Shayna Hirshfield  Public Policy and School of Social Work
Liz Teague  Public Policy and Taubman College of Architecture and Urban Planning
Andrew Garland  School of Education and Ross School of Business
Carrie Knowlton  School of Natural Resources and Environment and School of Public Health

School of Public Health
Rebecca Tesfai

Law School
Chekol Dagne
Anne Gordon
Nadia Shash

Program Instructor and Faculty Advisor
Jude Hays, Assistant Professor of Public Policy and Political Science
Katherine Terrell, Professor of Public Policy and Business
Appendix C—Participant Recruitment and Selection Process

This year’s International Economic Development Program to Ethiopia generated a great deal of interest from around the University. IPSA received thirty-six applications from the Ford School of Public Policy and another fifty from programs outside of the Ford School, bringing the total number of applications to eighty-six.

Applications were sent via email to graduate students in the following departments, schools, and colleges: Department of Economics, Department of Political Science, School of Business Administration, School of Law, School of Natural Resources and the Environment, School of Public Health, School of Social Work, and the Taubman College of Architecture and Urban Planning.

Applicants were asked to write a statement of interest explaining why they wanted to study Ethiopia and how the course would further their career goals. Previous international experience and demonstrated interest in the region were taken into account.

The selection committee was comprised of Professors Jude Hays and Katherine Terrell, as well as two former students who participated in last year’s IEDP to Cuba. The applications included only University of Michigan ID numbers to ensure a blind review process. Each individual committee member ranked each application. After the initial ranking, the committee members came together as a group and compared their rankings. Ultimately, a collective ranking was made and a consensus was reached.

After the committee selected the successful applications, ID numbers were matched to students, who were then notified of acceptance into the course. All admitted applicants accepted the committee’s offer.
Appendix D — References

1. Economist Intelligence Unit
2. World Bank
3. CIA World Fact Book
4. United Nations Development Programme
5. Encyclopedia Britannica Online
6. Centers for Disease Control
7. University Health Services
8. U.S. State Department
9. Ethiopian Embassy to the U.S.
10. Lonely Planet