Spring 2020
URP 6610 International Development Planning
Instructor: Christopher Silver
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Class Schedule: Monday 9:35-12:30

Course Objective:

The purpose of this course is to examine critically the wide array of institutional actors that play a role in addressing development issues in poorer nations within the context of international development strategies. In the process of assessing how planning and implementation are pursued by such institutions as the World Bank, the United Nations, regional development agencies, bi-laterals and Non-Government Organizations (NGOs), the course will expose students to some of the dominant strategies and emerging perspectives on international development. These include economic (structural) adjustment, governmental decentralization, gender perspectives, privatization of public service delivery, environmental sustainability and environmental justice, poverty alleviation, social capital formation, legal reform (rule of law) and democratization. A desired outcome of the course is a fuller understanding of how the formal and informal development planning institutions impact on these concerns, and where the planner can and should make a difference.

It has been structured to enable online and on-campus students to engage the same materials through a combination of web-based modules and online discussions and, for the on-campus students, the web-based modules and a series of in-class meetings.

An additional feature is the opportunity for enrolled students to participate directly (or virtually) in a 2 week international urban development workshop at the University of Indonesia, Depok, Indonesia (a city outside the capital city of Jakarta).   The workshop be undertaken with students from Cardiff University (Wales) and University of Indonesia, and will involve students examining a variety of urban development issues with the Jakarta megapolitan region. Students not participating in the actual field workshop will have the class on January 13th devoted to similar topics and be done through a pre-recorded session. The other Monday class period (January 20th) is a campus holiday, so there would not be class that day. Details of concerning participation in the January workshop at the University of Indonesia have been disseminated to all URP students in advance.

Course Texts:

Sen, Amartya,   *Development as Freedom*. New York: Random House, 1999.

Mallach-Brown, Mark, *The Unfinished Global Revolution: The Road to International Cooperation*. New York: Penguin, 2012.

Sachs, Jeffrey D., *The Age of Sustainable* Development. New York: Columbia University Press, 2015.

Select Web Resources:

One of the key sources of information on international development institutions is the growing number and quality of websites. The following are some of the major websites that also include links to other useful sites.

www.usaid.gov   - U.S. Agency for International Development
www.worldbank.com - World Bank
www.adb.org - Asia Development Bank
www.adbi.org – Asia Development Bank Institute (research arm)
www.iadb.org - Inter-American Development Bank
www.un.org - United Nations
www.undp.org – United Nations Development Program
www.oecd.org - Organization for Economic Cooperation and Development
www.unesco.org - United Nations Educational, Scientific and Cultural Organization
www.fao.org - Food and Agriculture Organization

– Urban Institute (under International Issues)

Papers and Policy Project:

There will be three (3) separate writing assignments (one of which will serve as a final examination) and one power point during the semester. You should prepare the power point with a voice over so that your slides can be effectively interpreted.   In conjunction with the readings/lectures, each student will identify an international development issue within a particular national or regional context, identify a recent project by some international organization which addresses the issue, critique the project approaches, and set forth a useful strategy. More details will be provided in a separate handout later in class.

Course Grading:

Assignment #1	10%
Assignment #2	20%
Assignment #3	20%
Final Examination	30%
Class Participation	20%

Preliminary Schedule of Class and Topics:

January 6
Introduction to the Course (online presentation)
Globalization, Sustainable Development, and the New World Order
Introducing the course readings:
David Satterthwaite, "A New Urban World," (2005)
Nancy Birdsall, "Life is Unfair: Inequality in the World" (1998)
Amartya Sen, *Development as Freedom* (1999) -overview
Sachs, *The Age of Sustainable Development*, Sections 1 and 2 -overview

January 13
The Case of Indonesian's Development (Zoom session – Power point on Canvas)
Read:
Sachs, *The Age of Sustainable Development*, Sections 3 and 8

January 20
Campus Holiday

January 27
International Development Institutions in the Twentieth Century
Legacy of Globalization
Amartya Sen, ""If It's Fair, It's Good: 10 Truths About Globalization," New York Times, July 14-15, 2001.
Doug Brandow and Ian Vasquez, "Introduction: The Dismal Legacy and False Promise of Multilateral Aid" (1994)
Discussion of Sen, *Development as Freedom*

February 3
Select International Organization for Project Assignment #1
Mainstreaming Women and Gender in International Development Approaches/Gender Analysis in Development Planning
Read:
Gale Summerfield, "Gender and Development: Transforming the Process" (2002)
Hahid Aslanbeigui and Gale Summerfield, "The Asian Crisis, Gender and the International Financial Architecture" (2000)
Murphy, *Mainstreaming Gender in World Bank Lending* (1997)- see World Bank online library

February 10	United Nations and the Response to Global Poverty and Development Read: Jean Krasno, "Founding the United Nations: An Evolutionary Process," pg. 19-45 Joe Sills, "The United Nations and the Formation of Global Goals," pg. 47-76.
February 17	Presentation of International Organization, Assignment #1 Struyk, *Making Aid Work (1997)* –podcast and power point Sachs, *The Age of Sustainable Development*, Section 7 Sustainable Development Goals and International Development - discussion
February 24	Donors in Action – Critical View Amy Wilentz, "Letter from Haiti," *The Nation*, January 28, 2013 K. Klarreich and L. Polman, "The NGO Republic of Haiti," *The Nation,* November 9, 2012, pg. 11-17 Discussion of: Mallach-Brown, *The Unfinished Global Revolution* (2012)
March 2	Spring Break
March 9, 16	World Bank and Development Approaches Read: *World Bank Development Report*, 2010: *Development and Climate Change* – see WB online libary *World Bank Development Report, 2011: Conflict, Security, and Development* – see WB online library Edmund Andrews, "World Bank: Debt Relief Plan Approved," (2005) Robert Thompson, "Rural Development: Challenges in the Next Century," (1999) Caroline M. Robb, "Impact of the PPA," and "Emerging Good Practice," pg. 23-85 (2002). Sachs, *The Age of Sustainable Development*, Sections 4 and 5 https://www.project-syndicate.org/commentary/puerto-rico-fiscal-plan-cofina-deal-by-martin-guzman-and-joseph-e-stiglitz-2018-11
March 23, 30	Decentralization, Democracy and Good Governance as Development Case Study of Indonesia Read: Beard, Miraftab and Silver, *Planning and Decentralization* (select chapters) Camille Barnett, et. al, "Democratic Decentralization" (1997) Sachs, *The Age of Sustainable Development*, Sections 9 and 10 Sachs, *The End of Poverty* – power point Presentation of Assignment #2 (March 30)
April 6	Participatory Planning Processes: Tyranny or Empowering? Read: Hickey and Mohan, *Participation: From Tyranny to Transformation?* Sachs, *The Age of Sustainable Development*, Sections 11, 12, 13 and 14.
April 13 April 20	Critical Issue Appraisals Course Review - Overview Final examination distributed, due by March

Final Examination:

There will be a final examination which requires students to integrate and apply the ideas, methods and data derived from all of the course material. It is a take home examination and is open book, thereby enabling students to make full use of all course materials. The approach is to have you apply the course materials to real and hypothetical situations likely to be confronted in the world of practice in international development.

Student Honor Code

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Pledge:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

(a) Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to: 1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution. 2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.(b) Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:1. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.2. Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student.3. Any materials or resources which the faculty member has notified the student or the class are prohibited.4. Use of a cheat sheet when not authorized to do so or use of any other resources or materials during an examination, quiz, or other academic activity without the express permission of the faculty member, whether access to such resource or materials is through a cell phone, PDA, other electronic device, or any other means.(c) Prohibited Collaboration or Consultation. A student shall not collaborate or consult with another person on any academic activity unless the student has the express authorization from the faculty member.1. Prohibited collaboration or consultation shall include but is not limited to:a. Collaborating when not authorized to do so on an examination, take-home test, writing project, assignment, or course work.b. Collaborating or consulting in any other academic or co-curricular activity after receiving notice that such conduct is prohibited.c. Looking at another student's examination or quiz during the time an examination or quiz is given. Communication by any means during that time, including but not limited to communication through text messaging, telephone, e-mail, other writing or verbally, is prohibited unless expressly authorized.

2. It is the responsibility of the student to seek clarification on whether or not use of materials or collaboration or consultation with another person is authorized prior to engaging in any act of such use, collaboration or consultation. If a faculty member has authorized a student to use materials or to collaborate or consult with another person in limited circumstances, the student shall not exceed that authority. If the student wishes to use any materials or collaborate or consult with another person in circumstances to which the authority does not plainly extend, the student shall first ascertain with the faculty member whether the use of materials, collaboration or consultation is authorized.

Course Evaluation:
Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/ . Please note your other classes this semester may be evaluated in the current GatorRater online evaluation system at https://evaluations.ufl.edu . Thank you for serving as a partner in this important effort. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a

professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.