

Summer 2025 (May 12 – August 8)
URP 6610 International Development Planning – Online
Instructor: Christopher Silver
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Class Schedule: TBA

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.

Course Texts:

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

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

Sachs, Jeffrey D., *The Age of Sustainable Development*. New York: Columbia University Press, 2015. E-book is available through the UF Library web site.

Haslam, Paul, Schaffer, Jessica and Beaudet, Pierre, *Introduction to International Development: Approaches, Actions, Issues and Practices*, 4th Edition, Don Mills, Ontario, Canada: Oxford University Press, 2021, paperback

International Organization for Migration, *World Migration Report 2015: Migrants and Cities: New Partnerships to Manage Mobility*. Geneva, Switzerland: IOM, 2015. Available on Canvas site.

Additional articles and reports available on the web and/or UF eLearning site are listed below in the schedule of modules

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.unesco.org - United Nations Educational, Scientific and Cultural Organization
www.fao.org - Food and Agriculture Organization
www.urban.org – Urban Institute (under International Issues)
www.hope-international.com – HOPE International

www.who.int – World Health Organization
www.dfid.gov.uk – UK Department of International Development
www.caribank.org – Caribbean Development Bank
www.globalvision.org – Global Vision
www.citiesalliance.org – Cities Alliance
www.sdinet.org – Slum/Shack Dwellers International
www.savethechildren.net – Save the Children
www.ausaid.gov.au – Australian Aid Organization

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. The first assignment (#1) is in the form of a power point examining in detail one international organization. The power point you prepare for this assignment should have a “voice over” so that your slides can be effectively interpreted and shared with class participants. The second paper will identify and assess an international development project undertaken by that organization within a particular national or regional context (eg. USAID project in Indonesia to promote improved access to health care). Once you’ve identified the project you will explain what was intended, what was done, and then critically assess whether it met its intentions or had some other outcomes. Assignment #2 will be this preliminary assessment of the project, and prepared as a typed paper. If the results were not consistent with the original intent, or only partially met, what would be possible follow-on interventions? Typically, you won’t find projects that are dismal failures because often they are terminated before getting fully done. On the other hand, there is very few that accomplish all that they intend or even all that is claimed. Your task is to assess it based upon your understanding of what should be the outcome. This will be done through a typed paper (Assignment #3) that extends the original discussion from Assignment #2 but with the addition of a section employing a critical policy assessment framework. The Raymond Struyk, *Making Aid Work* (1997) assessment model will be available to assist, as well as other tools presented in class during the semester. More details will be provided through class materials.

Course Grading:

Assignment #1	10%
Assignment #2	20%
Assignment #3	20%
Final Examination	30%
Discussion Posts	20%

Preliminary Schedule of Class and Topics:

Module 1 Globalization, Sustainable Development, and the New World Order
Introduction to the Course

Readings:

David Satterthwaite, “A New Urban World,” (2005)
Amartya Sen, *Development as Freedom* (1999) – Overview
Sachs, *The Age of Sustainable Development*, Chaps. 1 and 2
Chukwumerije Okereke and Abu-Bakar S. Massaquoi, “Climate Change, Environment and Development,” Chapter 18 (Haslam, Schafer, Beaudet)
Lisa Borenstein and Anne Latendresse, “Urban Development: Cities in the Global South,” Chapter 20 (Haslam, Schafer Beaudet)

Presentations:

Jakarta Under Water: The Challenges of a Sinking Megacity – power point
Globalization and Development in a New Urban World - power point
The New Urban World – power point
Video - *The Road from Rio*
Amartya Sen, *Development as Freedom* (Chapters 1-6)

Discussion post: By May 25

- Module 2** International Development Institutions in the Twentieth Century: Legacy of Globalization
Readings:
 Amartya Sen, ““If It’s Fair, It’s Good: 10 Truths About Globalization,” New York Times, July 14-15, 2001.
 Eric Allina, “Imperialism and the Colonial Experience,” Chapter 2 (Haslam, Schafer, Beaudet)
 Stephen Brown, “National Development Agencies and Bilateral Aid,” Chapter 9 (Haslam, Schafer, Beaudet)
 Amartya Sen, *Development as Freedom* – Remaining Chapters
 Jeffrey Sachs, *The Age of Sustainable Development*, Chapt. 3
Presentations:
 International Development of Modern Institutions – power point
 Jeffrey Sachs, *The Ages of Globalization* – power point presentation/discussion
Assignments:
 Discussion Post: By June 8
 Select and Submit International Organization for Project Assignment #1
- Module 3** Mainstreaming Women and Gender in International Development Approaches/Gender Analysis in Development Planning
Readings:
 Summerfield, “Gender and Development: Transforming the Process” (2002)
 Hahid Aslanbeigui and Gale Summerfield, “The Asian Crisis, Gender and the International Financial Architecture” (2000)
 Rebecca Tiessen, et. al., “Gender and Development: Theoretical Insights and International Commitments,” Chapter 6 (Haslam, Schafer, Beaudet)
Presentations:
 Gender and Development - power point
 Video - *Sixteen Decisions* (Grameen Bank) – available online UF library
Assignments:
 Discussion Post: By June 15
 Assignment #1: By June 15
- Module 4** United Nations and the Response to Global Poverty and Development
 Readings:
 Jean Krasno, “Founding the United Nations: An Evolutionary Process”
 Joe Sills, “The United Nations and the Formation of Global Goals”
 Sachs, *The Age of Sustainable Development*, Chapt. 5, 9, 13 and 14
 David Sogge, “The United Nations and Multilateral Actors in Development,” Chapter 11 (Haslam, Schafer, Beaudet)
 Mark Malloch-Brown, *The Unfinished Global Revolution* (2012) - discussion
Presentations:
 UN Human Development Report (Podcast and Presentation)
Assignments:
 Discussion Post: By June 29
- Module 5** Donors in Action: Two Critical Cases (Haiti and Migrants and Refugees)
Readings:
 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
 Sachs, *The Age of Sustainable Development*, Chapt. 4 and 10

International Organization for Migration, *World Migration Report 2015: Migrants and Cities*
Jane Milner, "Refugees and International Development Policy and Practice," Chapter 23 (Haslam, Schafer, Beaudet)

Laura Hammond, "Humanitarian Assistance and Intervention," Chapter 29 (Haslam, Schafer, Beaudet)

Presentations:

Video - *Haiti: Where Did the Money Go?* - available on Youtube

Refugee Community in the Middle East

Discussion post, July 6

Module 6 World Bank and Development Approaches

Readings:

Marcus Taylor, "The International Financial Institutions," Chapter 10 (Haslam, Schafer, Beaudet)

Joseph Hanlon and Tim Jones, "Debt and Development," Chapter 15 (Haslam, Schafer, Beaudet)

Jing Gu, "China and the Emerging Economies," Chapter 14 (Haslam, Schafer, Beaudet)

Edmund Andrews, "World Bank: Debt Relief Plan Approved," (2005)

Robb, "Impact of the PPA," and "Emerging Good Practice," pg. 23-85 (2002).

Presentations:

The United Nations and the World Bank (power point)

Video - *Whose Agenda is it?* (Malawi and Poverty Reduction Strategy/Debt Relief) – online UF library

Video - *Our Friends at the Bank* (Negotiations between WB and Uganda to address development); available online for rent \$4.95

Assignments:

Discussion Post: By July 20

Module 7 Decentralization, Democracy and Good Governance in Development:

Readings:

Beard, MirafTAB and Silver, *Planning and Decentralization*, Chapter 1 "Situating Contested Notions of Decentralized Planning in the Global South"

Cedric Juorde, "Democracy," Chapter 17 (Haslam, Schafer, Beaudet)

Henry Veltmeyer, "Civil Society and Development," Chapter 13 (Haslam, Schafer, Beaudet)

Camille Barnett, et. al, "Democratic Decentralization" (1997)

Sachs, *The Age of Sustainable Development*, Chapt. 8

Presentations:

Sachs, *The End of Poverty* (Podcast and PowerPoint)

Assignments:

Discussion Post: By July 27

Assignment #2: By July 27

Module 8 Participatory Planning Processes: Tyranny or Empowering?

Readings:

Keetie Roelen, "Measuring and Evaluating Poverty," Chapter 26 (Haslam, Schafer, Beaudet)

Hickey and Mohan, *Participation: From Tyranny to Transformation?*

Sachs, *The Age of Sustainable Development*, Chapt. 11 and 12

Presentations:

PP Jenin Workshop Presentation

Struyk, *Making Aid Work (1997)* – power point

Assignments:

Discussion Post: by August 3

Submit Assignment #3: August 3

Final Examination: Due August 8

The final examination requires students to integrate and apply the ideas, methods and data derived from all of the course material. It open book, thereby enabling students to make full use of all course materials. The approach for the final requires application of 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. 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 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/>.