

# **International Development**

**UAP 5524**

**Meets: as scheduled**

**Location: Architecture Annex 111**

**Instructor: Mr. William Anderson**  
**([gwilliamanderson2@gmail.com](mailto:gwilliamanderson2@gmail.com))**

**Version Date: 11-9-16**

Urban Affairs and Planning  
Virginia Tech

# International Development

## CONTENTS

---

Instructor.....	2
Overview .....	2
Objectives.....	3
Prerequisites .....	3
Course Requirements .....	4
Grading.....	4
Readings/Material .....	5
Policies .....	7
Outline .....	8

## COURSE INSTRUCTOR

---

### Instructor

**William (Bill) Anderson**

**Professor of Practice**

Urban Affairs and Planning

School of Public and International Affairs

Virginia Polytechnic Institute and State University

Blacksburg, VA 24061

Telephone: 540-885-2484; mobile 540-599-1935

Email: gwilliamanderson2@gmail.com

## COURSE OVERVIEW

---

Concepts and practices in the field of international development have changed dramatically over the past few decades and even the past few years. This course is designed to introduce students to the main theories, approaches, and practices in international development planning as implemented by leading actors today.

This interdisciplinary course examines the historical and contemporary practice of international development planning, especially at the strategic versus the project level. Students will consider issues and challenges facing low-income states, societies, and communities and will examine a range of different and often competing approaches to development.

Through lectures, readings, videos, discussions, written assignments, and group tasks, the course will explore international development from a range of different perspectives.

In addition to review and discussion of these topics, students will develop and practice skills in planning through the preparation of a strategic plan for a developing country in a major sector or sub sector. During the class, students will work on, discuss with each other, present, and critique different elements of their strategic plans, which will consist of several components prepared in a series of written assignments, revised, and then knitted together in a comprehensive plan. To complement the theoretical discussions, several experienced international development practitioners and academics will participate as guest lecturers.

---

## COURSE OBJECTIVES

---

At the end of the course, students will have:

1. Developed a 5-10 year strategic plan for a major sector or sub-sector in a low to medium income country. This strategic plan will include:
  - An overview of your country's development context, including principal development strengths, constraints and challenges at the national, cross-border, and regional levels;
  - A sector/sub-sector level problem analysis;
  - A Results Framework (RF) and detailed narrative, including a theory of change, indicators, targets, and critical assumptions/risks;
  - A performance monitoring and evaluation plan;
  - A discussion of the critical feasibility analyses required -- including technical, institutional, stakeholder, gender, sustainability, political, economic, environmental, conflict, and others; and
  - Discussion of other topics, such as development actors, spoilers, required analyses and assessments essential to the feasibility of your strategic plan.
2. Presented a proposed sector-level strategic plan to a panel of academics and practitioners for review, questions, and comments.
3. Prepared and submitted a research paper consisting of your strategic plan for your country.

---

## PREREQUISITES

---

*There are no pre-requisites required for this course.*

## COURSE REQUIREMENTS

---

**Participation:** Group discussions will play an important role in this studio so it is essential that you complete the required readings before each session and be ready to participate in discussions.

**Attendance:** Attendance at all seminars is expected of all students. If you have to miss a seminar for medical or other valid reasons, you must notify the instructor at least a week beforehand. If you miss more than 3 seminars (9 hours of work in class) for any reason, you will probably have to drop or fail the class.

**Assignments:** Approximately six written assignments will be submitted during the studio. Most of these assignments will require you to complete a specific task or section of your proposed strategic plan for your country.

**Submitting Written Assignments:** All written assignments will be submitted to the course instructor by e-mail by 11:55 PM on the due date. All written assignments will be submitted double-spaced with a 12-point font – 1 of the following: Times New Roman, Calibri, Arial, or Gil Sans MT. Any papers not following these instructions on fonts and double-spacing will be penalized on grading.

**Late assignments will not be accepted after the stated due dates and times without penalty to your grade.** It is recommended that you maintain proof of submittal, and contact the instructor for verification of receipt, if you have any doubts. Computer problems that arise during submission will not be accepted as an excuse for late work. Further, the loss of work due to a crashed computer/hard drive will not be accepted as a reason for not submitting an assignment. All of your work should be saved and backup on-line (e.g., using Google Drive or Drop Box).

If you do not understand what is being asked for in a written assignment, you must ask questions of the instructor at least a week or more before its due date.

## GRADING

---

The course will be graded as follows:

Preparation/Participation	15%
Written Assignments	45%
Strategic Plan/Final Presentation	<u>40%</u>
Total	100%

Letter grades will be assigned as follows:

A	A-	B+	B	B-	C+	C	C-	D	F
100-94%	93.9-90%	89.9-87%	86.9-84%	83.9-80%	79.9-77%	76.9-74%	73.9-70%	69.9-60%	<60%

**No final exam will be given.**

### **Course Readings/Material**

The required text for this course is the following book: *Economic Development: What Everyone Needs to Know*, Marcelo M. Giugale, Oxford University Press, 2014. This is a current overview of economic development, broadly defined. Please order a copy of this book as soon as possible or see below.

**Amazon page for the text** -- <https://www.amazon.com/Economic-Development-Everyone-Needs-Know%2%AE/dp/0199328145>

**Please note:** I am happy to order new copies of the text noted above from Amazon with free shipping and two day delivery for any member of the class. If you would like me to do that, please let me know as soon as possible so that I can receive my order in time to bring copies to the first class meeting. You can reimburse me for the purchase price at that time. I understand that you may want to order a used copy of the book yourself at a reduced price.

Other readings for this course will be drawn from a variety of publications relating to the topic of international development planning and will be available on the course Google page.

The readings for each topic should be read and ‘worked-up’ before each studio. For some seminar sessions, students will be assigned to present the main points of required or additional readings, to provide a 1-2 page handout of main points from the assigned reading, and to lead class discussion on those readings. **Note: These brief handouts for all (including the instructor) will always be 1-2 pages (printed double-sided when more than 1 page); will consist of brief bullet points in the same 12-point fonts as for written assignments with lots of white space; and will be provided in hard copy as well as electronically to everyone in the class.**

Each week, students will be given a mark from zero to five for both their *preparation* and *participation*, which will be used when determining the final preparation and participation grade. The *preparation* mark will be based on whether a student demonstrates a clear understanding of the assigned reading material during a studio. The

*participation* grade will be based upon the *quality* of student engagement during the studio. If a student does not attend a studio and does not have a valid reason for non-attendance, they will receive zero out of five for that week.

## COURSE POLICIES

---

If you are a student with special needs or circumstances, have emergency medical information to share with me, or need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Academic honesty: Students are expected to comply with VT's graduate (<http://ghs.graduateschool.vt.edu/>) honor system.

Communication during the course: Verbal and written communication, including e-mail, among all class participants and staff *must reflect respect and honesty for every individual*. Whereas constructive criticism is expected and encouraged, it should be targeted toward *ideas* and *arguments*, not individuals.

Syllabus updates: The syllabus is subject to change based on the needs of the class. All changes will be announced in class and posted on the Google Drive site, which will contain the updated syllabus.

## COURSE OUTLINE

#	Date	Topic	Readings and resources
---	------	-------	------------------------

#	Date	Topic	Readings and resources
1.	8/25/15 3:30 – 6:30 pm.	<p><b>Topic: Introduction to the Course</b></p> <p><b>Part I – The first part of this session will:</b></p> <ul style="list-style-type: none"> <li>• Review the structure and purpose of the course; the calendar and sequence of seminar meetings.</li> <li>• Discuss basic development concepts and approaches as well as challenges.</li> <li>• Discuss strategic thinking vs. strategic planning.</li> <li>• From a list provided, students will choose a low-income country for the course and for which they will begin work on the first written assignment. International students cannot choose their country of origin for the research paper.</li> <li>• Introduce general data sources for low-income countries to use in the first written assignment.</li> </ul> <p><b>Part II – Introduction to basic sources that students will use, among others, for their first written assignment -- an overview of their chosen country's development status in relation to major development indicators and sectors, including income, growth, literacy, health status, governance, food security, infrastructure, poverty, political stability, and major challenges -- such as vulnerability to natural disasters, conflict, capacity, in inequality, corruption, climate change, and others.</b></p> <p><b>Part III -- Preview the next class; student reports (1-2 pagers; 5-6 brief bullets with main points; lots of white space)</b></p>	<p><b>Required Readings</b></p> <ol style="list-style-type: none"> <li>1. The World Bank, "What is Development?" <a href="http://www.worldbank.org/depweb/beyond/beyondco/beg_01.pdf">www.worldbank.org/depweb/beyond/beyondco/beg_01.pdf</a></li> <li>2. hubcymru.org, "What is Development?" <a href="http://www.hubcymru.org/images/.../Hub%20What%20Development.pdf">www.hubcymru.org/images/.../Hub%20What%20Development.pdf</a>...</li> <li>3. Guigale, <i>Economic Development: What Everyone Needs to Know</i>, Overview and Chapter 1. pp. 1-26. (Note: Read when you receive your text.)</li> <li>4. Michael Hobbes, <i>The New Republic</i>, "Stop Trying to Save the World: Big Ideas are Destroying International Development, November 14, 2014" <a href="http://www.newrepublic.com/article/economy/stop-trying-to-save-the-world">The Problem With International Development— and a Plan to Fix It   New Republic</a></li> <li>5. Jeanne M. Liedtka, "Strategic Thinking: Can it be Taught? Long Range Planning, Vol. 31, No. 1 pp. 120-129, 1998. (UVA professor)</li> <li>6. "Single-Loop and Double-Loop Learning Model," AFS, Posted November 13, 2012. <a href="http://www.afs.org/blog/icl/?p=2653">http://www.afs.org/blog/icl/?p=2653</a></li> </ol> <p><b>Basic Resources (to be discussed in class and used for first writing assignment)</b></p> <ol style="list-style-type: none"> <li>1. 2014 UNDP Human Development Report – <a href="http://hdr.undp.org/en/content/table-1-human-development-index-and-its-components">http://hdr.undp.org/en/content/table-1-human-development-index-and-its-components</a></li> <li>2. UN MDG statistics by country on MDG indicators -- <a href="http://mdgs.un.org/unsd/mdg/Data.aspx">http://mdgs.un.org/unsd/mdg/Data.aspx</a></li> <li>3. World Bank data by country -- <a href="http://data.worldbank.org/country">http://data.worldbank.org/country</a></li> <li>4. EU data -- <a href="http://ec.europa.eu/europeaid/what-we-do/our-cooperation-instruments/eu-foreign-aid-countries-from-a-to-z/">EU foreign aid Countries from A to Z - European Commission</a></li> <li>5. The World Factbook (CIA) -- <a href="https://www.cia.gov/library/publications/the-world-factbook/index.html">https://www.cia.gov/library/publications/the-world-factbook/index.html</a></li> <li>6. Population Reference Bureau – Population Data Sheet -- <a href="http://www.prb.org/Publications/Datasheets/2014/2014-world-population-data-sheet/data-sheet.aspx">http://www.prb.org/Publications/Datasheets/2014/2014-world-population-data-sheet/data-sheet.aspx</a></li> <li>7. Freedom House (governance) -- <a href="http://freedomhouse.org/governance">Freedom House Governance Table of Country Ratings</a></li> </ol>

#	Date	Topic	Readings and resources
	Due Date 9/8/16	<p><b><u>Writing Assignment 1:</u></b> Development Overview. Development overview of your country's development context, including principal development capabilities and resources, constraints and challenges at the national and cross-border level. Maximum of 5-7 pages plus 1 or more summary tables and charts. Include a map showing the country's location and its neighbors.</p> <p><b><u>Questions to be discussed at minimum:</u></b></p> <ul style="list-style-type: none"> <li>• Where does your country stand (ranking, key issues, etc.) on the main indicators of development – GDP/GNI, poverty, health status, SDGs, other?</li> <li>• In what areas (politics, economics, education, health, agriculture, etc.) are things moving forward?</li> <li>• What are the main constraints and problems hindering your country's growth and development? In what sectors, MDG/SDG, or issue areas?</li> <li>• Who are the main domestic actors/stakeholders in your country in and out of government who affect development? Is their influence positive (supporting development) or negative (hindering development)?</li> <li>• Who are the main external actors – aid donors, neighbors, criminal networks, armed groups, private investors, NGOs – What role do they play in supporting or hindering development?</li> <li>• Cross-border flows and regional relationships -- What are the positive (such as trade) and negative (smuggling, trafficking in drugs, arms, and persons), cross-border/regional flows affecting your country?</li> </ul> <p><b><u>Suggested approach to this writing assignment:</u></b></p> <ul style="list-style-type: none"> <li>• Write a brief (2-3 paragraphs maximum) introduction to your paper.</li> <li>• Write a section for each point above (1-2 paras).</li> <li>• Close with a brief conclusion.</li> <li>• Use 1 of the following fonts in 12 point: Arial, Gil Sans MT, Times New Roman, Calibri, Cambria.</li> <li>• Spacing: 1.15 or double-spaced.</li> </ul>	

#	Date	Topic	Readings and resources
2.	9/1/15 3:30 pm – 6:30 pm	<p><b>Topic: Review of history, approaches, and major U.S. actors (departments and agencies) in foreign assistance and international development</b></p> <p><b>Seminar Structure</b></p> <p><b>Part I</b> – Lecture/discussion.</p> <p><b>Part II</b> – 1. Discussion of two versions of NSC PPD-6 – US Global Development Policy – a) White House Fact Sheet and b) NSC memo (released in 2014 per FOIA request). 2. Student teams will present and discuss main points of the 2017 House and Senate Appropriations Subcommittee reports on the 2017 Foreign Operations (foreign aid) and Related Programs Appropriations Bill:</p> <ul style="list-style-type: none"> <li>• <b>What are the main points on budget and policy issues?</b></li> <li>• <b>What are the main differences between the two reports – on budget, policy, other subjects?</b></li> <li>• <b>What are the main things that confused you in the State-Foreign Operations Appropriations Subcommittee reports? (House and Senate)?</b></li> </ul> <p>3. Students report on segments of history of USAID. (1-2 students). <b>All handouts – 1-2 pages; 5-6 bullets; much white space.</b></p> <p>4. In pairs, Students will research briefly (5 minutes) selected US and other foreign aid institutions. For each agency, report to the class on:</p> <ul style="list-style-type: none"> <li>• Objectives of the agency/organization</li> <li>• Scale and breadth of involvement in regions of the world.</li> <li>• Budgets and focus by sector and countries.</li> <li>• How does each agency address development?</li> <li>• USG and other players – USAID, MCC, State/INL &amp; PRM, EU/DEVCO, EU/ECHO, Interaction, TDA, OPIC, African Development Foundation, Latin American Development Foundation, USDA, CDC (PEPFAR), DoD (security cooperation), World Bank, Inter-American Development Bank, Swedish SIDA,</li> <li>• Resource – OECD-DAC aid data at a glance -- <a href="https://public.tableau.com/views/AidAtAGlance/DACmembers?:embed=y&amp;:display_count=no?&amp;:showVizHome=no#1">https://public.tableau.com/views/AidAtAGlance/DACmembers?:embed=y&amp;:display_count=no?&amp;:showVizHome=no#1</a></li> </ul> <p>5. <b>Preview next class – 9/8/16</b></p>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• John Sanbrailo, “Extending the American Revolution Overseas: Foreign Aid, 1789-1850,” <i>The Foreign Service Journal</i>, March 2016.</li> <li>• John Sanbrailo, “Extending the American Revolution Overseas: Foreign Aid, 1850-1900</li> <li>• Devex, USAID: A History of US Foreign Aid (Interactive) <a href="https://pages.devex.com/USAID-history.html">https://pages.devex.com/USAID-history.html</a> (<b>Divide up the different USAID Administrators sections and assign – 1-2 students.</b>)</li> <li>• White House Fact Sheet, U.S. Global Development Policy, September 22, 2010. <a href="https://www.whitehouse.gov/the-press-office/2010/09/22/fact-sheet-us-global-development-policy">https://www.whitehouse.gov/the-press-office/2010/09/22/fact-sheet-us-global-development-policy</a></li> <li>• NSC Presidential Policy Directive PPD-6, U.S. Global Development Policy – copy of NSC memorandum signed by Pres. Obama and released February 24, 2014. Review all USG addressees. <a href="http://fas.org/irp/offdocs/ppd/ppd-6.pdf">http://fas.org/irp/offdocs/ppd/ppd-6.pdf</a></li> <li>• Curt Tarnoff and Marian L. Lawson, “Foreign Aid: An Introduction to U.S. Programs and Policy,” Congressional Research Service, 2-17-16.</li> <li>• Michael Igoe, “What would Hillary Clinton’s US aid agenda look like? DEVES News. <a href="http://www.devex.com/news/what-would-hillary-clinton-s-us-aid-agenda-look-like">What would Hillary Clinton’s US aid agenda look like?   Devex 8-3-16</a></li> <li>• USAID -- <a href="https://stories.usaid.gov/the-end-of-extreme-poverty/#page-1">https://stories.usaid.gov/the-end-of-extreme-poverty/#page-1</a> (Listen to the video, which starts after several slides &amp; look at all the slides) <b>Who is speaking in the video? A prize to the person(s) who have all the right answers.</b></li> <li>• Foreign Assistance Dashboard. <a href="https://explorer.usaid.gov/aid-dashboard.html#2014">https://explorer.usaid.gov/aid-dashboard.html#2014</a></li> </ul> <p><b>Additional Resources:</b></p> <ul style="list-style-type: none"> <li>• House State-Foreign Operations Appropriations and Related Programs FY 17 Committee report, July 2016 (note budget table at end of report). <b>Assign student team.</b> <a href="http://appropriations.house.gov/uploadedfiles/hrpt-">http://appropriations.house.gov/uploadedfiles/hrpt-</a></li> </ul>

#	Date	Topic	Readings and resources
3.	9/8/15 3:30 – 6:30 PM	<p><b>Topic: Review of principal development theories and approaches since World War II</b></p> <p><b>Seminar Structure</b>  <b>Part I</b> – Lecture/discussion – of main points.  <b>Part II</b> –  Student-led discussions of key development theories in the post-world war period (to be assigned).</p> <p><b>Student handouts to class: 1 pagers; maximum 5-6 bullets; lots of white space. Plan for less than 5 minutes per growth theory.</b></p> <p><b>Note: Slide #52 for the second session (Sept. 1) has the student assignments and relevant page numbers in Easterly for the growth theory that you will be presenting.</b></p> <p><b>Part III – Preview next class</b>  Students will choose 1 SDG on which to lead discussion in the next class.</p> <p><b><u>Writing assignment #1 due today!</u></b></p>	<p><b>Required -- All:</b></p> <ul style="list-style-type: none"> <li>• Sarwat Jahan, Ahmd Saber Mahnud, and Chris Papageorgiou, “What is Keynesian Economics? <i>Finance and Development</i>, September 2014 (IMF House Publication) – 2 pp.</li> <li>• Guigale, <i>Economic Development: What Everyone Needs to Know</i>, Chapters 2 and 3, pp. 27-38. Note: We will discuss the reading in Guigale assigned for Seminar #1 – Introduction and Chapter 1 – pp. 1-26.</li> <li>• William Easterly, <i>The Elusive Quest for Growth: Economists Adventures and Misadventures in the Tropics</i>, pp. 11-70. This is as relatively quick read. Note – this reading is in two separate files. Slide #52 (for Session #2, Sept. 1) has the student assignments for the different growth theories.</li> <li>• World Bank Group, <i>Global Monitoring Report, 2014-15: Ending Poverty and Sharing Prosperity</i>, pp. xiv-xviii; Overview, pp. 1-14; and Box 1.1, p. 36. (The World Bank Group’s approach to growth and poverty reduction.</li> <li>• The Guardian, “The Sustainable Development Goals: All you need to know.” <a href="http://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations">http://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations</a></li> <li>• Deborah Doane, “We won’t conquer the mountains of the SDGs without humility,” <i>The Guardian</i>, July 7, 2016. <a href="https://www.theguardian.com/global-development-professionals-network/2016/jul/07/sdgs-progress-stay-humble">https://www.theguardian.com/global-development-professionals-network/2016/jul/07/sdgs-progress-stay-humble</a></li> <li>• <a href="#">DRM -- Domestic resources are finally at the forefront of development   Devex</a>, Eric Postel (USAID), August 13, 2015</li> <li>• <a href="#">DRM What if global development was funded by developing countries&amp;apos; money?   The Guardian</a>, August 13, 2015</li> </ul>

#	Date	Topic	Readings and resources
4A	9/30/16 3/30 -- 6:30 pm	<p><b>Topic: First step in “Development Planning” – problem formulation and problem analysis</b></p> <p><b>Seminar Structure</b></p> <p><b>Part I</b> – Lecture/discussion on problem/analysis tools and their use in the context of international development planning.</p> <p><b>Part II</b> – Studio activity:</p> <ul style="list-style-type: none"> <li>• Student-led discussions on core problems of brief videos. No handouts.</li> <li>• Students will work in teams (2-3) to formulate a problem tree/fishbone diagram based on a problem statement.</li> </ul> <p><b>Part III</b> – Review of next class. Student handouts on SDGs.</p>	<p><b>Required Readings:</b></p> <ul style="list-style-type: none"> <li>• Britha Mikkelsen, <i>Methods for Development Work and Research: A New Guide for Practitioners</i>; Section 1.2; pp. 35-46.</li> <li>• Ingie Hovland, <i>Successful Communication: A Toolkit for Researchers and Civil Society Organisations</i>; ODI (Overseas Development Institute), Ingie Hovland, 2005. pp. 12-13; problem analysis.</li> <li>• Tearfund Roots Resources, Project Cycle Management, Section 2.3, Problem Analysis. Pp. 34-37.</li> <li>• Fishbone Diagrams (Ishikawa diagrams) -- <a href="#">Cause and Effect/Fishbone Diagrams - Problem Solving from MindTools.com</a></li> <li>• <a href="#">Root Cause Analysis - Problem Solving From MindTools.com</a></li> <li>• Watch 3 of the following short videos and identify the “core problem” in each case. Rural Poverty in their own words. <ul style="list-style-type: none"> <li>○ Mongolia Rural Poverty in their own words. <a href="http://www.youtube.com/watch?v=theZfjC4wfM">http://www.youtube.com/watch?v=theZfjC4wfM</a></li> <li>○ Rural Poverty in their own words. Rwanda <a href="http://www.youtube.com/watch?v=RZ22l-Yv0Mk">http://www.youtube.com/watch?v=RZ22l-Yv0Mk</a></li> <li>○ Urban poverty in the Philippines <a href="http://www.dailymotion.com/video/xmxog5-urban-poverty-in-the-philippines_lifestyle#.UcMHJdhtoXE">http://www.dailymotion.com/video/xmxog5-urban-poverty-in-the-philippines_lifestyle#.UcMHJdhtoXE</a></li> <li>○ Water for Water Philippines <a href="http://vimeo.com/34008167">http://vimeo.com/34008167</a></li> <li>○ Kenya urban slum -- Kibera <a href="http://vimeo.com/9834605">http://vimeo.com/9834605</a></li> <li>○ Ghana – Rural Poverty in their own words -- <a href="https://www.youtube.com/watch?v=k-6N-mCE684">https://www.youtube.com/watch?v=k-6N-mCE684</a></li> <li>○ Liberia – Ebola and food security -- <a href="http://blogs.state.gov/stories/2016/08/17/if-fighting-hunger-were-olympic-event">http://blogs.state.gov/stories/2016/08/17/if-fighting-hunger-were-olympic-event</a></li> </ul> </li> </ul>

#	Date	Topic	Readings and resources
	<p>Assignment 4A -- Due dates:  <b>Problem graphic – Wed., 10/5</b></p> <p><b>Problem Analysis narrative – Friday, 10/14</b></p> <p>For your problem tree or fishbone graphic – try using: lucidchart.com</p>	<p><b>Assignment 2 : Problem Analysis.</b> (Maximum of 5-7 pages plus graphics, tables, and charts).</p> <ul style="list-style-type: none"> <li>• Choose a sector or problem area in your country. Using either a fishbone diagram or a problem tree, develop a graphic of the main problems in your chosen problem area and their causal relationships. <ul style="list-style-type: none"> <li>○ Note that you will probably have to revise your problem tree/fishbone graphic 2-3 times; ask for input from fellow students.</li> <li>○ You must have at least 35 problem statements in your problem tree.</li> <li>○ Each problem statement must be referred to in your narrative.</li> </ul> </li> <li>• Choose one of two perspectives: (1) as the Minister in your country or (2) as the director of a bilateral or multilateral aid donor in your country (can be an NGO). You will continue this role from now on.</li> <li>• Write a narrative problem analysis (maximum of 5-7 pp. plus graphics, tables, and charts, etc.) explaining your problem graphic (problem tree or fishbone) and the cause and effect relationships you have laid out in your graphic. This problem area for your country will become the focus of your strategic plan/research paper.</li> <li>• In your problem analysis narrative and , in addition to a description of the cause and effect relationships, discuss the following questions: <ul style="list-style-type: none"> <li>○ What is the core problem in the sector or the SDG area that you have chosen?</li> <li>○ What are the main challenges or barriers that have constrained the country from resolving this core development problem?</li> <li>○ What chains of secondary causes contribute to the core problem?</li> <li>○ Who are the main domestic and external stakeholders active in your problem area? Do they play positive or negative roles of both?</li> <li>○ What are the major interrelationships between your core problem and other, related sectors in your country?</li> </ul> </li> </ul>	

#	Date	Topic	Readings and resources
4B	10/1/16 9:00 am – 12:00 pm	<p><b>Topic: Sectors in Development – MDGs/SDGs</b></p> <p><b>Seminar Structure</b></p> <p><b>Part I</b> – Introductory lecture/discussion on sectors, SDGs, SDGs.</p> <p><b>Part II</b> – Student-led discussions on their chosen SDGs, based on required and supplementary readings.</p> <p><b>Student handouts to class: 1 pager; maximum 5-6 bullets; lots of white space.</b></p> <p><b>Part III</b> – Preview of next class.</p>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• <b>Start with this reading!</b> The Guardian, “SDGs – Changing the World in 17 steps,” <a href="http://www.theguardian.com/global-development/ng-interactive/2015/jan/19/sustainable-development-goals-changing-world-17-steps-interactive">http://www.theguardian.com/global-development/ng-interactive/2015/jan/19/sustainable-development-goals-changing-world-17-steps-interactive</a> Read the whole document and follow other links as needed. Note comparisons to the 2000-2015 Eight Millennium Development Goals (MDGs)</li> <li>• Marcelo Guigale, <i>Economic Development: What Everyone Needs to Know</i>, Chapter 5, “Sectors: What Ministers Will Worry about – or Should.” pp. 76 – 101.</li> <li>• (Review) The Guardian, “The Sustainable Development Goals: All you need to know.” <a href="http://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations">http://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations</a></li> <li>• <a href="#">DRM What if global development was funded by developing countries&amp;apos; money?   The Guardian</a>, August 13, 2015</li> <li>• <a href="#">MDG 1 -- Poverty and Hunger -- What&amp;apos;s it all about?   Mark Anderson   Global development   The Guardian</a></li> <li>• <a href="#">MDG 2 -- Education</a> <a href="https://www.theguardian.com/global-development/2015/apr/23/millennium-development-goal-education-explainer">https://www.theguardian.com/global-development/2015/apr/23/millennium-development-goal-education-explainer</a></li> <li>• <a href="#">MDG 3 Gender achievements on gender equality   Global development   The Guardian</a></li> <li>• <a href="#">MDGs 4 and 5 achievements on reducing child mortality and better maternal health   Global development   The Guardian</a></li> <li>• <a href="#">MDG 6 HIV, TB, and Malaria What is it all about?   Global development   The Guardian</a></li> <li>• <a href="#">MDG 7 Sustainability What is it all about?   Sam Jones   Global development   The Guardian</a></li> <li>• <a href="#">MDG 8 -- Global partnership for development   Global development   The Guardian</a></li> </ul> <p><b>Additional Resources:</b></p>

#	Date	Topic	Readings and resources
4C	10/1/16 1:00 – 4:00 pm	<p><b>Topic: Actors and stakeholders in Development: states, aid donors, international/local NGOs, civil society and foundations, private sector.</b></p> <p><b>Seminar structure:</b></p> <p><b>Part I –</b> Possible Guest lecturer – Prof. Max Stephenson, Director Virginia Tech Institute for Policy and Governance (VTIPG) on NGOs’ role.</p> <p><b>Part II –</b> Brief (5-minute) student presentations on selected supplementary readings as assigned.</p> <p><b>Student handouts to class: 1-2 pagers; maximum 5-6 bullets; lots of white space.</b></p> <p><b>Part III –</b> Students outline answers to questions regarding stakeholders and actors in development for their RF/research paper.</p> <p><b>Part IV –</b> Preview of next class; review of due dates for written assignments.</p> <p><b>Additional Readings:</b></p> <p>13. Religion and Development Post-2014: Report of a consultation among donor organizations, UN agencies, and faith-based Organizations, May 2014 <b>Sydni</b></p> <p>14. Henrik Urdal, “A Clash of Generations? Youth Bulges and Political Violence,” UN, Population Division, 2012. <b>Reed</b></p> <p>14. “Developing Independent Media as an Institution of Accountable Governance: A How-To Guide,” Shanthi Kalathil, World Bank, 2011. Chapters 2 and 4. <b>Andrew</b></p> <p>15. Julia Ioffe, “If Islam is a Religion of Violence, so is Christianity.” 6-14-16 <b>Michael</b> <a href="http://foreignpolicy.com/2016/06/14/if-islam-is-a-religion-of-violence-so-is-christianity/?utm_source=Sailthru&amp;utm_medium=email&amp;utm_campaign=New%20Campaing&amp;utm_term=Flashpoints">http://foreignpolicy.com/2016/06/14/if-islam-is-a-religion-of-violence-so-is-christianity/?utm_source=Sailthru&amp;utm_medium=email&amp;utm_campaign=New%20Campaing&amp;utm_term=Flashpoints</a></p>	<p><b>Required Readings (#1,2,3, 5 or 6, 7, 9, 10).</b></p> <ol style="list-style-type: none"> <li>Hudson Institute, The Index of Global Philanthropy and Remittances, 2013 <a href="http://www.hudson.org/research/9914-2013-index-of-global-philanthropy-and-remittances-with-a-special-report-on-emerging-economies">http://www.hudson.org/research/9914-2013-index-of-global-philanthropy-and-remittances-with-a-special-report-on-emerging-economies</a> (Read all)</li> <li>Partners and stakeholders. “Collaboration Mapping: A Facilitation Guide,” USAID Learning Lab, June 2015.</li> <li>Max Stephenson and _____, “Exploring the Nexus of Aesthetics, Agency and Peacebuilding,” New version to be posted soon.</li> <li>EU-US Summit Joint Statement_3-26-14 (Note the sections dealing with or related to development). <a href="http://europa.eu/rapid/press-release_STATEMENT-14-84_en.htm">http://europa.eu/rapid/press-release_STATEMENT-14-84_en.htm</a> OR <a href="https://www.whitehouse.gov/the-press-office/2014/03/26/eu-us-summit-joint-statement">https://www.whitehouse.gov/the-press-office/2014/03/26/eu-us-summit-joint-statement</a> (<b>Patricia ( Sky)</b>)</li> <li>DAC, “Development Cooperation by Countries Beyond the DAC, May 2015. Issue brief with good statistics on the BRICs. <a href="http://www.oecd.org/dac/dac-global-relations/development-co-operation-by-countries-beyond-the-dac.htm">http://www.oecd.org/dac/dac-global-relations/development-co-operation-by-countries-beyond-the-dac.htm</a></li> <li>Felix Zimmermann and Kimberly Smith, More Actors, More Money, More Ideas for International Development Co-Operation,” <i>Journal of International Development</i> (23, 722-738), 2011. (Read either this article or the following report – one or the other)</li> <li>Homi Kharas and Andrew Rogerson, “Horizon 2025: Creative Destruction in the Aid Industry,” Overseas Development Institute (ODI), July 2012. <a href="http://www.odi.org/resources/docs/7723.pdf">www.odi.org/resources/docs/7723.pdf</a></li> <li>G. William Anderson, “The U.S.-EU High Level Development Dialogue: Building on the Legacy of the Marshall Plan, The German Marshall Fund of the United States, 2011. <a href="http://www.gmfus.org/publications/us-eu-high-level-development-dialogue-building-legacy-marshall-plan">http://www.gmfus.org/publications/us-eu-high-level-development-dialogue-building-legacy-marshall-plan</a> <b>Jeremy</b></li> </ol>

#	Date	Topic	Readings and resources
	Due Date: <u>11/4</u>	<p>Assignment 4C. <u>Development actors and stakeholders.</u> Draft a brief narrative section for your strategic plan (up to 2 pages maximum) based on your answers to the following questions regarding the main development actors and stakeholders in your country.</p> <ul style="list-style-type: none"> <li>• Who are the main domestic and external actors/stakeholders active in your country that are important to your development program?</li> <li>• What are the respective roles of the main types of actors/stakeholders in development in your development program? As discussed, types of stakeholders include: <ul style="list-style-type: none"> <li>○ Government – all levels – national, regional, local (district and community level)</li> <li>○ Multilateral and bilateral aid donors</li> <li>○ Private sector</li> <li>○ Civil society (international and local NGOs)</li> <li>○ Community-based organizations</li> <li>○ Others, such as religious organizations, the press, universities and research organizations, Diaspora groups in the US and elsewhere, etc.</li> </ul> </li> <li>• What bilateral and multilateral donors are active in the sector you have chosen for your development program (See OECD-DAC statistics, reading 10 and p. 6 of reading #2 for lists of donors). Also – consult OCEC/DAC “Aid at a glance” charts for recipients (use the drop-down box to choose your country) <a href="https://public.tableau.com/views/OECDDACAidataglancebyrecipient_new/Recipients?:embed=y&amp;:display_count=yes&amp;:showTabs=y&amp;:toolbar=no?&amp;:showVizHome=no">https://public.tableau.com/views/OECDDACAidataglancebyrecipient_new/Recipients?:embed=y&amp;:display_count=yes&amp;:showTabs=y&amp;:toolbar=no?&amp;:showVizHome=no</a></li> <li>• How will these stakeholders affect your program, positively or negatively?</li> <li>• Which groups of actors/stakeholders will be winners and losers from the development program described in your strategic plan?</li> <li>• Which groups of actors/stakeholders are important and have influence and which not?</li> <li>• How do these actors and stakeholders interrelate with each other in ways that affect your strategic plan?</li> </ul>	

#	Date	Topic	Readings and resources
5A	10/7/16 3/30- 6:30 pm	<p><b>Topic: Second step in planning -- Using the Results Framework as a strategic planning tool</b></p> <p><b>Seminar Structure</b></p> <p><b>Part I</b> – Lecture/discussion on developing a results framework.</p> <p>Students will develop results frameworks in teams from a common case.</p> <p><b>Part II</b> – Work by students individually and in pairs – Using their draft problem analysis (and fishbone diagram/problem tree), students will begin development of their draft RF.</p> <p><b>Part III</b> – Preview the next class session.</p> <p><b>Problem analysis writing assignment due October 10!</b></p>	<p><b>Required Readings – 1,2,3.</b></p> <ol style="list-style-type: none"> <li>1. “Designing a Results Framework for Achieving Results: A How-To Guide,” The World Bank, 2012. <i>siteresources.worldbank.org/.../designing_results_framework</i></li> <li>2. “Developing Results Frameworks,” USAID Technical Note, July 2013. <i>usaidlearninglab.org/library/technical-note-developing-results-framework</i></li> <li>3. Bob Williams, “Thinking systemically,” <i>Capacity.Org, Issue 37, September 2009. Pp. 4-6.</i></li> </ol>

#	Date	Topic	Readings and resources
	Due date: <b>10/24/16</b>	<p><b>Assignment 3 -- Results Framework &amp; Narrative: Develop a draft Results Framework (RF) for your problem area for a 5-10 year development program – with a complete RF graphic (see below); maximum of 5-7 pages. Use the same perspective (country government or aid donor to the country) as in your problem analysis.</b></p> <p><b><u>Your RF paper will include:</u></b></p> <ul style="list-style-type: none"> <li>• A complete RF graphic with at least 3 levels of results: Strategic Objective or SO (at the sector level), Intermediate Results (IRs), Sub-Intermediate Results (Sub-IRs).</li> <li>• Identify any results (at the IR or sub-IR level that you expect to be achieved by other donors or stakeholders (like the government). Use a different color to shade the boxes with results to be produced by other actors beyond your organization.</li> <li>• Indicators and targets (at least 2 indicators and targets for the Strategic Objective (SO) level and 2 indicators and targets for each Intermediate Result (IR). At the SOI and IR levels, emphasize outcome versus output indicators.</li> <li>• Identify critical assumptions/risks (3-5 at the country level that must hold true for your proposed strategic plan to succeed. Explain how you propose to track whether these critical assumptions are holding true.</li> <li>• A summary table including results, indicators, and targets at SO and IR levels; results only at the sub-IR levels; and critical assumptions at the SO level.</li> <li>• Write a paragraph on alternative scenarios to be considered (considering potential events and shocks) and effect on achieving your development program results.</li> <li>• A narrative (4-5 pages) that describes the theory of change or development hypothesis (the “if-then” causal linkages) between each level of the results framework; and why the results at each level of the RF are “necessary and sufficient” to achieve the next higher level result. .</li> <li>• <b><u>Suggestion:</u></b> Use section headings in your RF narrative. Place the RF graphic at the beginning of your RF narrative after an introductory paragraph on the core problem you have chosen.</li> </ul>	

#	Date	Topic	Readings and resources
5B	10/8/16 9:00 am – 12:00 pm	<p><b>Topic: Monitoring and Evaluation (M&amp;E)</b></p> <p><b>Seminar Structure</b></p> <p><b>Part I –Lecture/discussion on monitoring and evaluation in a strategic plan.</b> Possible Guest speaker.</p> <p><b>Discussion Topics:</b></p> <ul style="list-style-type: none"> <li>• Performance monitoring and its role in program design, implementation and evaluation</li> <li>• Evaluation – types of evaluations; evaluation approaches; evaluation planning; evaluation management</li> <li>• Collaborating, Learning, and Adapting (CLA)</li> <li>• M&amp;E and flexible, iterative, &amp; adaptive planning</li> <li>• After Action Reviews (AAR)</li> <li>• Why do we need foreign assistance evaluations? (Discussion of MFAN 2-pager)</li> </ul> <p><b>Other readings/resources:</b></p> <p>9. Department of State, "Evaluation: Some Tools, Methods &amp; Approaches," 2013 (prepared by Social Impact, Inc.</p> <p>10. Michael Bamberger, "The Mixed Methods Approach to Evaluation," Social Impact concept Note Series, Number 1. June 2013.</p> <p>11. After Action Review (AAR) Technical Guidance, USAID. 3-20</p> <p>12. "Why do we Need Foreign Assistance Evaluations?" Modernizing Foreign Assistance Network , August, 2016 available at -- <a href="http://modernizeaid.net/wp-content/uploads/2016/08/MFAN-Evaluation-2pager.pdf">http://modernizeaid.net/wp-content/uploads/2016/08/MFAN-Evaluation-2pager.pdf</a></p>	<p><b>Required Readings (1, 2, 4, 5, 7 and 8)</b></p> <ol style="list-style-type: none"> <li>1. "What is Evaluation, Really?" Srikanth Gopal and Hallie Presikill. June 16, 2014 Evaluation: A Beginner's Guide," Gene Shackman. 3-13-12. (All 6 brief modules are on the Googld Drive page). <b>(All)</b></li> <li>2. Marian Leonardo Lawson, "Does Foreign Aid Work? Efforts to Evaluate U.S. Foreign Assistance," Congressional Research Service, June 23, 2016_ <b>(Jeremy)</b></li> <li>3. GAO, "Foreign Assistance: Selected (USG) Agencies' Monitoring and Evaluation Policies Address Leading Practices," September 27, 2016 (Requested by House Foreign Affairs Committee). Available at <a href="http://www.gao.gov/products/GAO-16-861R">http://www.gao.gov/products/GAO-16-861R</a> <b>(All)</b></li> <li>4. Performance Monitoring. Review Steps 5-7 of "Designing a Results Framework for Achieving Results: A How-To Guide, The World Bank, pp. 29-40 (from previous class session). <b>(All)</b></li> <li>5. "Preparing a Performance Management Plan," How-To Note, USAID, August 2013. <b>(Reed)</b></li> <li>6. Collaborating, Learning, and Adapting Framework and Key Concepts, USAID. <b>(All)</b></li> <li>7. Collaborating, Learning, and Adapting Annex, USAID/Uganda, 2011 <b>(All)</b></li> </ol>

#	Date	Topic	Readings and resources
	Due Date: <b>11/15</b>	<p><b>Writing Assignment 5B – Monitoring and Evaluation Plan</b></p> <p>Draft a brief Monitoring and Evaluation Plan for your strategic plan (up to a maximum of 3 pages); answer briefly the following questions:</p> <ul style="list-style-type: none"> <li>• How will you use the indicators and targets you have established in your Results Framework (RF) to monitor the progress of your strategic plan? <ul style="list-style-type: none"> <li>○ How and when will you establish baseline data for your indicators/targets?</li> <li>○ How often and how will you collect data for those indicators? Will you collect that data with your organization’s staff or contract for that service?</li> </ul> </li> <li>• Will you plan/schedule regular evaluations? At what intervals?</li> <li>• Will you plan to carry out performance or impact evaluations or both? If impact evaluations, explain why.</li> <li>• Will you involve other stakeholders in your M&amp;E activities? If so, how?</li> <li>• What are the fundamental/key issues that you plan to explore through your performance monitoring and formal evaluations?</li> <li>• List at least 3 crucial evaluation questions that you expect to answer through the evaluations you plan to conduct during the life of your strategic plan.</li> </ul>	

#	Date	Topic	Readings and resources
5C	10/8/16 1:00 – 4:00 pm	<p><b>Topic: Spoilers: Governance and corruption; organized criminal networks; conflict, insurgents and other armed groups; disasters and pandemics; climate change and other exogenous shocks; peripheries, cross-border, and regional flows, forces, and relationships.</b></p> <p><b>Seminar Structure:</b> Part I –</p> <p><b>USAID videos on conflict and related issues -- <a href="#">Videos - USAID Stories for all sectors - conflict, etc. 2016</a></b></p> <p>Lecture discussion on the seminar topics; student-led discussion of the key readings.</p> <p><b>Part II – Student-led discussions of key readings.</b></p> <p><b>Student handouts to class: 1 pager; maximum 5-6 bullets; lots of white space.</b></p> <p><b>Part III -- Students brainstorm on how to integrate relevant points on “spoilers” and on “actors” into their RF and research papers. See questions to be answered.</b></p> <p><b>Other readings, resources:</b></p> <p>9. Council on Foreign Relations, “Policy Options for Strengthening Armed Conflict Prevention - <a href="#">CFR conflict prevention Global Governance Monitor</a>; <b>All</b> <b>Watch the video; read the issue brief for “Armed Conflict” only. There is much more to this web site, but we are focusing only on “armed conflict” and conflict prevention.</b></p> <p>10.. Robert Klitgaard, Addressing Corruption Together, DAC, 2014 11. William Easterly – “Benevolent Autocrats,” May 2011. 12. Lindsay Scorgie, “Prominent peripheries: the role of borderlands in Central Africa’s regionalized conflict,” <i>Critical African Studies</i>, 2013 (Vol. 5, No. 1, 32-47)</p>	<p><b>Required: (for all –2,4,6,9, )</b></p> <ol style="list-style-type: none"> <li>1. International Crisis Group (ICG), “The Central Sahel: A Perfect Sandstorm,” July, 2015. <b>(Andrew)</b></li> <li>2. “Stop Conflict, Reduce Fragility, and End Poverty: Doing Things Differently in Fragile and Conflict-Affected Situations,” World Bank, 2013. <b>All</b></li> <li>3. “Conflict, Security, and Development,” 2011 World Development Report (WDR), World Bank (read overview only – about 37 pages – <b>what’s the one sentence message?</b>) -- <a href="http://web.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/0,,contentMDK:23256432~pagePK:478093~piPK:477627~theSitePK:477624,00.html">http://web.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/0,,contentMDK:23256432~pagePK:478093~piPK:477627~theSitePK:477624,00.html</a> <b>(Sydni)</b></li> <li>4. Scharbatke-Church and Chigas, “Taking the Blinders Off: Questioning How Development Assistance is Used to Combat Corruption,” Institute for Human Security, Fletcher School, June 2016. <a href="http://cdacollaborative.org/publication/taking-binders-off-questioning-development-assistance-used-combat-corruption/">http://cdacollaborative.org/publication/taking-binders-off-questioning-development-assistance-used-combat-corruption/</a> <b>All</b></li> <li>5. Tina Soreide, <i>Drivers of Corruption: A Brief Review</i>, World Bank Group, 2014. <b>(Kristin)</b></li> <li>6. Derick Brinkerhoff – Unpacking the concept of political will to confront corruption, May 2010 <b>All</b></li> <li>7. OXFAM/America, “Turning the Humanitarian System on its Head: Saving lives and livelihoods by strengthening local capacity and shifting leadership to local actors,” July 2015 -- <a href="http://policy-practice.oxfamamerica.org/publications/turning-the-humanitarian-system-on-its-head-saving-lives-and-livelihoods-by-strengthening-local-capacity-and-shifting-leadership-to-local-actors/">http://policy-practice.oxfamamerica.org/publications/turning-the-humanitarian-system-on-its-head-saving-lives-and-livelihoods-by-strengthening-local-capacity-and-shifting-leadership-to-local-actors/</a> <b>(Michael)</b></li> <li>8. EU approach to conflict, security and development – <a href="#">EU Security and development, conflict prevention and the comprehensive approach - European Commission</a>; Including the EU’s Comprehensive Approach to External Conflict and Crises, 11-13. <b>(Raj)</b></li> </ol>

#	Date	Topic	Readings and resources
	Due date: 11/1	<p>Assignment 5C. <u>Spoilers.</u> Draft a brief section for your strategic plan(1-2 pages maximum) that discusses your answers to the questions below on “spoilers.”</p> <ul style="list-style-type: none"> <li>• Which spoilers affect your country? Which “spoilers” are now or potentially present in your country and exert significant influence? <ul style="list-style-type: none"> <li>○ How do these “spoilers” affect/hinder development in your country overall?</li> <li>○ How do those “spoilers” affect the sector/core problem you are working on and thus your strategic plan?</li> </ul> </li> <li>• <u>Interrelationships of spoilers.</u> How and where (in what regions or with which actors/stakeholders) do these “spoilers” who are present now or potentially in the near future in your country, interact or interrelate with each other?</li> <li>• <u>How actors/stakeholders can address spoilers.</u> How can the set of development actors/stakeholders and other characteristics present in your country help the government and you counteract the negative influences and actions of those “spoilers” so that your strategic plan in your sector/problem area can succeed?</li> </ul>	

#	Date	Topic	Readings and resources
6A	10/28/16 3:30 – 6:30 pm	<p><u>Topics:</u></p> <ol style="list-style-type: none"> <li><u>Analysis and assessments for strategic planning.</u></li> <li><u>Complexity and systems thinking; Local Solutions/Country Ownership;</u></li> <li><u>Does foreign assistance benefit the poor?</u></li> <li><u>Digital development; digital inclusion; digital finance and mobile data</u></li> </ol> <p><b>Seminar Structure:</b></p> <p>Part I – Lecture/discussion ---(1) <u>on analysis/assessments for strategic planning;</u> (2) <u>other issues – complexity, local solutions; Does foreign aid benefit the poor;</u> <u>Digital Development.</u></p> <p>Part II – Student-led discussions on key readings: <b>Student handouts to class: 1 pagers; maximum 5-6 bullets; lots of white space.</b></p> <p>Part III – Preview next class sessions.</p> <p><b>Other readings and resources:</b></p> <p>9. <u>Innovations: The Vital Role of Local Content.</u> (See Google Drive page)</p> <ul style="list-style-type: none"> <li><b>Kristin</b> – “Toward a More Inclusive Digital Economy,” Dr. Rajiv Shah and Priya Jaisinghani.</li> <li><b>Kristin</b> – “Building a Foundation for Digital Inclusion: A Coordinated Local Content Ecosystem,” Christopher Burns and Jonathan Dolan.</li> <li><b>Andrew</b> – “The 80-20 Debate: Framework or Fiction? Much Development work is standardized across geographies, and how much is customized for local conditions?” Lesley-Anne Long, Sara Chamberlain, Kirsten Gagnaire</li> <li><b>Sydni</b> – “Digital Green – A Rural Video-Based Social Network for Farmer Training,” Kerry Harwin and Rikin Gandhi</li> </ul> <p>10. <b>Reed</b> –(1) Abhijit Bannerjee and Esther Duflo, <i>Poor Economics</i>, excerpt. (2) “Putting Economic Policy to the Test,” Interview with Esther Duflo (<i>Finance and Development</i>, Sept. 2003)</p> <p>11. <b>Jeremy</b> -- National Intelligence Council (NIC), “Global Trends 2030, Alternative Worlds,” December. 2012. <b>Executive Summary only – pp. i – xiv (1<sup>st</sup> 14 pages)</b> <a href="https://www.dni.gov/index.php/about/organization/global-trends-2030">https://www.dni.gov/index.php/about/organization/global-trends-2030</a></p> <p>12. <b>Michael</b> -- Jonathan Glennie and Gideon Rabinowitz, “Localising Aid: A Whole of Society Approach,” ODI, June 2013. <a href="http://www.odi.org/publications/7571-localising-aid-whole-society-approach">http://www.odi.org/publications/7571-localising-aid-whole-society-approach</a></p>	<p><b>Readings .</b></p> <ol style="list-style-type: none"> <li><b>For All – analyses and assessments.</b> USAID ADS 201, 201.3.16.13, Stage 2: Project Design Process-Analytical stage, pp. 61-69, 12/12/14.</li> <li><b>For All – analyses and assessments.</b> USAID Sustainability Analysis Discussion Note, 2014</li> <li><b>For All– Complexity and systems thinking</b> – Web-based lecture. Listen (and follow slides) for Owen Barder’s lecture on complexity and development, 8-2012. (About 1 hour in length). - <a href="http://www.cgdev.org/media/implications-complexity-development-owen-barder">http://www.cgdev.org/media/implications-complexity-development-owen-barder</a>.</li> <li><b>For All –Complexity and systems thinking --</b> USAID Local Systems Framework, 2014- <a href="https://www.usaid.gov/policy/local-systems-framework">https://www.usaid.gov/policy/local-systems-framework</a></li> <li><b>For All – Review; from 10/7, Session 5A (If you haven’t yet read this, read it now).</b> -- Bob Williams, “Thinking Systemically,” <i>Capacity: Understanding Context</i>, Issue 37, September 2009, pp. 4-6.</li> <li><b>For all --</b> USAID – Digital Development. In addition to the main Web page, review/read also the web pages on “About Digital Inclusion;” “About Digital Finance;” and “About Mobile Data.” (<a href="https://www.usaid.gov/digital-development">https://www.usaid.gov/digital-development</a>)</li> <li><b>Raj</b> -- Alex Evans, “What Transformation in aid and development really looks like, <i>The Guardian</i>, October 7, 2015. <a href="https://www.theguardian.com/global-development-professionals-network/2015/oct/07/what-transformation-in-aid-and-development-really-looks-like-ethiopia">https://www.theguardian.com/global-development-professionals-network/2015/oct/07/what-transformation-in-aid-and-development-really-looks-like-ethiopia</a></li> </ol>

#	Date	Topic	Readings and resources
	Due date: <b>11/11</b>	<p><b>Assignment 6A: Analyses and Assessments.</b> Draft a section for your country strategic plan (2-3 pages maximum) on Analyses &amp; Assessments.</p> <ul style="list-style-type: none"> <li>• Choose and discuss the analyses and assessments you feel are needed for your strategic plan, given your country's economic, political, cultural, environmental/climate change situation, health status, and risk of conflict -- to determine the feasibility of your overall sector plan. All must include a technical analysis focused on the sector/sub-sector you have chosen for your strategic plan.</li> <li>• In addition to the technical analysis, choose at least 3 other analyses from the list below (or add a new type of analysis) based on the critical feasibility issues faced by your proposed Sector or Sub-Sector strategic plan. For a brief description of each analysis listed below (other than the technical analysis), see the USAID ADS reading on analyses required for Session 6A and the slides for Seminar 6A that we discussed on October 28: <ul style="list-style-type: none"> <li>○ Technical Analysis --based on the technical nature of your sector/sub-sector. Every Sector Strategic plan must include a technical analysis, which analyzes a program's technical feasibility.</li> <li>○ Gender Analysis</li> <li>○ Environmental Analysis</li> <li>○ Sustainability Analysis</li> <li>○ Economic and Financial Analysis</li> <li>○ Social Soundness Analysis</li> <li>○ Youth Analysis</li> <li>○ Institutional Analysis</li> <li>○ Disability Analysis</li> <li>○ Climate change Vulnerability</li> <li>○ Conflict Analysis</li> <li>○ Political Economy/Political Analysis</li> <li>○ Diversity Analysis (not discussed in the USAID ADS version provided)</li> <li>○ Other analyses that you identify.</li> </ul> </li> <li>• For each analysis you consider essential, including the technical analysis, discuss why the analyses you have chosen are essential to determine the feasibility of your strategic plan. Second, define 2-3 key questions or issues that <b>each analysis</b> must cover relating to the feasibility of your proposed sector/sub-sector strategic plan and program. For those key questions for each analysis, state briefly why it is important to answer those 2-3 questions for each analysis. How are those key questions related to the feasibility of your strategic plan?</li> </ul>	

#	Date	Topic	Readings and resources
6B	10/29/16 9:00 am – 12:00 pm	<p><b>Topic: Selected Issues:</b></p> <ul style="list-style-type: none"> <li>• <b>Conflict/crisis prevention and mitigation; peacebuilding.</b></li> <li>• <b>Post-conflict political and other transitions (reconstruction and stabilization)</b></li> <li>• <b>Humanitarian assistance; disaster preparedness; and resilience; U.S. and the international community.</b></li> <li>• <b>Relief to reconstruction to development continuum.</b></li> </ul> <p><b>Seminar Structure</b></p> <p><b>Part I –</b></p> <p>A. Guest speaker on post-conflict transitions -- Ms. Eleanor Bedford, Consultant in conflict/political transitions; organizational development consultant and Executive Coach.</p> <p>B. Lecture/discussion on other topics.</p> <p><b>Part II –</b> Student-led mini-presentations on key readings.</p> <p><b>Student handouts to class: 1 pagers; maximum 5-6 bullets; lots of white space.</b></p> <p><b>Part III– Preview of next class.</b></p> <p><b>Readings, cont.</b></p> <p><b>6. Reed –</b> Interview (World Hum. Summit) with Jeremy Konyndyk, Director, USAID/OFDA. <a href="#">IRIN   Will US aid change? Heba Aly re World Humanitarian Summit 5-2016</a>.</p> <p><b>7. Raj --</b> Mercy Corps, “Youth and Consequences: Unemployment, Injustice and Violence,” 2015. <a href="https://www.mercycorps.org/research-resources/youth-consequences-unemployment-injustice-and-violence">https://www.mercycorps.org/research-resources/youth-consequences-unemployment-injustice-and-violence</a></p> <p><b>8. Kristin -- Council</b> on Foreign Relations, “Policy Options for Strengthening Armed Conflict Prevention” – <a href="#">CFR conflict prevention Global Governance Monitor</a>; <b>Watch the video; read and present on the issue brief for “Armed Conflict” only.</b></p>	<p><b>Readings</b></p> <p>2. <b>All</b> -- USAID, “Working in Crises and Conflicts.” Review this web page and sub-topic web pages. 4 students assigned detailed to present and provide handouts on 4 aspects of USAID’s work in crisis and conflict as noted below—</p> <p><a href="https://www.usaid.gov/what-we-do/working-crises-and-conflict">https://www.usaid.gov/what-we-do/working-crises-and-conflict</a></p> <ul style="list-style-type: none"> <li>• <b>Andrew</b> -- USAID Disaster Assistance web page</li> <li>• <b>Jeremy</b> – USAID Disaster Risk Reduction web page</li> <li>• <b>Michael</b> – USAID Political Transition Initiatives web page</li> <li>• <b>Sydni</b> – USAID Food assistance -- <a href="https://www.usaid.gov/what-we-do/agriculture-and-food-security/food-assistance">https://www.usaid.gov/what-we-do/agriculture-and-food-security/food-assistance</a></li> </ul> <p>2. <b>All</b> -- Alliance for Peacebuilding (AfP), “What is Peacebuilding.” Review the general web page; Then click “Learn More” and review specific examples, especially for Angola (Search for Common Ground) and Libya (Mercy Corps). Overall AfP website -- <a href="http://www.allianceforpeacebuilding.org/our-work/what-is-peacebuilding/">http://www.allianceforpeacebuilding.org/our-work/what-is-peacebuilding/</a></p> <p><b>3 All.</b> OECD States of Fragility 2016 Report, Brief Number 11 –</p> <p>5. <b>All</b> -- Heba Aly (IRIN Managing Editor), “The World Humanitarian Summit: winners and losers,” IRIN, 5-16. (IRIN – Humanitarian News and Analysis) <a href="http://www.irinnews.org/analysis/2016/05/26/world-humanitarian-summit-winners-and-losers">http://www.irinnews.org/analysis/2016/05/26/world-humanitarian-summit-winners-and-losers</a></p>

#	Date	Topic	Readings and resources
6C	10/29/16 1:00 – 4:00 pm	<p><b>Topics: Discussion of Country Strategic Plan organization and content; Student Presentations; Other topics To Be Determined (TBD)</b></p> <p><b>Seminar Structure: Consultation with Instructor</b></p> <ol style="list-style-type: none"> <li>1. Review/discussion of required content of research paper. Questions on main sections of research paper/strategic plan.</li> <li>3. Guidance on student presentations of their strategic plans and presentations.</li> <li>3. Further lecture/discussion/student reports on issues not covered.</li> </ol> <ul style="list-style-type: none"> <li>•</li> </ul>	Required Readings: TBD

#	Date	Topic	Readings and resources
7A	11/4/16: 3:30 – 6:30 PM	<p><b>Topic: How USG functions in national security, foreign policy, and foreign assistance. NSC, State-USAID, Congress, USAID and DoD, etc.</b></p> <ul style="list-style-type: none"> <li>The role of the U.S. Congress in foreign aid and development.</li> <li>U.S. national security and foreign policy – How the NSC functions in relationship to US foreign assistance.</li> <li>US Global Development Policy (NSC-PPD-6) and the 2015 QDDR (CVE and other topics)</li> <li>U.S. foreign aid vs. development assistance.</li> <li>How much aid for what?</li> <li>Security and Development: USAID/DoD relationship, roles, and implications</li> </ul> <p><b>Seminar Structure</b></p> <p><b>Part I</b> –Lecture/discussion on key topics.</p> <p><b>Part II</b> – Student-led discussion on key readings.</p> <p><b>Student handouts to class: 1 pagers; maximum 5-6 bullets; lots of white space.</b></p> <p><b>Part III</b> – Preview of next class session.</p> <p><b>Readings and Resources, cont.</b></p> <p><b>11. Andrew.</b> “Data Note: Americans’ Views on the U.S. Role in Global Health,” Jan. 23, 2015. Bianca DiJulio, Jamie firth, and Mollyann Brodie. <a href="http://kff.org/global-health-policy/poll-finding/data-note-americans-views-on-the-u-s-role-in-global-health/">http://kff.org/global-health-policy/poll-finding/data-note-americans-views-on-the-u-s-role-in-global-health/</a></p> <p><b>12. All.</b> Max Bearak and Lazaro Gamio, “Everything you ever wanted to know about the US foreign assistance: from building wells to building armies,” <i>Washington Post</i>, 10-18-16. <b>Be sure to read the online version!</b> <a href="https://www.washingtonpost.com/graphics/world/which-countries-get-the-most-foreign-aid/">https://www.washingtonpost.com/graphics/world/which-countries-get-the-most-foreign-aid/</a></p> <p><b>13. All.</b> “Foreign Aid 101: A quick and easy guide to understanding US foreign aid. Oxfam America. <a href="https://policy-practice.oxfamamerica.org/publications/foreign-aid-101/">https://policy-practice.oxfamamerica.org/publications/foreign-aid-101/</a></p>	<p><b>Readings:</b></p> <ol style="list-style-type: none"> <li><b>All.</b> Organization, National Security System, NSC PPD-1, February, 2009. <a href="http://fas.org/irp/offdocs/ppd/ppd-1.pdf">http://fas.org/irp/offdocs/ppd/ppd-1.pdf</a></li> <li><b>All.</b> <i>Boston Globe</i> editorial. <a href="http://www.bostonglobe.com/2015/08/15/news-nation/2015-08-15-The-Boston-Globe">USAID has improved, but it still has a long way to go 8-30-15-The Boston Globe</a></li> <li><b>All.</b> “Enduring Leadership in a Dynamic World,” 2015 Quadrennial Diplomacy and Development Review. Read (1) Message from SecState Kerry, (2) Exec. Summary, and (3) Chapter 1, “Strategic Priorities and Recommendations. <a href="http://www.state.gov/s/dmr/qddr/">http://www.state.gov/s/dmr/qddr/</a></li> <li><b>All. U.S. 2015 National Security Strategy – Read foreword signed by Pres. Obama and Executive Summary.</b> In addition, read sections on development, conflict prevention, climate change, etc.</li> <li><b>Kristin.</b> Jean Arkedis, “Getting to a Grand Bargain for Aid Reform: The Basic Framework for US Foreign Assistance,” Center for Global Development, February, 2011. <a href="http://www.cgdev.org/content/publications/detail/1424793">www.cgdev.org/content/publications/detail/1424793</a></li> <li><b>All.</b> Karen De Young, “How the Obama White House runs foreign policy,” <i>The Washington Post</i>, 8/4/15. <a href="http://www.washingtonpost.com/news/energy-environment/wp/2015/08/04/how-the-obama-white-house-runs-foreign-policy-the-washington-post/">NSC How the Obama White House runs foreign policy - The Washington Post</a></li> <li><b>Michael.</b> G. William Anderson, “Bridging the Divide: How can USAID and DoD Integrate Security and Development More Effectively in Africa?” <i>The Fletcher Forum of World Affairs</i>, Winter 2014, 38:1.</li> <li><b>Jeremy.</b> G. William Anderson and Connie Veillette, “Soldiers in Sandals,” in Gordon Adams and Shoon Murray, editors. <i>Mission Creep: The Militarization of US Foreign Policy?</i> 2014.</li> <li><b>All.</b> Center for Global Development, “Maximizing USAID’s Impact under the Next Administration,” 9-20-16. <a href="http://www.cgdev.org/content/publications/detail/1424793">CGD Maximizing USAID’s Impact under the Next Administration  CGD 9-20-16</a></li> <li><b>Reed.</b> Robert Gates, Landon Lecture, Kansas State, __ November, 2007. (balance re DoD &amp; Civ. Agencies</li> </ol>

#	Date	Topic	Readings and resources
7B	11/5/16: 9:00 – 12:00 noon	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Fragile, weak states; peacebuilding and statebuilding.</b></li> </ul> <p><b>Seminar Structure</b></p> <p><b>Part I –</b></p> <p><b>A. Guest Speaker on fragile states</b> -- Prof. Kiert Toh, Radford College of Business and Economics; former USAID Mission Director in Malawi and Kenya.</p> <p><b>Part II</b> – Student-led mini-presentations on selected readings.</p> <p><b>Student handouts to class: 1 pagers; maximum 5-6 bullets; lots of white space.</b></p> <p><b>Part III</b> – Discussion on revisions, questions on strategic plan/research paper with instructor.</p>	<p><b>Required: 1, 3, 5, 7, 9</b></p> <p><b>1. All</b> -- <i>States of Fragility 2015: Meeting Post-2015 Ambitions</i>, OECD-DAC, June 2015. Read Executive Summary, pp. 13-15 &amp; page 20, Figure 1.1—Venn diagram representing fragility clusters across states and economies.</p> <p><b>2. All</b> -- Kiertisak Toh, “Rethinking Aid for Fragile States,” <i>Journal of Eco and Dev Studies</i>, 2014.</p> <p><b>3. All</b> -- Marcelo M. Guigale, <i>Economic Development: What Everyone Needs to Know</i>, Chapter 6, “Africa: The Last Frontier.”</p> <p><b>4. All</b> -- Derick Brinkerhoff, “Developing Capacity in Fragile States,” <i>Public Administration and Development</i>, 2010.</p> <p><b>5. Reed</b> -- “U.S. leadership and the Challenge of State Fragility,” <i>Fragility Study Group (FSG)</i>, William J. Burns, Michele A. Flournoy, &amp; Nancy E. Lindborg. Carnegie Endowment for International Peace, Center for a New American Security (CNAS), and United States Institute for Peace (USIP) – 9-2016. <a href="http://www.usip.org/fragilityreport">http://www.usip.org/fragilityreport</a></p> <p><b>6. All</b> -- Paul Collier, <i>The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It</i>. 2007, Excerpt (pp. ix – 13t)</p> <p><b>6. Raj</b> -- Kiertisak Toh, “Emerging Growth Economies in Sub-Saharan Africa, 2014.</p> <p><b>7. Sydni</b> -- Kiertisak Toh &amp; Kasturi, “Foreign Aid in Post-Conflict Countries: The Case of South Sudan.” <i>Journal of Third World Studies</i>, 2012.</p>

#	Date	Topic	Readings and resources
7C	11/5/16: 1:00 pm – 4:00 PM	<p><b>Topic: Country Strategic Plan and Formal Student Presentations</b></p> <p><b>Consultations, as desired, with instructor and other members of the class on final country strategic plans and student presentations.</b></p> <ul style="list-style-type: none"> <li>• 1. Review of required content/format of strategic plan/research paper. 2. Discussion/questions on format/content of main sections of strategic plan/research paper.</li> <li>3. Guidance on student presentations of their strategic plans – format, time limit (10 minutes), content, process, order of presentations.</li> <li>3. Final lecture/discussion on remaining issues not covered; student presentations of readings not yet discussed.</li> </ul>	.
	<b>Due date 11/18/16 – Draft Strategic Plan</b>	<p><b>Assignment 7A: Submit draft strategic plan – complete with drafts of all sections, graphics, annexes, bibliography, front matter, etc. For comments by instructor for final submission; not for grade.</b></p> <p>All strategic plans should have cover sheet; table of contents with pages of main sections; lists of acronyms, tables, and charts.</p> <p>All papers will be in 12-point, standard fonts (Times New Roman, Calibri, Arial, or Gil Sans MT) and with 1.15 spacing.</p>	<b>Not to be graded – comments by instructor for final submission. All drafts should have cover sheet; table of contents with pages of main sections; list of acronyms, tables, and charts.</b>
	<b>Due Date: 11/30</b>	<b>Assignment 8: Draft Country Strategic Plan submitted electronically (by e-mail) to Review Panel members (so that they have time to read draft strategic plans before student presentations on December 7).</b>	
	<b>Due date 12/2/16</b>	<b>Assignment 9 Draft slide presentations for student practice sessions submitted to instructor no later than (NLT) December 2, 2016.</b>	<b>Not to be graded – comments by instructor and class members, on December 3/4 during practice presentations for final presentations on December 7.</b>
8A	12/2/16 3:30 – 6:30 pm	<p><b>Topic: Student practice presentations</b></p> <p><b>Seminar Structure</b></p> <ul style="list-style-type: none"> <li>• Student practice presentations by students of Strategic Plans.</li> <li>• Comments by peers and instructor.</li> </ul>	
8B	12/3/16 9:00 am – 12:00 noon	<p><b>Topic: Practice presentations of student Strategic Plans, continued.</b></p> <p><b>Seminar Structure</b></p> <ul style="list-style-type: none"> <li>• Complete practice presentations by students of Strategic Plans.</li> <li>• Comments/suggestions by peers and instructor.</li> </ul>	
	12/2-3/16	<b>Student practice -- Country Strategic Plan presentations (10 minutes maximum).</b>	<b>Not to be graded -- comments by instructor and fellow students for final presentations.</b>

#	Date	Topic	Readings and resources
8C	12/3/16 1:00 – 4:00 pm	<p><b>Topic: Consultation with instructor, as needed or desired, on final adjustments to strategic plans and/or student presentations</b></p> <p><b>Presentation/discussion on international careers for those interested.</b></p> <p><b>Seminar Structure</b></p> <ul style="list-style-type: none"> <li>• During this seminar period, students will have an opportunity to work on any aspect of their proposal or presentation that requires specific attention.</li> <li>• Consultation with instructor and/or peers as needed.</li> </ul>	
	<b>Due Date: 12/7/16</b>	<b>Assignment 10: Final Country Strategic Plans submitted (electronically and/or hard copy, as appropriate) to instructor and members of Review Panel. This version of country strategic plans will be graded.</b>	<b>This final version of students' country strategic plans will be graded.</b>
9	12/7/16 1:00 – 5:30 pm	<p><b>FINAL STUDENT STRATEGIC PLAN PRESENTATIONS</b></p> <p><b>Students will present their strategic plans to a panel of faculty and senior international development practitioners</b></p> <p><b>Review Panelists: To be Determined (expected to include both VA Tech faculty members and senior development practitioners.</b></p>	
	12/7/16	<b>Assignment 11: Student presentations of strategic plans to Review Panel – This presentation will be graded.</b>	<b>This final presentation by students of their strategic plans will be graded.</b>