

International Development

UAP 5524

Meets: as scheduled

Location: Architecture Annex 111

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Version Date: 8-15-16

Urban Affairs and Planning
Virginia Tech

International Development

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COURSE INSTRUCTOR

Instructor

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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%C2%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
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#	Date	Topic	Readings and resources
1.	8/25/15 3:30 – 6:30 pm.	<p>Topic: Introduction to the Course</p> <p>Part I – The first part of this session will:</p> <ul style="list-style-type: none"> Review the structure and purpose of the course; the calendar and sequence of seminar meetings. Discuss basic development concepts and approaches as well as challenges. Discuss strategic thinking vs. strategic planning. 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. Introduce general data sources for low-income countries to use in the first written assignment. <p>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.</p> <p>Part III -- Preview the next class; student reports (1-2 pagers; 5-6 brief bullets with main points; lots of white space)</p>	<p>Required Readings</p> <ol style="list-style-type: none"> The World Bank, "What is Development?" www.worldbank.org/depweb/beyond/beyondco/beg_01.pdf hubcymru.org, "What is Development?" www.hubcymru.org/images/.../Hub%20What%20is%20Development.pdf Guigale, <i>Economic Development: What Everyone Needs to Know</i>, Overview and Chapter 1. pp. 1-26. (Note: Read when you receive your text.) Michael Hobbes, <i>The New Republic</i>, "Stop Trying to Save the World: Big Ideas are Destroying International Development, November 14, 2014 The Problem With International Development—and a Plan to Fix It New Republic Jeanne M. Liedtka, "Strategic Thinking: Can it be Taught? Long Range Planning, Vol. 31, No. 1 pp. 120-129, 1998. (UVA professor) "Single-Loop and Double-Loop Learning Model," AFS, Posted November 13, 2012. http://www.afs.org/blog/icl/?p=2653 <p>Basic Resources (to be discussed in class and used for first writing assignment)</p> <ol style="list-style-type: none"> 2014 UNDP Human Development Report – http://hdr.undp.org/en/content/table-1-human-development-index-and-its-components UN MDG statistics by country on MDG indicators -- http://mdgs.un.org/unsd/mdg/Data.aspx World Bank data by country -- http://data.worldbank.org/country EU data -- EU foreign aid Countries from A to Z - European Commission The World Factbook (CIA) -- https://www.cia.gov/library/publications/the-world-factbook/index.html Population Reference Bureau – Population Data Sheet -- http://www.prb.org/Publications/Datasheets/2014/2014-world-population-data-sheet/data-sheet.aspx Freedom House (governance) -- Freedom House Governance Table of Country Ratings Amnesty International (governance) – country information – http://www.amnestyusa.org/our-work/countries Doing Business report/rankings (World Bank) -- http://www.doingbusiness.org/rankings 2016 Financial and Digital Inclusion Report -- Brookings 2016 Financial and Digital Inclusion Project Report Brookings Institution Transparency International (corruption) -- https://www.transparency.org/country/ Global Terrorism Index and Global Peace Index by country -- http://economicsandpeace.org/reports/

#	Date	Topic	Readings and resources
	Due Date 9/8/16	<p><u>Writing Assignment 1:</u> 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, double-spaced pages plus appropriate tables and charts. Include a map showing the country's location and its neighbors.</p> <p><u>Questions to be discussed:</u></p> <ul style="list-style-type: none"> • Where does your country stand (ranking, key issues, etc.) on the main indicators of development – GDP/GNI, poverty, health status, SDGs? • In what areas (politics, economics, education, health, agriculture, etc.) are things moving in the right direction? • What are the main constraints and problems hindering your country's general development? In what sectors, MDG/SDG, or issue areas? • 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)? • 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? • 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? <p><u>Suggested approach to this writing assignment:</u></p> <ul style="list-style-type: none"> • Write a brief (2-3 paragraphs maximum) introduction to your paper. • Write a section for each of the bulleted sections above. • Close with a brief conclusion of your points in your development review. • Use 1 of the following fonts in 12 point and double-spaced: Arial, Gil Sans MT, Times New Roman, Calibri. 	

2.	<p>9/1/15 3:30 pm – 6:30 pm</p>	<p>Topic: Review of history, approaches, and major U.S. actors (departments and agencies) in foreign assistance and international development</p> <p>Seminar Structure</p> <p>Part I – Lecture/discussion.</p> <p>Part II – 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.</p> <p>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"> • What are the main points on budget and policy issues? • What are the main differences between the two reports – on budget, policy, other subjects? • What are the main things that confused you in the State-Foreign Operations Appropriations Subcommittee reports? (House and Senate)? <p>3. Students report on segments of history of USAID. (1-2 students).</p> <p>All handouts – 1-2 pages; 5-6 bullets; much white space.</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"> • Objectives of the agency/organization • Scale and breadth of involvement in regions of the world. • Budgets and focus by sector and countries. • How does each agency address development? • USG and other players – USAID, MCC, State/INL & 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, • Resource – OECD-DAC aid data at a glance -- https://public.tableau.com/views/AidAtAGlance/DACmembers?:embed=y&:display_count=no&:showVizHome=no#1 <p>5. Preview next class – 9/8/16</p>	<p>Required:</p> <ul style="list-style-type: none"> • John Sanbrailo, “Extending the American Revolution Overseas: Foreign Aid, 1789-1850,” <i>The Foreign Service Journal</i>, March 2016. • John Sanbrailo, “Extending the American Revolution Overseas: Foreign Aid, 1850-1900 – draft • Devex, USAID: A History of US Foreign Aid (Interactive) https://pages.devex.com/USAID-history.html (Divide up the different USAID Administrators sections and assign – 1-2 students. • White House Fact Sheet, U.S. Global Development Policy, September 22, 2010. https://www.whitehouse.gov/the-press-office/2010/09/22/fact-sheet-us-global-development-policy • 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. http://fas.org/irp/offdocs/ppd/ppd-6.pdf • Curt Tarnoff and Marian L. Lawson, “Foreign Aid: An Introduction to U.S. Programs and Policy,” Congressional Research Service, 2-17-16. • Michael Igoe, “What would Hillary Clinton’s US aid agenda look like? DEVES News, August 3, 2016. What would Hillary Clinton’s US aid agenda look like? Devex 8-3-16 • USAID -- https://stories.usaid.gov/the-end-of-extreme-poverty/#page-1 (Listen to the video, which starts after several slides & look at all the slides) Who is speaking in the video? A prize to the person(s) who have all the right answers. <p>Additional Resources:</p> <ul style="list-style-type: none"> • House State-Foreign Operations Appropriations and Related Programs FY 17 Committee report, July 2016 (note budget table at end of report). Assign student team. http://appropriations.house.gov/uploadedfiles/hrpt-114-hr-fy2017-stateforop.pdf Press release/summary -- http://appropriations.house.gov/news/documentsingle.aspx?DocumentID=394623 • Senate State-Foreign Operations and Related Programs Appropriations Committee Report, FY 17. http://1.usa.gov/295fBYD; Assign student team. Summary/Press release -- http://www.appropriations.senate.gov/news/majority/senate-committee-completes-work-on-fy2017-state-and-foreign-operations-appropriations-bill • Curt Tarnoff, “United States Agency for International Development (USAID),” Background, Operations, and Issues, Congressional Research Service, 7/21/15. • Susan B. Epstein, Alex Tiersky, and Marian L. Lawson, “FY 2017 State, Foreign Operations and Related Programs Budget Request, Congressional Research Service, 2-19-16 • Curt Tarnoff and Alex Tiersky, “State, Foreign Operations Appropriations: A Guide to Component Accounts,” Congressional Research Service, 1-5-16.
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3.	9/8/15 3:30 – 6:30 PM	<p>Topic: Review of principal development theories and approaches since World War II</p> <p>Seminar Structure Part I – Lecture/discussion – of main points. Part II – Student-led discussions of key development theories in the post-world war period (to be assigned).</p> <p>Student handouts to class: 1 pagers; maximum 5-6 bullets; lots of white space.</p> <p>Part III – Preview next class Students will choose 1 SDG on which to lead discussion in the next class.</p> <p><u>Writing assignment #1 due today!</u></p>	<p>Required:</p> <ul style="list-style-type: none"> • Guigale, <i>Economic Development: What Everyone Needs to Know</i>, Chapters 2 and 3, pp. 27-38. • William Easterly, <i>The Elusive Quest for Growth: Economists Adventures and Misadventures in the Tropics</i>, pp. 11-70. • The Guardian, “The Sustainable Development Goals: All you need to know.” http://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations • Deborah Doane, “We won’t conquer the mountains of the SDGs without humility,” <i>The Guardian</i>, July 7, 2016. https://www.theguardian.com/global-development-professionals-network/2016/jul/07/sdgs-progress-stay-humble • DRM -- Domestic resources are finally at the forefront of development Devex, Eric Postel (USAID), August 13, 2015 • DRM What if global development was funded by developing countries' money? The Guardian, August 13, 2015
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4A	9/30/16 3/30 -- 6:30 pm	<p>Topic: First step in “Development Planning” – problem formulation and problem analysis</p> <p>Seminar Structure</p> <p>Part I – Lecture/discussion on problem/analysis tools and their use in the context of international development planning.</p> <p>Part II – Studio activity:</p> <ul style="list-style-type: none"> • Student-led discussions on core problems of brief videos. No handouts. • Students will work in teams (2-3) to formulate a problem tree/fishbone diagram based on a problem statement. <p>Part III – Review of next class. Student handouts on SDGs.</p>	<p>Required Readings:</p> <ul style="list-style-type: none"> • Britha Mikkelsen, <i>Methods for Development Work and Research: A New Guide for Practitioners</i>; Section 1.2; pp. 35-46. • Fishbone Diagrams (Ishikawa diagrams) -- Cause and Effect/Fishbone Diagrams - Problem Solving from MindTools.com • Root Cause Analysis - Problem Solving From MindTools.com • 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"> ○ Mongolia Rural Poverty in their own words. http://www.youtube.com/watch?v=theZfjC4wfM ○ Rural Poverty in their own words. Rwanda http://www.youtube.com/watch?v=RZ22I-YvOMk ○ Urban poverty in the Philippines http://www.dailymotion.com/video/xmxog5_urban-poverty-in-the-philippines_lifestyle#.UcMHJdhtoXE ○ Water for Water Philippines http://vimeo.com/34008167 ○ Kenya urban slum -- Kibera http://vimeo.com/9834605 ○ Ghana – Rural Poverty in their own words -- https://www.youtube.com/watch?v=k-6N-mCE684 ○ Liberia – Ebola and food security -- http://blogs.state.gov/stories/2016/08/17/if-fighting-hunger-were-olympic-event
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<p>Assignment 2 -- Due date: 10/10/15</p>	<p>Assignment 2 : Problem Analysis. (Maximum of 5-7 pages plus graphics, tables, and charts).</p> <ul style="list-style-type: none"> • 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"> ○ Note that you will probably have to revise your problem tree/fishbone graphic 2-3 times; ask for input from fellow students. ○ You must have at least 35 problem statements in your problem tree. ○ Each problem • Write a narrative problem analysis (maximum of 5 pp. plus graphics, tables, and charts, etc.) explaining your problem graphic and the cause and effect relationships you have laid out in your graphic. This problem area for your country will be the focus of your strategic plan/research paper. • 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. • 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"> ○ What is the core problem in the sector or the SDG area that you have chosen? ○ What are the main challenges or barriers that have constrained the country from resolving this core development problem? ○ What chains of secondary causes contribute to the core problem? ○ Who are the main domestic and external stakeholders active in your problem area? Do they play positive or negative roles of both? ○ What are the major interrelationships between your core problem and other, related sectors in your country? 	
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4B	10/1/16 9:00 am – 12:00 pm	<p>Topic: Sectors in Development – MDGs/SDGs</p> <p>Seminar Structure</p> <p>Part I – Introductory lecture/discussion on sectors, SDGs, SDGs.</p> <p>Part II – Student-led discussions on their chosen SDGs, based on required and supplementary readings.</p> <p>Student handouts to class: 1 pager; maximum 5-6 bullets; lots of white space.</p> <p>Part III – Preview of next class.</p>	<p>Required:</p> <ul style="list-style-type: none"> The Guardian, “SDGs – Changing the World in 17 steps,” http://www.theguardian.com/global-development/ng-interactive/2015/jan/19/sustainable-development-goals-changing-world-17-steps-interactive Read the whole document and follow other links as needed. Note comparisons to the 2000-2015 Eight Millennium Development Goals (MDGs) The Guardian, “The Sustainable Development Goals: All you need to know.” http://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations DRM_ What if global development was funded by developing countries&apos; money? The Guardian, August 13, 2015 MDG 1 -- Poverty and Hunger -- What&apos;s it all about? Mark Anderson Global development The Guardian MDG 2 -- Education What is it all about? Global development The Guardian MDG 3 Gender achievements on gender equality Global development The Guardian MDGs 4 and 5 achievements on reducing child mortality and better maternal health Global development The Guardian MDG 6 HIV, TB, and Malaria What is it all about? Global development The Guardian MDG 7 Sustainability What is it all about? Sam Jones Global development The Guardian MDG 8 -- Global partnership for development Global development The Guardian <p>Additional Resources:</p> <ul style="list-style-type: none"> USAID’s approach in 11 key sectors. https://www.usaid.gov/what-we-doUSAID “The Millennium Development Goals Report – 2015,” UN, July 2015. www.un.org/.../2015_MDG_Report/.../MDG%202015%2... World Bank World Development Reports in sectoral areas -- http://www.worldbank.org/en/publication/wdr/wdr-archive USAID policies in multiple sectors and problem areas -- https://www.usaid.gov/results-and-data/planning/policy African Union Comprehensive Agricultural Development Program (CAADP). http://caadp.net/ EU sector development policies – http://ec.europa.eu/europeaid/node/13883
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4C	<p>10/1/15 1:00 – 4:00 pm</p>	<p>Topic: Actors in Development: states, aid donors, international/local NGOs, civil society and foundations, private sector.</p> <p>Seminar structure:</p> <p>Part I – Possible Guest lecturer – Prof. Max Stephenson, Director Virginia Tech Institute for Policy and Governance (VTIPG) on NGOs' role.</p> <p>Part II – Brief (5-minute) student presentations on selected supplementary readings as assigned.</p> <p>Student handouts to class: 1-2 pagers; maximum 5-6 bullets; lots of white space.</p> <p>Part III – Students outline answers to questions regarding stakeholders and actors in development for their RF/research paper.</p> <p>Part IV – Preview of next class; review of due dates for written assignments.</p>	<p>Required Readings (#2,3,4,6 or 7, 8, 11).</p> <ol style="list-style-type: none"> 1. Problem analysis & RF Program Cycle Case Study Dilbertia (a resource if needed) 2. Hudson Institute, The Index of Global Philanthropy and Remittances, 2013 http://www.hudson.org/research/9914-2013-index-of-global-philanthropy-and-remittances-with-a-special-report-on-emerging-economies (Read all) 3. Max Stephenson and _____, "Exploring the Nexus of Aesthetics, Agency and Peacebuilding," Currently submitted for publication. 4. EU-US Summit Joint Statement_3-26-14 (Note the sections dealing with or related to development). http://europa.eu/rapid/press-release_STATEMENT-14-84_en.htm OR https://www.whitehouse.gov/the-press-office/2014/03/26/eu-us-summit-joint-statement 5. DAC, "Development Cooperation by Countries Beyond the DAC, May 2015. Issue brief with good statistics on the BRICs. http://www.oecd.org/dac/dac-global-relations/development-co-operation-by-countries-beyond-the-dac.htm 6. 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) 7. Homi Kharas and Andrew Rogerson, "Horizon 2025: Creative Destruction in the Aid Industry," Overseas Development Institute (ODI), July 2012. www.odi.org/resources/docs/7723.pdf 8. 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. http://www.gmfus.org/publications/us-eu-high-level-development-dialogue-building-legacy-marshall-plan 9. OCED-DAC, <i>Development Cooperation Report 2014: Mobilizing Resources for Sustainable Development</i>. See especially the statistical annex – tables on Official Development Assistance (ODA) by all donors. http://www.oecd.org/dac/development-co-operation-report-2014/7721.htm (Read the Executive Summary and Chapter 1) 10. OECD-DAC, "What is the global aid outlook for 2015-2018?" July, 2015. 11. Civil Society -- CIVICUS 2015 State of Civil Society Report and activities (Read the summary section and other sections that interest you). 12. Private sector --Brookings, "Enterprising Solutions: The Role of the Private Sector in Eradicating Global Poverty." 2013. http://www.brookings.edu/research/reports/2013/09/private-sector-global-poverty-blum-roundtable 13. "Religion and Development Post-2014: Report of a consultation among donor organizations, UN agencies, and faith-based Organizations, May 2014 14. Julia Ioffe, "If Islam is a Religion of Violence, so is Christianity." 6-14-16 http://foreignpolicy.com/2016/06/14/if-islam-is-a-religion-of-violence-so-is-christianity/?utm_source=Sailthru&utm_medium=email&utm_campaign=New%20Campaign&utm_term=Flashpoints
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<p>Due Date: 10/17</p>	<p>Assignment 4C. 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"> • Who are the main actors/stakeholders in your country important to your development program? • 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"> ○ Government – all levels – national, regional, local (district and community level) ○ Multilateral and bilateral aid donors ○ Private sector ○ Civil society (international and local NGOs) ○ Community-based organizations ○ Others, such as religious organizations, the press, universities and research organizations, Diaspora groups in the US and elsewhere, etc. • What bilateral and multilateral donors are active in the sector you have chosen for your development program (See OECD-DAC statistics, reading 9 and p. 6 of reading #2 for lists of donors). • How will these stakeholders affect your program, positively or negatively? • Which groups of actors/stakeholders will be winners and losers from the development program described in your strategic plan? • Which groups of actors/stakeholders are important and have influence and which not? • How do these actors and stakeholders interrelate with each other in ways that affect your strategic plan? 	
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5A	10/7/16 3/30- 6:30 pm	<p>Topic: Second step in planning -- Using the Results Framework as a strategic planning tool</p> <p>Seminar Structure</p> <p>Part I – Lecture/discussion on developing a results framework.</p> <p>Students will develop results frameworks in teams from a common case.</p> <p>Part II – 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>Part III – Preview the next class session.</p> <p>Problem analysis writing assignment due October 10!</p>	<p><u>Required Readings</u></p> <ol style="list-style-type: none"> 1. “Designing a Results Framework for Achieving Results: A How-To Guide,” The World Bank, 2012. siteresources.worldbank.org/.../designing_results_framework 2. “Developing Results Frameworks,” USAID Technical Note, July 2013. usaidlearninglab.org/library/technical-note-developing-results-framework 3. Richard Hummelbrunner and Harry Jones, “A guide for planning and strategy development in the face of complexity,” Overseas Development Institute (ODI), March 2013. www.odi.org/.../7325-aid-development-planning-strategy-complexit
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<p>Due date: 10/21/15</p>	<p>Assignment 3 -- Results Framework & 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.</p> <p><u>Your RF paper will include:</u></p> <ul style="list-style-type: none"> • 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). • 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. • Indicators and targets (at least 2 indicators and targets for the goal level; 2 indicators and targets for each Intermediate Results (IR); 1 indicator (no target) for each result below the IRs. At the goal and IR levels, emphasize outcome versus output indicators. • Identify critical assumptions/risks (3-5 at the country level; 1-2 at other levels) that must hold true for success. State how you propose to track whether these critical assumptions are holding true. • Write a paragraph on alternative scenarios to be considered (considering potential events and shocks) and effect on achieving your development program results. • 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. . • <u>Suggestion:</u> 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. 	
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5B	10/8/16 9:00 am – 12:00 pm	<p>Topic: Monitoring and Evaluation (M&E)</p> <p>Seminar Structure</p> <p>Part I –Lecture/discussion on monitoring and evaluation in a strategic plan. Possible Guest speaker.</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> • Performance monitoring and its role in program design, implementation and evaluation • Evaluation – types of evaluations; evaluation approaches; evaluation planning; evaluation management • Collaboration, Learning, and Adapting (CLA) • M&E and flexible, iterative, & adaptive planning 	<p><u>Required Readings (1, 2, 3, 4, 7, 8)</u></p> <ol style="list-style-type: none"> 1. “What is Evaluation, Really?” Srikanth Gopal and Hallie Presikill. June 16, 2014 http://www.fsg.org/blog/what-evaluation-really 2. “What is Program Evaluation: A Beginner’s Guide,” Gene Shackman. 3-13-12. http://www.fsg.org/blog/what-evaluation-really (All 5 modules). 3. Marian Leonardo Lawson, “Does Foreign Aid Work? Efforts to Evaluate U.S. Foreign Assistance,” Congressional Research Service, June 23, 2016. 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). 5. Introduction to Evaluation, Research Methods Knowledge Base. http://www.socialresearchmethods.net/kb/intreval.htm 6. Michael Bamberger, “The Mixed Methods Approach to Evaluation,” Social Impact concept Note Series, Number 1. June 2013. 7. “Preparing a Performance Management Plan,” How-To Note, USAID, August 2013. 8. Collaborating, Learning, and Adapting Framework and Key Concepts, USAID 9. Collaborating, Learning, and Adapting Annex, USAID/Uganda, 2011
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	<p>Due Date: October 31</p>	<p>Writing Assignment 5B – Monitoring and Evaluation Plan 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"> • 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"> ○ How and when will you establish baseline data for your indicators/targets? ○ 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? • Will you plan/schedule regular evaluations? At what intervals? • Will you plan to carry out performance or impact evaluations or both? If impact evaluations, explain why. • Will you involve other stakeholders in your M&E activities? If so, how? • What are the fundamental/key issues that you plan to explore through your performance monitoring and formal evaluations? • 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. 	
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5C	10/8/16 1:00 – 4:00 pm	<p>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.</p> <p>Seminar Structure: Part I – Possible guest speaker on a country in conflict.</p> <p>Lecture discussion on the seminar topics; student-led discussion of the key readings.</p> <p>Part II – Student-led discussions of key readings.</p> <p>Student handouts to class: 1 pager; maximum 5-6 bullets; lots of white space.</p> <p>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.</p> <p>Problem analysis writing assignment due October 10! Writing assignment on Actors and Spoilers due October 17! M&E writing assignment due 10/31!</p>	<p>Required: (for all – 2,6,7,8, 9)</p> <ol style="list-style-type: none"> 1. Robert Klitgaard, Addressing Corruption Together, DAC, 2014 2. Derick Brinkerhoff – Unpacking the concept of political will to confront corruption, May 2010 3. William Easterly – “Benevolent Autocrats,” May 2011. 4. 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) 5. 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 -- 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/ 6. “Conflict, Security, and Development,” 2011 World Development Report (WDR), World Bank (read overview only – about 37 pages – what’s the one sentence message?) -- http://web.worldbank.org/WBSITE/EXTERNAL/EXTDEC/EXTRESEARCH/EXTWDRS/0,,contentMDK:23256432~pagePK:478093~piPK:477627~theSitePK:477624,00.html 7. EU approach to conflict, security and development – EU Security and development, conflict prevention and the comprehensive approach - European Commission; Including the EU’s Comprehensive Approach to External Conflict and Crises, 11-13. 8. Council on Foreign Relations, “Policy Options for Strengthening Armed Conflict Prevention - CFR conflict prevention Global Governance Monitor; 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. 9. Brookings What most people get wrong about political Islam 10-1-15 10. ICG, “The Central Sahel: A Perfect Sandstorm,” July, 2015
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	<p>Due date: October 17</p>	<p>Assignment 5C. 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"> • 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"> ○ How do these “spoilers” affect/hinder development in your country overall? ○ How do those “spoilers” affect the sector/core problem you are working on and thus your strategic plan? • Interrelationships of spoilers. 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? • How actors/stakeholders can address spoilers. 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? 	
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6A	10/28/16 3:30 – 6:30 pm	<p>Topics:</p> <ol style="list-style-type: none"> 1. Analysis and assessments for strategic planning. 2. Complexity and systems thinking; Local Solutions/country ownership; Does foreign assistance benefit the poor? <p>Seminar Structure:</p> <p>Part I – Lecture/discussion ---(1) on analysis/assessments for strategic planning; (2) introduction to other issues – complexity, local solutions; does foreign aid benefit the poor.</p> <p>Part II – Student-led discussions on key readings; Student handouts to class: 1 pagers; maximum 5-6 bullets; lots of white space.</p> <p>Part III – Preview next class session.</p> <p>M&E writing assignment due October 31.</p>	<p>Required: Readings 2,3,4,5, 8, and 9.</p> <ol style="list-style-type: none"> 1. USAID Local Systems Framework, 2014 -- https://www.usaid.gov/policy/local-systems-framework 2. Alex Evans, "What Transformation in aid and development really looks like, <i>The Guardian</i>, October 7, 2015. https://www.theguardian.com/global-development-professionals-network/2015/oct/07/what-transformation-in-aid-and-development-really-looks-like-ethiopia 3. For all -- Listen (and follow slides) to Owen Barder's lecture on complexity and development, 8-2012.- http://www.cgdev.org/media/implications-complexity-development-owen-barder. About 1 hour in length. 4. National Intelligence Council (NIC), "Global Trends 2030, Alternative Worlds," December. 2012. https://www.dni.gov/index.php/about/organization/global-trends-2030. Executive Summary only! – pp. I – xiv (1st 14 pages) 5. Abhijit Bannerjee and Esther Duflo, <i>Poor Economics</i>, excerpt. 6. Review ODI paper read previously on Planning in the Midst of Complexity, Hummebrunner and Jones (see 9/26 session readings). 7. Bob Williams, "Thinking Systemically," <i>Capacity: Understanding Context</i>, Issue 37, September 2009, pp. 4-6. (for all – a short one) http://www.capacity.org/capacity/opencms/en/topics/context_systems-thinking/essential-readings.html 8. Jonathan Glennie and Gideon Rabinowitz, "Localising Aid: A Whole of Society Approach," ODI, June 2013. http://www.odi.org/publications/7571-localising-aid-whole-society-approach 9. New reading for all. USAID ADS 201, 201.3.16.13, Stage 2: Process-Analytical stage, pp. 61-69, 12/12/14. Note that this document was sent earlier. Here's the web link -- https://www.usaid.gov/ads/policy/200/201 10. USAID Sustainability Analysis Discussion Note, 2014. The reading was sent to all as an attachment in my e-mail of October 12.
	Due date Nov. 13	<p>Assignment 6A: Draft an additional section for your country strategic plan (1 page maximum):</p> <ul style="list-style-type: none"> • 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. • For each analysis you consider essential, define 2-3 key questions or issues that the analysis must cover and relate those questions to your country/sector situation. 	

6B	10/29/16 9:00 am – 12:00 pm	<p>Topic: Selected Issues:</p> <ul style="list-style-type: none"> • Fragile, weak states and the security development nexus. • Conflict/crisis prevention and mitigation. • Disaster preparedness and resilience. <p>Seminar Structure</p> <p>Part I – A. Possible guest Lecturer on fragile states -- Prof. Kiert Toh, Radford College of Business and Economics . B. Lecture/discussion on other topics.</p> <p>Part II – Student-led mini-presentations on main readings not assigned to all and discussion.</p> <p>Student handouts to class: 1 pagers; maximum 5-6 bullets; lots of white space.</p> <p>Part III – Discussion on revisions, questions on strategic plan/research paper with instructor.</p> <p>Part IV – Preview of next class.</p>	<p>Required: 1, 2, 4, 9</p> <ol style="list-style-type: none"> 1. Derick Brinkerhoff, "Developing Capacity in Fragile States," Journal – Public Administration and Development, 2010. 2. Paul Collier, The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It. 2007, Excerpt (pp. ix – 13, excerpt) 3. Mercy Corps, "Youth and Consequences: Unemployment, Injustice and Violence," 2015. https://www.mercycorps.org/research-resources/youth-consequences-unemployment-injustice-and-violence 4. USAID, "Ending Extreme Poverty in Fragile Contexts," 1-28-14. https://www.usaid.gov/endextremepoverty/fragile-contexts 5. John Norris, Casey Dunning, and Annie Malknecht, "Fragile Progress: The Record of the Millennium Development goals in States Affected by Conflict, Fragility, and Crisis," Center for American Progress and Save the Children, June 2015. https://www.americanprogress.org/issues/security/report/2015/06/08/114296/fragile-progress/ 6. EU approach to conflict, security and development -- EU Security and development, conflict prevention and the comprehensive approach - European Commission 7. Kiertisak Toh, "Rethinking Aid for Fragile States," Journal of Eco and Dev Studies, 2014. 8. Kiertisak Toh, "Emerging Growth Economies in Sub-Saharan Africa, 2014. (files for 9 & 10 sent) 9. USAID, "Building Resilience in Recurrent Crisis Policy and Program Guidance," December 2012. https://www.usaid.gov/results-and-data/planning/policy 10. "States of Fragility 2015: Meeting Post-2015 Ambitions, OECD-DAC, June 2015, revised edition. http://www.oecd.org/dac/states-of-fragility-2015-9789264227699-en.htm 11. OECD States of Fragility 2016 Report, Brief Number 11 -- 12. Kiert, Toh & Kasturi, "Foreign Aid in Post-Conflict Countries: The Case of South Sudan. Journal of Third World Studies, 2012.
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6C	10/29/16 1:00 – 4:00 pm	<p>Topics: Research Paper and Formal Student Presentations; Other topics To Be Determined (TBD)</p> <p>Seminar Structure: Consultation with Instructor</p> <p>1. Review of required content of research paper Questions on main sections of research paper/strategic plan.</p> <p>3. Guidance on student presentations of their strategic plans and presentations.</p> <p>3. Further lecture/discussion/student reports on earlier issues not covered.</p> <p>Writing assignments: Brief narrative on analysis and assessments due November 13.</p>	<p>Required Readings: TBD</p>
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7A	11/4/16 3:30 – 6:30 pm	<p>Topic: How USG functions in national security, foreign policy, and foreign assistance. NSC, State-USAID, Congress, USAID and DoD, etc.</p> <ul style="list-style-type: none"> The role of the U.S. Congress in foreign aid and development. U.S. national security and foreign policy – How the NSC functions in relationship to US foreign assistance. U.S. foreign aid vs. development assistance. Humanitarian (disaster) assistance – U.S. and the international community. The relief- to-reconstruction-to-development-continuum. How much aid for what? Does foreign aid benefit the poor? USAID/DoD relationship, roles, and implications <p>Seminar Structure</p> <p>Part I –Possible guest speaker:</p> <p>Lecture/discussion on key topics.</p> <p>Part II – Student-led discussion on key readings.</p> <p>Student handouts to class: 1 pagers; maximum 5-6 bullets; lots of white space.</p> <p>Part III – Preview of next class session.</p>	<p>Required: 1, 4, 7, 8, 9</p> <ol style="list-style-type: none"> NSC PPD-1 – Organization of the National Security System, February, 2009. http://fas.org/irp/offdocs/ppd/ppd-1.pdf USAID has improved, but it still has a long way to go 8-30-15-The Boston Globe “Enduring Leadership in a Dynamic World,” 2015 Quadrennial Diplomacy and Development Review. Read (1) Message from Sec. of State Kerry, (2) Executive Summary, and (3) Chapter 1, “Strategic Priorities and Recommendations. http://www.state.gov/s/dmr/qddr/ Jennifer Lentfer, “Grandpa, the Marshall Plan and me,” Oxfam article, 8/19/14. http://politicsofpoverty.oxfamamerica.org/2014/08/grandpa-marshall-plan-and-me/ U.S. 2015 National Security Strategy – especially sections relating to development, conflict prevention, climate change, etc. Be sure to read the Foreword signed by Pres. Obama and Executive Summary as well as other related sections. (https://www.whitehouse.gov/.../2015-national-security-strategy...) Jean Arkedis, “Getting to a Grand Bargain for Aid Reform: The Basic Framework for US Foreign Assistance,” Center for Global Development, February, 2011. www.cgdev.org/content/publications/detail/1424793 Karen De Young, “How the Obama White House runs foreign policy,” <i>The Washington Post</i>, 8/4/15. NSC How the Obama White House runs foreign policy - The Washington Post “Foreign Aid 101: A quick and easy guide to understanding US foreign aid. Oxfam America. https://policy-practice.oxfamamerica.org/publications/foreign-aid-101/ Tara R. Gingerich and Marc J. Cohen, “Turning the Humanitarian System on its Head: Saving Lives and Livelihoods by Strengthening Local Capacity and Shifting Leadership to Local Actors. Oxfam America, 7-15. 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/ Review Barder lecture and readings from Session 4C – Bannerjee and Duflo (<i>Poor Economics</i>, excerpt), Easterly (<i>The Elusive Quest for Growth</i>, excerpt) and Owen Barder’s lecture on complexity and development. 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. Review table on FY 16 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> Georgetown University Press, 2014.
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7B	11/5/16 9:00 – 12:00 noon	<p>Topics:</p> <ul style="list-style-type: none"> • Fragile, weak states and the security development nexus. • Conflict/crisis prevention and mitigation. • Disaster preparedness and resilience. • International Humanitarian Assistance System following <p>Seminar Structure</p> <p>Part I –</p> <p>A. Possible guest Lecturer on fragile states -- Prof. Kiert Toh, Radford College of Business and Economics</p> <p>B. Lecture/discussion on other topics. Humanitarian assistance in complex environments and key organizations – UNHCR, OCHA, USAID/OFDA, ECHO, WFP, IRIN, International Crisis Group (ICG)</p> <p>Part II – Student-led mini-presentations on selected readings.</p> <p>Student handouts to class: 1 pagers; maximum 5-6 bullets; lots of white space.</p> <p>Part III – Discussion on revisions, questions on strategic plan/research paper with instructor.</p>	<p>Required: 1, 2, 4, 9</p> <ol style="list-style-type: none"> 1. Derick Brinkerhoff, "Developing Capacity in Fragile States," Journal – Public Administration and Development, 2010. (All) 2. Paul Collier, The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It. 2007, Excerpt (pp. ix – 13, excerpt) (All) 3. Mercy Corps, "Youth and Consequences: Unemployment, Injustice and Violence," 2015. https://www.mercycorps.org/research-resources/youth-consequences-unemployment-injustice-and-violence 4. USAID, "Ending Extreme Poverty in Fragile Contexts," 1-28-14. https://www.usaid.gov/endextremepoverty/fragile-contexts (All) 5. John Norris, Casey Dunning, and Annie Malknecht, "Fragile Progress: The Record of the Millennium Development goals in States Affected by Conflict, Fragility, and Crisis," Center for American Progress and Save the Children, June 2015. https://www.americanprogress.org/issues/security/report/2015/06/08/114296/fragile-progress/ 6. EU approach to conflict, security and development -- EU Security and development, conflict prevention and the comprehensive approach - European Commission 7. Kiertisak Toh, "Rethinking Aid for Fragile States," Journal of Eco and Dev Studies, 2014. 8. Kiertisak Toh, "Emerging Growth Economies in Sub-Saharan Africa, 2014. (files for 9 & 10 sent) 9. USAID, "Building Resilience to Recurrent Crisis Policy and Program Guidance," December 2012. https://www.usaid.gov/results-and-data/planning/policy 10. "States of Fragility 2015: Meeting Post-2015 Ambitions, OECD-DAC, June 2015, revised edition. http://www.oecd.org/dac/states-of-fragility-2015-9789264227699-en.htm 11. OECD States of Fragility 2016 Report, Brief Number 11- 12. Kiert, Toh & Kasturi, "Foreign Aid in Post-Conflict Countries: The Case of South Sudan." Journal of Third World Studies, 2012. 13. Gen. James L. Jones, USMC (Ret.) – "Causes and Consequences of Violent Extremism and the Role of Foreign Assistance," Senate Subcommittee on State-Foreign Operations Appropriations, April 12, 2016. 14. Heba Aly (IRIN Managing Editor), "The World Humanitarian Summit: winners and losers," IRIN, 5-26-16. http://www.irinnews.org/analysis/2016/05/26/world-humanitarian-summit-winners-and-losers
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7C	11/5/16 1:00 pm – 4:00 pm	Topic: Research Paper and Formal Student Presentations Seminar Structure <ul style="list-style-type: none"> 1. Review of required content/format of strategic plan/research paper. Discussion of questions on format/content of main sections of strategic plan/research paper. 3. Guidance on student presentations of their strategic plans – format, time limit (10 minutes), content.. 3. Final lecture/discussion on remaining issues not covered. 	.
	Due date 11/18/16 – Draft Strategic Plan	Assignment 7: Submit draft strategic plan – complete with all sections, graphics, annexes, bibliography, front matter, etc. For comments by instructor for final submission; not for grade. All strategic plans should have cover sheet; table of contents with pages of main sections; lists of acronyms, tables, and charts. All papers will be in 12-point, standard fonts (Times New Roman, Calibri, Arial, or Gil Sans MT) and double-spaced.	Not to be graded – comments by instructor for final submission. All should have cover sheet; table of contents with pages of main sections; list of acronyms, tables, and charts.
	Due date 12/2/16	Assignment 8: Draft slide presentations ready for student practice sessions to instructor no later than (NLT) December 3, 2015.	Not to be graded – comments by instructor, as needed, on December 4/5 during practice presentations for final presentations on December 9.
8A	12/2/16 3:30 – 6:30 pm	Topic: Student practice presentations Seminar Structure <ul style="list-style-type: none"> Student practice presentations by students of Strategic Plans. Comments by peers and instructor. 	
8B	12/3/16 9:00 am – 12:00 noon	Topic: Practice presentations of student Strategic Plans, continued. Seminar Structure <ul style="list-style-type: none"> Complete practice presentations by students of Strategic Plans. Comments/suggestions by peers and instructor. 	
	12/2-3/16	Student practice presentations of Strategic Plans.	Not to be graded -- comments by instructor for final presentations.

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