Course description
This course is intended to develop an understanding of the key issues of international development planning from an institutional perspective. It consists of four broad parts: Part I gives a historical analysis of development planning examining the relations between development and the political transformation from the time of colonial state to the current period of nation-state, globalization, transnationalism and multiculturalism. Part II then presents local actors and organization and how their changing relations and roles influence development planning conditions and practices. Part III analyzes activities of international organizations and how they influence international development planning incorporating development conditions, international treaties and intergovernmental cooperation. The final part examines contemporary development planning challenges (e.g. issue of participation, empowerment, equality, translocality) and their implication for practice of citizenship.

Guiding questions
1. How is international development planning conditioned by the production relations of different political context and state systems?
2. How do local and international actors and institutions influence international development planning?
3. What are the implications of contemporary development planning challenges for the practice of citizenship?

Learning objectives
At the end of this course, participants will have:
1. a broader understanding of international development planning, especially in the global South
2. an ability to analyze and interpret academic texts and develop their own arguments
3. an ability to synthesis academic text and professional writing (which will be supportive to CRP’s other courses on academic writing)
4. the capacity to explain the contemporary development planning challenges, especially in the global South.

Course format
This course is designed for graduate students. It uses a lecture-seminar format where each session will start with a short input by the lecturer followed by students’ presentations, group works and intensive discussion. It is necessary to read assigned literature before the class and also get informed about current discussions on the topic, for example, reading relevant newspaper articles. This preparation will help students to participate in the discussion actively. Some of the classes will include documentary films.

The course consists of four broad topics. At the beginning of each parts, a set of guiding questions will be presented which will give a framework for the later classes and also help students prepare their take-home reports. Further details of the take-home reports will be delivered in the class.

Assignments will be submitted in printed hard-copy. NO email submission will be accepted. Each day late submission will be fined by half of the grade.

PART I  BACKGROUND AND CONTEXT
Week 1  Introduction
(Presenting the team, mapping students’ expectation, presenting the course contents, organization and formalities including course’s expectations)
Week 2  International development planning and colonial encounter
Week 3  Critical Development Theories
Week 4 Critical Development Theories (cont.)

PART II INTERNATIONAL ORGANIZATIONS AND CIRCULATION OF IDEAS
Week 5 UN System — Un-Habitat agenda, MDGs, international treaties
Week 6 The World Bank — Credit conditionality, transfer of ideas
Week 7 Intergovernmental Panel on Climate Change — politics and Science

PART III LOCAL ACTORS, ORGANIZATIONS AND RELATIONS
Week 8 Public sector, decentralization, privatization and public-private partnership
Week 9 Private sector, corporates, business lobbies
Week 10 Civil society and NGOs
Week 11 Grassroots Organizations and Community-driven Development

PART IV CONTEMPORARY DEVELOPMENT PLANNING CHALLENGES
Week 12 Poverty, Inequality and (Dis)empowerment
Week 13 Participation, claim making and contestation
Week 14 Transnational urbanism and transnational citizenship
Week 15 Conclusion
(including feedback sessions, seminar reports, outlook)

Course materials

PART I BACKGROUND AND CONTEXT
Week 1 Introduction (28 January)
no reading

Week 2 International Development Planning and colonial encounter (2 & 4 Feb)
Read Chapter 3: Knowing the Third World -Colonial Encounter, pp. 52-67.

Week 3 Critical development theories
9 February 2016
Reading for discussion

11 February

Optional:
Week 4 Critical development theories (continued) (18 Feb)
18 February 2016


PART II INTERNATIONAL ORGANIZATIONS AND CIRCULATION OF IDEAS

Week 5 UN System — Un-Habitat agenda, MDGs, international treaties (Feb 23 & 25)


Easterly, William (2009), How the Millennium Development Goals are Unfair to Africa. *World Development*, 37, 26-35.


Week 6 The World Bank — Credit conditionality, transfer of ideas (Mar 1 & 3)


Week 7 Intergovernmental Panel on Climate Change — politics and Science (Mar 8 & 10)


PART III LOCAL ACTORS, ORGANIZATIONS AND RELATIONS

Week 8 Public sector, decentralization, privatization and public-private partnership (Mar 15 & 17)


Week 9 Private sector, corporates, business lobbies (Mar 22 & 24)


Week 10 Civil society and NGOs (Apr 5 & 7)

Week 11 Grassroots Organizations and Community-driven Development (Apr 12 & 14)

PART IV CONTEMPORARY DEVELOPMENT PLANNING CHALLENGES
Week 12 Poverty, Inequality and (Dis)empowerment (Apr 19 & 21)

Week 13 Participation, claim making and contestation (Apr 26 & 28)


**Week 14 Transnational Urbanism and transnational citizenship (May 3 & 5)**


**Week 15 Conclusion (May 10)**

- no reading -

**Expectation and evaluation**

Students are expected to thoroughly engage with the assigned readings for the course and come to class prepared to discuss readings. In closing of each of the four sections students will submit a take-home essay. In the essay they link class-room discussions, literature review and learning from interviews and critical discuss the learning of the weeks assigned for that individual part.

Students’ performance will be evaluated based on the following criteria:

<table>
<thead>
<tr>
<th>Area of Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>20</td>
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<tr>
<td>Reports</td>
<td>40</td>
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<tr>
<td>Quizzes</td>
<td>20</td>
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<tr>
<td>Attendance*</td>
<td>10</td>
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<tr>
<td>Moderation</td>
<td>10</td>
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* 91-100 percent: 10 points, 81-90 percent: 8 points, 71-80 percent: 6 points, up to 70 percent: 0

**Conduct**

Attend class regularly, engage materials, share ideas and experiences, and ask questions. Show respect for classmates and the instructor, and expect the same in return. Do **NOT** use mobile telephone and internet in the class time, unless it is asked to do so.

**Note To Students With Disabilities**
If you have a disability-related need for reasonable academic adjustments in this course, please provide the instructor with an accommodation letter from Student Disability Services. Students are expected to give two weeks notice of the need for accommodations. If you need immediate accommodations, please arrange to meet with your instructor within the first two class meetings.

**Plagiarism and Turnitin Notice**
Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Each student in this course is expected to abide by the Cornell University Code of Academic Integrity (See [http://cuinfo.cornell.edu/Academic/AIC.html](http://cuinfo.cornell.edu/Academic/AIC.html)). Course materials developed in this class or posted on Blackboard are intellectual property belonging to the author. Students are not permitted to buy or sell any course materials without the express permission of the instructor. Such unauthorized behavior constitutes academic misconduct.