Course Instructor (Note: several other faculty members and students will be contributing to the course as indicated below)

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Office Hours: I have an open door policy when in my office. I will definitely be in from 2-5:00 pm on most Wednesdays. Please feel free to call or send me an email to coordinate a meeting at another time.

Course Overview

The course, Sustainable Development Practice, is offered for students taking part in the Master of Sustainable Development Practice (MDP) Program and for other students who plan to carry out practical field work related to sustainable development in the future. The course will be developed utilizing a combination of teaching techniques and approaches, and whenever possible, student participation will be encouraged.

One portion of the course will be devoted to ensuring that students develop strong conceptual underpinnings related to the multidisciplinary complexities of sustainable development, drawing on the expertise of specialists from several departments and taking into account material already covered in previous courses. Contributors will be encouraged to complement class presentations with case studies to highlight the concepts and methodologies discussed.

A second portion of the course will focus on a number of methods commonly utilized in development practice. Whenever possible, examples will be presented that illustrate the application of these methods, pointing out advantages and limitations they may have.

Finally, a third portion of the course will be devoted to creating opportunities for students to apply the concepts and methodologies covered. In some cases this may involve role playing in the classroom and in others, may involve the realization of practical exercises outside the classroom.

Ideally, conceptual underpinnings, methodological approaches and an opportunity for practice will be incorporated into each session.

During the entire course, attention will be devoted to the development of the proposals for the upcoming field practicum in the summer 2012. In the initial weeks of the course, students will be
required to present brief updates on progress made in developing specific sections of their proposals as outlined below. These assignments will require the engagement of students’ supervisory committees and the establishment of fluid communication with the host organizations with which the students will carry out their work.

Midway through the course, students will be required to submit a preliminary proposal for their field practicum for funding, following the guidelines outlined in the MDP Program Manual. It will also be necessary to secure IRB approval of the proposals; this year a representative of the IRB will accompany one class session to discuss the approval process. In the last two sessions, three students will present each week the final versions of their proposals.

**Student learning outcomes**

The primary goal of this course is prepare students for their summer field practicum, for which they will have developed a quality proposal that has been approved by both their respective supervisory committees and endorsed by the host organization with which they will work.

**Required readings**

Weekly readings will supplement class topics when applicable. A growing body of useful articles and books will be built up on the Sakai website for the course and for future consultation. In the case of lengthy publications, the course instructor will indicate the sections that should be reviewed.

**Class format and policies**

Important indications for the class are as follows:

- **Students with Disabilities Act:** The Dean of Students Office coordinates the needed accommodations of students with disabilities. This includes the registration of disabilities, academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services, and mediating faculty-student disability related issues. *Dean of Students Office, 202 Peabody Hall, 392-7066, [www.dso.ufl.edu](http://www.dso.ufl.edu)*

- **Software Use:** All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

- **Campus Helping Resources:** Students experiencing crisis or personal problems that interfere with their general wellbeing are encouraged to utilize the university’s counseling resources. Both the Counseling Center and Student Mental Health provide confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career and academic goals, which interfere with their academic performance. The Counseling Center is located at 301 Peabody Hall (next to Criser Hall). Student Mental Health is located on the second floor of the Student Health Services in the Infirmary.
1. University Counseling Center, 301 Peabody Hall, 392-1575; personal and career counseling: www.counsel.ufl.edu

2. Student Mental Health, Student Health Care Center, 392-1171, personal counseling: www.hsc.ufl.edu/shcc/smhs.htm

3. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual assault counseling; and

4. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

• Academic Honesty: The University of Florida requires all members of its community to be honest in all endeavors. Cheating, plagiarism, and other acts diminish the process of learning. When students enroll at UF they commit themselves to honesty and integrity. Your instructor fully expects you to adhere to the academic honesty guidelines you signed when you were admitted to UF. As a result of completing the registration form at the University of Florida, every student has signed the following statement: “I understand the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

Furthermore, on work submitted for credit by UF students, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” It is to be assumed all work will be completed independently unless the assignment is defined as a group project, in writing by the professor. This policy will be vigorously upheld at all times in this course.

• Attendance is required. Please notify the instructor if you will not be attending class. Students will be excused as necessary, depending on their religious calendars or emergencies. Please let us know if these apply to you. Participation is an important component of your grade which means you must come to class. Students are also expected to arrive in class on time.

• Turn off your cell phone while in class.

• Use of computers: In the classroom computer use is not allowed unless such use is part of the day’s activities (including taking notes). On those days where you are working in teams in class, you should be sure to bring at least one laptop per team.

• All written assignments must be typed and submitted electronically and on time.

Disclaimer: There will be changes in this syllabus depending on the availability of guest speakers, class interest in certain topics, and other unforeseen events.
Assignments and grading

1. Each student will be required to provide periodic updates on the development of his/her proposal as indicated below. These periodic updates will account for 10% of the student’s final grade. Presentations will have to be concise and within the time allotted.

2. Midway through the course, each student will be required to present a preliminary proposal for funding following the guidelines in the MDP Program Manual. The timely submission of this proposal will represent 20% of the final grade.

3. Each student will be required to participate in classroom and “out of classroom” exercises and carry out the corresponding analysis when necessary. Class participation will contribute 20% to the final grade. Meaningful participation will hinge on having read the required readings and attending class.

4. Each student must give a presentation on his/her definitive proposal towards the end of the semester. The preparation and oral presentation of the definitive proposal will represent 30% and 20% respectively of the final grade for the course. An electronic version of the proposal will be submitted to the course instructor for review.

5. Students will be requested to help identify good case studies applicable to the specific topics covered in the course. Additional credit (up to 10% of the final grade) will be given for this effort.

Schedule of class topics

Week 1 (09 January)

- **Introduction and objectives** (Glenn Galloway)
- Overview of the course
- Initial student assessment
- Presentation and discussion of the MDP Field Practicum Guidelines
- Development of the proposal for the field practicum (process for the development of the proposal)

Week 2 (16 January)

- **Community-based or community driven development** (GGalloway)
- Short presentations by students on the site(s) where they intend to carry out their field practicum, indicating primary areas of interest (comment on how the topic proposed meets Field Practicum requirements)
- Interactive discussion on the development of the contextual/conceptual framework of the proposals

Readings:

Required readings:

See PowerPoint by Child and Barnes on the Sakai website.

Suggested readings & references:


Week 3 (23 January)

- **Framework for the field practicum proposal. A representative of the IRB will accompany the class to discuss IRB approval of field practicum proposals.** (GGalloway, IRB representative)
- Development of a framework for the field practicum proposal
- Discussion about the logframe and when it might be utilized in the field practicums
- Review of student progress: contact with host organizations, communication with primary contact/supervisor, involvement of supervisory committees

Readings:

Required readings:


Suggested readings & references:


Week 4 (30 January)

- **Property rights (tenure) and usufruct rights** (Grenville Barnes)
- Case study highlighting the impact of tenure on development processes
- Presentation by students of the preliminary objectives of their Field Practicum (if appropriate, problem/s and/or questions to address)
- Process for the development of the preliminary budget of the field practicum

Readings:

Required readings:


Suggested readings & references:


Dr. Barnes will present one or two videos on the topic to generate discussion.

Week 5 (06 February)

- **Sustainable livelihoods paradigm** (Marianne Schmink)
- Application of the sustainable livelihoods approach in a development initiative
- Exercise on gender analysis and diversity
- Presentation by students of proposed activities, anticipated products and draft budget of their field practicum (students should have had considerable guidance from their respective supervisory committees)
Readings:

Required readings:


DFID Sustainable Livelihoods Guidance Sheets (http://www.ennonline.net/resources/667) (special references to Sections 2 and 3)


Suggested readings & references:


Week 6 (13 February)

- Governance and its role in sustainable development (Leandra Clough)
- Application of the Dashboard/MOMS methodology

Readings:

Required readings:


Various PowerPoint presentations have been posted on the website.

Suggested readings & references:


Week 7 (20 February)

- Setting up a monitoring system (Rick Rheingans)
• Presentation of a case study which illustrates the application of a good monitoring system and the utilization of the information generated
• Roundtable to ensure each student has submitted his/her field practicum proposal for funding

Readings:

Required readings:


Suggested readings & references:


Week 8 (27 February)

• Household questionnaires: Design, data entry and considerations for analysis (Carmen Diana Deere) – will build on information covered in the Global Classroom, may need to reschedule
• Presentation of results from a case study that utilized household questionnaires stressing the importance of developing appropriate questions, tips for engagement with people to be interviewed and analytical considerations

Readings:

Required readings:

Deaton, A. 1997. The analysis of household surveys. The World Bank. 479 p. (Chapter 1)


Suggested readings & references:


Various questionnaires have been posted as examples

Week 9 (06 March): Spring break.
Week 10 (13 March)

• **Social networking analysis** (Determine interest, whether anyone is going to use this methodology in their field practicums)

  • Presentation of case study that illustrates well the application and benefits of social networking analysis

  • Students will participate in an exercise that requires the gathering and processing data for Social Networking Analysis

**Readings:**

**Required readings:**


McCarty, C. 6 page document on Social Network Analysis (available in pdf)

**Suggested readings & references:**


Week 11 (20 March)

• **Spatial measurement (GPS) and mapping** (Grenville Barnes; discuss need and re-scheduling)

  • Field practice in nearby farm using GPS units and posterior use of data

  • Presentation by students of the results of this exercise

**Note:** This will primarily be a practical exercise. See documents on Sakai.

Week 12 (27 March)

• **Focus Groups** (Paul Monaghan and Emily Ott)

  • Presentation of case study applying the Focus Group approach

  • Discussion about the use of this approach in the upcoming Field Practicum or role playing

**Readings:**

**Required readings:**


NOAA Coastal Services Center. 2009. Introduction to conducting focus groups. Science tools for coastal programs. 20 p.

Suggested readings & references:


Week 13 (03 April)

• **Participatory methods/Action Research** (Jon Dain will introduce topics not covered in the Fall course)
• Practical exercises utilizing methodologies discussed, for example, role playing
• Presentation by students of three or four field practicum proposals

Readings:


Week 14 (10 April)

• **Humanitarian assistance** (Sharon Abramowitz) To be confirmed
• Presentation of a case study highlighting the role (often controversial) of aid and development organizations in humanitarian assistance
• Roundtable discussion
• Presentation by students of four field practicum proposals

Readings:

Required readings:

Suggested readings & references:


**Week 15 (17 April)**

- **Important pending issues for the Field Practicum**
  - Mitigation of security risks (discussion of risk mitigation form) (Josh Perry and perhaps another person from UFIC)
  - Cultural aspects of particular importance in the countries where the field practicum will be carried out
  - Cooperation within a team environment
  - Issues relevant to international travel
- Presentation by students of three or four field practicum proposals
- Roundtable on course with an emphasis on aspects to improve for future editions

April 24 is a reading day