

Design & Methods for Sustainable Development Practice

LAS 6049, Sections 2010 & 2011

AFS 6062, Sections A210 & A211

Spring 2021, Fridays 9:35am—12:35pm

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Dr. Becky Williams (She/Her)

Revised: 08-13-2020



The purpose of this course is to build practical skills and critical perspectives that empower participants to engage constructively in the planning, implementation and evaluation of sustainable development practice. This course is designed for students in the Master of Sustainable Development Practice (MDP) Program and also for students in other programs whose academic work and future plans include addressing sustainable development challenges. A combination of approaches are used to encourage student participation and collaborative learning.

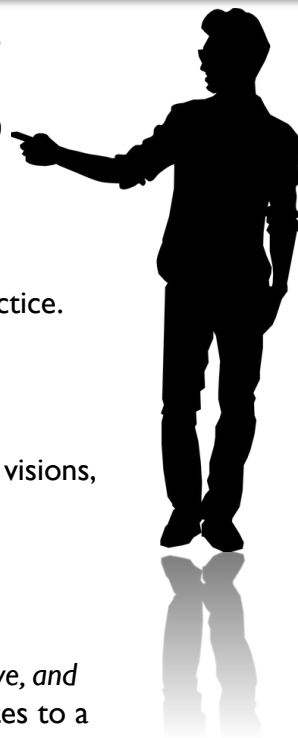
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🪑 OFFICE HOURS BY APPT

COURSE OBJECTIVES



- 1 Characterize knowledge paradigms that underlie forms of development practice.
- 2 Find and interpret data and literature to address targetted development challenges.
- 3 Explain the purpose of theory and conceptual/contextual frameworks in development practice.
- 4 Reflect on ones own ethical and cultural positions.
- 5 Identify and be sensitive to culture, intersectionality, and power dynamics in development visions, priorities and projects.
- 6 Discuss the role of ethical oversight in development projects.
- 7 Identify and design appropriate data/information collection methods (*quantitative, qualitative, and participatory*) to answer a research question or design/implement a project that contributes to a developent project or initiative (e.g. *needs assessments, monitoring and evaluation, baseline and endline comparisons, understanding the landscape, capacity development*).
- 8 Implement data/information collection methods (*quantitative, qualitative, participatory*) to answer a research question, contribute to a developent project or initiative, or monitor/evaluate a development project. Explain the role of monitoring, evaluation, and indicators in development practice.
- 9 Identify appropriate methods for analyzing data (*quantitative, qualitative, participatory*) to answer a research question, contribute to a developent project or initiative, or monitor/evaluate a development project.
- 10 Write a proposal for a relevant and feasible project that contributes to a research project, development project or initiative that manifests the knowledge and skills described in the preceding objectives.

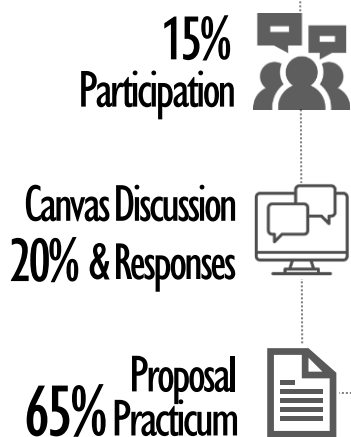
COURSE SCHEDULE

All readings and discussion posts will be posted in Canvas. The course topics may change based on the interests and needs of students

	WEEK 1, JAN 15	Welcome, syllabus & introductions
WB: Statement of Intent	WEEK 2, JAN 22	Introduction to theoretical & conceptual frameworks, Planning for development practices versus research
WB: Host organization & supervisory committee	WEEK 3, JAN 29	Approaches to planning for development practice
WB: Prelim objectives	WEEK 4, FEB 5	Approaches to planning for development practice
Annotated Bibliography	WEEK 5, FEB 12	Developing a conceptual/contextual or theoretical framework
WB: Prelim budget & activities	WEEK 6, FEB 19	Ethics and IRB
IRB approval & funding	WEEK 7, FEB 26	Participant observation and ethnography
	WEEK 8, MAR 5	Survey questionnaires including closed-ended questions, scales, & indices
	WEEK 9, MAR 12	Introduction to quantitate data analysis
	WEEK 10, MAR 19	Interviews, focus groups, & open-ended survey questions
Draft proposal	WEEK 11, MAR 26	Participatory rural appraisal/participatory action research
Draft proposal peer reviews	WEEK 12, APR 2	Introduction to quantitate and participatory data analysis
	WEEK 13, APR 9	Monitoring, evaluation, and indicators
Proposal presentations & final proposal	WEEK 14, APR 16	Practicum presentations, course evaluation

* No revised assignments will be accepted after April 23rd

EVALUATION



10%	Literature Search & Annotated Bibliography
	Written Brief (WB): Initial statement of intent of Field Practicum
5%	WB: Host organization and supervisory committee
5%	WB: Preliminary objectives of Field Practicum
	WB: Preliminary budget and activities
	Preliminary proposal for IRB approval and funding
	Full first draft of proposal for peer review
10%	Peer review of colleagues' draft proposals
10%	Short oral presentation of proposal
25%	Final written field practicum proposal



PARTICIPATION (15%)

The class will involve a great deal of interaction and discussion, and students will be rewarded for efforts to learn collaboratively with respect, empathy, enthusiasm and open minds. A basic requirement for such involvement is to arrive at each class meeting on time and well-prepared. Students are required to critically read all assigned materials prior to class and participate actively during in-class discussions, on-line discussions and in small/large group activities.

ASSIGNMENTS

Detailed instructions and grading rubrics can be found on the course Canvas home page



ON-LINE CANVAS DISCUSSIONS (20%)

Students will engage in web-based reflection and discussion, sometimes responding to specifically posed questions, other times reacting to the thoughts of others. Pay careful attention to the prompt instructions as you will often be asked to make multiple postings (e.g. respond to the posts of others). All postings by class members must be completed by **WEDNESDAYS at midnight**. It is expected that participants will review everyone's on-line postings before each FRIDAY class. Back and forth dialogue is strongly encouraged on Canvas and postings should reflect your reaction to how readings relate to class themes and/or to experiences you may have had.



PRACTICUM PROPOSAL (65%)

The practicum proposal will be conducted over a series of assignments over the semester. All assignments are required. See the rubrics on the course Canvas home page for detailed instructions and how you will be graded for each assignment.

WB #1: Statement of field practicum intent— Preliminary title, site where you intend to carry out your field practicum and thematic area(s), and reflection on how proposed topic meets FP requirements (see pages 35-47 of the Program Manual for an overview of the FP).

WB #2: Host organization and supervisory committee—Outline the contact you have made with your proposed host organization, including communication with your primary contact/supervisor and in what way your supervisory committee has been involved in securing your placement.

WB #3: Preliminary field practicum objectives— Preliminary objectives of your FP and the associated problem/s and or question/s to address.

Annotated bibliography —Compile an annotated bibliography bringing together approximately 20 sources for your proposal.

WB #4: Preliminary budget & activities— Written brief with preliminary budget, proposed activities, anticipated products

WB #5: IRB and funding—Preliminary proposal for funding and submission of project for IRB approval following institutional guidelines

Draft field practicum proposal—Continue development of your conceptual framework and bibliography. Describe the methods to be applied during your field practicum and the anticipated products/results of your field practicum.

Draft proposal peer reviews—Peer review two draft proposals prepared by your colleagues.

Practicum project presentations—10-12 minute presentations on your field practicum proposal and 5 minutes for questions

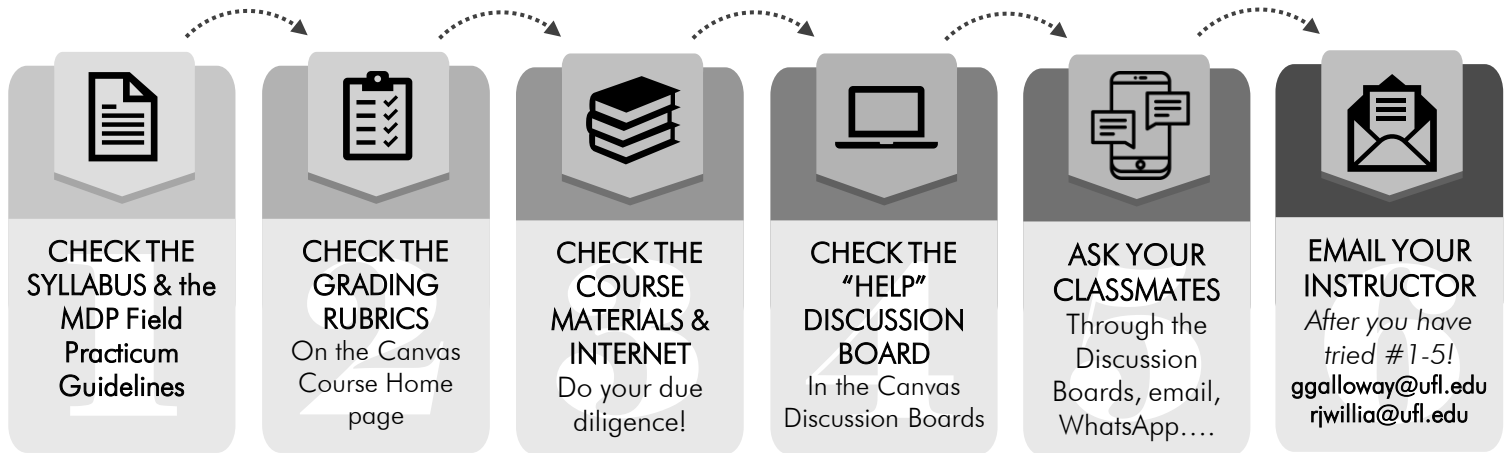
Final practicum proposal—Once you have incorporated feedback from your peer reviews and your supervisory committee, you will prepare the definitive version of your field practicum proposal. It should be clear that the project proposed is relevant and feasible in the time available and that it will provide you with a meaningful opportunity to participate in development practice with a supportive host organization. This version will be reviewed by the course instructor who will provide you with feedback on your proposal. In addition, it must be approved by your respective supervisory committee (can be secured after the end of the semester) and endorsed by the host organization with which you will work (must be obtained during the semester).



Don't panic! Keep reading!



DON'T KNOW WHAT TO DO? FOLLOW THESE STEPS...



TOOLS FOR SUSTAINABLE DEVELOPMENT PRACTICE

Develop capacities to design & apply a range of methodological instruments commonly used in professional work such as needs assessments, project design, grant writing, training & curriculum development, monitoring & evaluation.

PROFESSIONAL BEHAVIOR, ETHICS & ATTITUDES

Consider key ethical & cultural issues addressed in IRB & other processes. Deepen self-awareness of ethnocentric stereotypes & assumptions. Deepen appreciation for role of commitment, constructive engagement, empathy & solidarity in successful academic & professional work

KNOWLEDGE PARADIGMS FOR DIFFERENT APPROACHES TO DEVELOPMENT

Recognize that development practice is grounded in differing knowledge paradigms, & be familiar with main approaches: scientific enquiry, participatory action research, holistic ethnographic understanding, & appreciative inquiry.

PROPOSAL WRITING

Build proposals through guided stages to establish context, identify host organizations, define objectives, assemble bibliography, outline budget, design proposed activities, obtain IRB approval, make verbal presentations & complete final document. MDP students will produce proposals for a capstone field practicum to be realized in summer 2021, & other participants may develop proposals for thesis research or related projects.

SKILLS & KNOWLEDGE

These five strands of skills and knowledge work together to generate the kinds of understanding that gird all actions and stages of development practice.

CRITICAL THINKING FOR SUSTAINABLE DEVELOPMENT PRACTICE

Increase awareness of ways in which development visions, priorities and projects are influenced by dynamics of power associated with different types of knowledge, cultural and political stances, colonial and geopolitical positions, gender and ethno-racial positions, and other factors. Strengthen conceptual foundations for interdisciplinary thinking with critical understanding of topics such as sustainable livelihoods; tenure and use rights; gender, class and ethno-racial systems; agency; and community capitals and community-based development.





GENERAL & UNIVERSITY POLICIES

STUDENT NAMES AND PERSONAL PRONOUNS

I will refer to students with the name and pronoun that feels best for them in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT[QIA+] Affairs, <https://lgbtq.multicultural.ufl.edu/>.

INCLUSIVITY

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

This classroom will be an anti-racist space and sex, gender, and sexuality inclusive. I will not tolerate hate speech, homophobia, or sexism of any kind in classroom discussions, assignments, or anywhere else.

ACADEMIC HONESTY & INTEGRITY

The University of Florida Honor Code, signed by all students upon registration, states: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. "In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action." (Student Handbook). In this course, students are expected and encouraged to work together. Plagiarism of written sources without proper citation is of course forbidden.

ACCOMMO- DATIONS

Students may find themselves limited in their ability to accomplish course requirements for a variety of reasons, including but not limited to: autism, visible physical disability, non-visible physical disability or chronic illness, learning disability, mental illness, and bereavement processes. I aim to provide an inclusive and safe environment for all students and will work with the Disability Support Services and/or students to maintain an accessible and accommodating classroom. Disability Resource Center facilitates accommodations for medically documented disabilities and is located at 0001 Building 0020-Reid Hall (<http://www.dso.ufl.edu/drc/>; accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570).

Some students seeking disability accommodations may choose to do so through non-medical routes. I recognize potential barriers to seeking medical disability accommodations and will work with students seeking non-medical disability accommodations to specify a plan of action, if needed. Please notify me as soon as possible of any accommodation needs.

COUNSELING SERVICES

The University of Florida has excellent counseling services available on campus for students having personal problems or needing help. These resources include:

- Student Mental Health, Student Health Care Center, 392-1171
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161
- Police Department: 392-1111 or 911