Design & Methods for Sustainable Development Practice

Location: Norman Hall 3035

LAS 6049, Section 2010 (22426)

AFS 6062, Section A210 (22907)

Spring 2024, Fridays 8:30 – 11:30am

Dr. Glenn Galloway (He/His)

Dr. Leandra Merz (She/Her)

Revised: 01-05-2024

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 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 Tues. 2- 4 pm
Office hours Thur 9-12

Course objectives

1. Characterize knowledge paradigms that underlie forms of development practice.

2. Find and interpret data and literature to understand and address targeted 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. Conduct the required IRB process.

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 development project or initiative (*e.g., needs assessments, understanding context, baseline and end line comparisons, capacity development, monitoring and evaluation*).

8. Implement data/information collection methods (*quantitative, qualitative, participatory*) to answer a research question, contribute to a development 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 development 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.
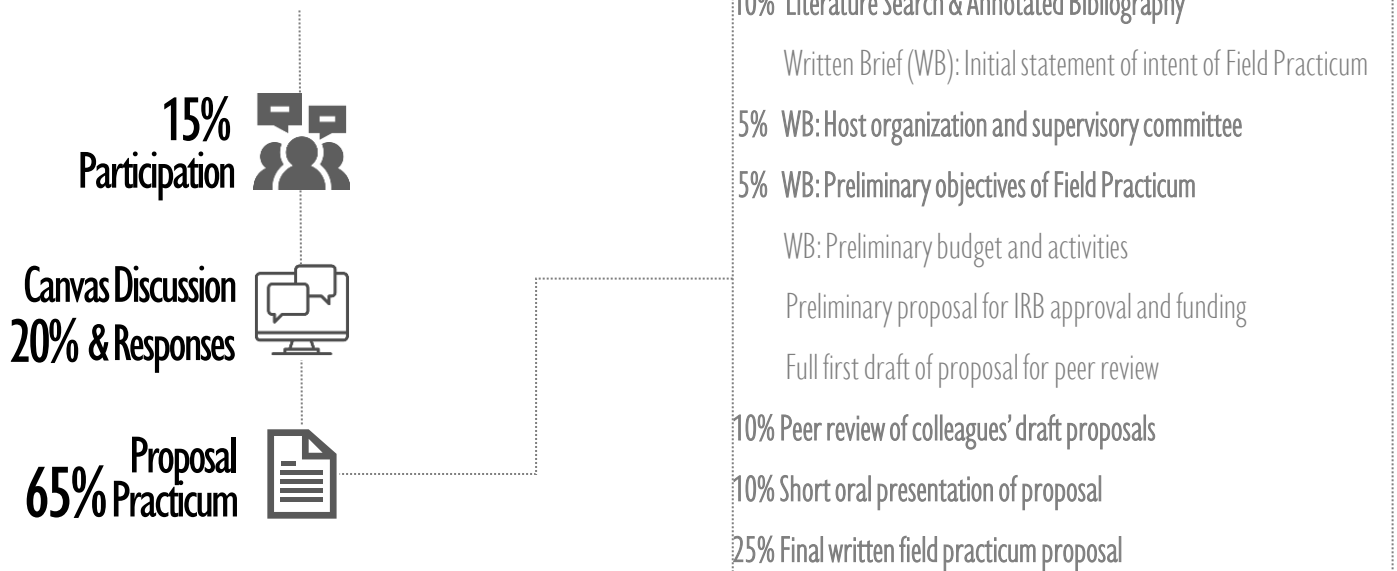
Course schedule

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 12	Welcome, syllabus & introductions
WB: Statement of Intent	**WEEK 2, JAN 19**	Introduction to theoretical & conceptual frameworks, Planning for development practice versus research
WB: Host organization & supervisory committee	**WEEK 3, JAN 26**	Continuation contextual-conceptual frameworks & planning for development practice
WB: Prelim objectives	**WEEK 4, FEB 02**	Theoretical & methodological aspects underlying development practice
Annotated Bibliography	**WEEK 5, FEB 09**	Appreciative inquiry
WB: Prelim budget & activities	**WEEK 6, FEB 16**	Ethical & cultural considerations of development practice (IRB)
WB: Initial proposal for funding	**WEEK 7, FEB 23**	Ethnography & participant observation
WB: IRB application	**WEEK 8, MAR 01**	Semi-structured interviews & focus groups
	WEEK 9, MAR 08	Class II on semi-structured interviews & focus groups
	WEEK 10, MAR 22	Participatory rural appraisal/participatory action research/spatial data
Draft proposal	**WEEK 11, MAR 29**	Survey questionnaires – closed-ended questions, scales, & indices
Draft proposal peer reviews	**WEEK 12, APR 05**	Monitoring, evaluation, and indicators in development practice
	WEEK 13, 12	Stakeholder analysis, keeping a research diary, and safety & risk
Proposal presentations & final proposal	**WEEK 14, APR 19**	Practicum proposal presentations, course evaluation

* No revised assignments will be accepted after April 25th

Evaluation

15% Participation

20% Canvas Discussion & Responses

65% Proposal Practicum

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

Assignments

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.

ON-LINE CANVAS DISCUSSIONS (20%)

Students will engage in reflection and discussion, often 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 or fieldwork and thematic area(s), and reflection on how proposed topic meets the MDP field practicum or your own departmental requirements.

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 at least 20 sources for your proposal.

WB #4: Preliminary budget & activities — 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-minute presentations on your field practicum proposal and 3 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 instructors 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).

CHECK THE SYLLABUS & the MDP Field Practicum Guidelines

CHECK THE GRADING RUBRICS
On the Canvas Course Home page

CHECK THE COURSE MATERIALS & INTERNET
Do your due diligence!

CHECK THE "HELP" DISCUSSION BOARD
In the Canvas Discussion Boards

ASK YOUR CLASSMATES
Through the Discussion Boards, email, WhatsApp….

EMAIL YOUR INSTRUCTOR
After you have tried #1-5!
ggalloway@latam.ufl.edu *

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, humility, & 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 2024, & 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.

STUDENT NAMES AND PERSONAL PRONOUNS

We will refer to students with the name and pronoun that feels best for them in class or on assignments. Please 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 our 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 our 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 us 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 us know so that we can make arrangements for you.

This classroom will be an anti-racist space and sex, gender, and sexuality inclusive. As a group, we 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 at 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. We 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 (https://disability.ufl.edu/students/accommodations/); 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. We 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 us 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

General & university policies - CHECK

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://gatorevals.aa.ufl.edu/. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://gatorevals.aa.ufl.edu/.

SOFTWARE USE

All faculty, staff, and students at 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. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

OTHER CAMPUS RESOURCES:

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

HEALTH AND WELLNESS

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

ACADEMIC RESOURCES

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://elearning.ufl.edu/supported-services/.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. https://career.ufl.edu/.

Library Support, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus: https://www.sfa.ufl.edu/written-student-complaints/ .

On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process.

NOTE: There may be changes to this syllabus depending on the availability of guest speakers, class interest in certain topics, or other unforeseen events. Links and phone numbers above are subject to modification.