

(Revised on 01/04/2015)

DESIGN AND METHODS FOR SUSTAINABLE DEVELOPMENT PRACTICE (LAS

6938 Section 108F/AFS 6905 Section 063F)

(Thursday, 9:35 am -12:35 pm in MCCB G108)

Spring 2015

COURSE INSTRUCTORS (Note: several faculty members and students may contribute to the course)

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OFFICE HOURS

Glenn Galloway has an open door policy when in his office in 466 Grinter. Regular office hours are from 2-5:00 pm on Tuesdays.

Susan Paulson: Students may visit during regular office hours in 378 Grinter each Tuesday from 3:00 – 5:00.

Both instructors encourage students to write via email to arrange meetings at other times.

COURSE DESCRIPTION AND PURPOSE

The course, Sustainable Development Practice, is offered for students taking part in the Master of Sustainable Development Practice (MDP) Program and also for students in other programs who plan to participate in work related to sustainable development in the future. The course utilizes a combination of teaching techniques and approaches, encouraging throughout student participation.

One goal of the course is to strengthen conceptual foundations related to the interdisciplinary complexities of sustainable development by developing deeper critical understandings of topics introduced and discussed in previous courses, such as community capitals and sustainable livelihoods, tenure and use rights, gender, and community-based development from an interdisciplinary focus. Case studies will be drawn on to highlight the concepts and methods discussed.

A second goal of the course is to develop capacities for the design and application of different methods commonly utilized in development practice. Practice applying methods and designing

plans for development projects, monitoring and evaluation will focus attention on important considerations related to their use.

Throughout the semester, attention will be devoted to the development of proposals; MDP students, in particular, will develop plans for a capstone field practicum to be realized in the summer 2015. In the initial weeks of the course, students will be required to provide updates on progress made in developing specific sections of their proposals as outlined below. These assignments will require the engagement of each student's supervisory committee and the establishment of fluid communication with the host organizations with which the work will be carried out.

Approximately midway through the course, students will be required to submit a brief, 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; a representative of the IRB will accompany one class session to discuss the approval process. In the last two sessions, students will present overviews of the final versions of their proposals.

Student learning outcomes

Students who engage fully in **DESIGN AND METHODS FOR SUSTAINABLE DEVELOPMENT PRACTICE** will be able to:

1. Recognize several knowledge paradigms used in development planning, monitoring and evaluation (e.g., participatory action research, scientific enquiry, ethnographic understanding).
2. Apply an array of instruments to obtain quantitative and/or qualitative findings.
3. Apply central concepts of development: sustainable livelihoods, tenure and use rights, gender, community-based sustainable development, agency and autonomy, and others.
4. Assess and utilize quantitative and qualitative data from diverse sources.
5. Reflect critically on ethical and cultural considerations, and on power relations, in development practice in general, and in their own field projects in particular.
6. Write a proposal for a relevant and feasible project for participating in development practice (approved by their respective supervisory committees and endorsed by the host organization with which they will work).

REQUIRED TEXT

The principal text that will be used in this course provides a solid introduction to a broad range of research methods. It is:

Key Methods in Geography
Nicolas Clifford, Shaun French, Gill Valentine
SAGE Publications Ltd, 2nd edition 2010.

Other readings will be made available electronically on specific topics and methods to complement information provided in the principal text. A number of useful articles and books will be built up on the Sakai website for future reference, understanding that each student will have unique information needs in the development and implementation of their field practicum. A list of useful sources is found at the end of this syllabus. Students are invited to help identify good materials on specific topics covered in the course.

COURSE POLICIES

Attendance is required. Class meetings are a vital part of this course. All students are expected to complete assignments and readings before class, to attend each class, and to participate actively in classroom learning. The class will involve a great deal of interaction and discussion, and students will be rewarded for efforts to learn collaboratively with respect, enthusiasm and open minds. Students are expected to arrive in class on time.

Personal technology in the classroom. During regular class time students may not use personal technology devices (laptops, mobile email devices, smartphones, mobile phones, iPods, iPads, and similar technologies). The instructors will indicate when devices may be used for select class activities. Exceptions will be made in the case of students who use personal technology devices due to documented disabilities, or students who need to leave a phone on in anticipation of emergency calls.

UF POLICIES

- **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
- **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 instructors fully expect 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.

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

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

ACTIVITIES, ASSIGNMENTS AND GRADING

Assignments contributing to grade	Maximum points earnable
Written briefs summarizing progress in developing field practicum proposals	10
Written responses to questions posed on selected readings. Alternatively, for some readings standard criteria will be provided to guide the preparation of these written pieces	20
Midway through the course, submission of preliminary proposal for funding	15
Preparation and presentation of one instrument used in development practice	10
Participation in class exercises in and out of the classroom	10
Oral presentation of final proposal	10
Submission of electronic version of the field practicum proposal	25

COURSE SCHEDULE

- Week 1 (08 January) **Introduction and objectives**
- Initial student survey on student experiences and interests
- Overview of course and field practicum expectations
- Presentation and discussion of the MDP Field Practicum Guidelines
 - Process for the development of the proposal for the field practicum
 - Final reports versus deliverables
- Discussion of reading assignments for Week 2

Week 2 (15 January) **Key conceptual foundations of sustainable development**

- Dr. Paulson will lead a discussion on knowledge for development with the goal of launching critical thinking in anticipation of upcoming sessions on tools and methods for development practice
- Community-based or community driven development; tenure and use rights; sustainable rural livelihoods and community capitals; governance; agency and autonomy. Students will be required to prepare short pieces (with guidance) on selected readings
- **Review of student plans and ideas for field practicum:** Written briefs prepared by students on the site(s) where they intend to carry out their field practicum, indicating primary areas of interest and how the proposed topic meets field practicum requirements. These will be discussed in a short roundtable in class (two “virtual intellectual communities” will be opened: one for the readings and one for updates on the field practicum proposals)
- Discussion of assignment for Week 3

Week 3 (22 January) Process of developing your field practicum proposal

- Visit from the UF IRB office with Tiffany Pineda (or other representative), educator on ethics in research and field work
 - discuss IRB approval of field practicum proposals
- Begin development of a useful matrix for the field practicum proposal
- **Review of student progress:** Written briefs on contact made with host organizations (including communication with primary contact/supervisor). Students will also be requested to indicate whether supervisory committees have been involved. A short roundtable will allow us to share progress
- Discussion of assignment for Week 4

Week 4 and perhaps Week 5 (29 January possible 05 February) Sources of knowledge and information

- Development of the contextual/conceptual framework of your field practicum proposal
- Conduction of a literature search
 - Tour of Latin America collection and archives in Library, and class on electronic resources with Lara Lookabaugh.
 - African collection (Dan Reboussin - danrebo@uflib.ufl.edu)
 - Workshop on use of Refworks bibliography management software, in conjunction with annotated bib assignment
- Use of secondary data
- **Review of student progress:** Written briefs on the preliminary objectives of their Field Practicum (if appropriate, problem/s and/or questions to address). Again, a short roundtable will be conducted to discuss progress and potential issues students may be facing
- Process for the development of the preliminary budget of the field practicum

Assignment: Literature search and annotated bibliography for a proposal for development practice:

Compile an annotated bibliography for your development practice proposal. Each entry should include full bibliographic reference together with your own summary of elements that are relevant to your project. The following instructions are useful:

<http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>.

The set should include literature on the place where you intend to work (i.e. region, nation), on the topic (e.g. environmental education, reproductive health, microcredit, agricultural development), and on the theoretical or methodological approaches to be applied (e.g. community forestry, participatory action research, participatory mapping, women's empowerment).

Seek out an array of at least 20 sources that may be useful for your proposed project. Suggested balance: 5 journal articles, 5 books, 5 websites, and additional sources relevant to your topic such as popular media, historical archives, legislation, videos, and statistical databases. Seek a mix of

sources that represent perspectives/voices of relevant groups, e.g., men and women authors, scholarly and practical work, publications written by people based in Latin America or Africa vs. others.

Week 5 (05 February or 12 February) Essential tools/methods for development practice

- Research methods: vital tools at every stage of development practice, from diagnostics to program planning, feasibility study, implementation, monitoring, management and evaluation.
- Introduction to quantitative and qualitative research, mixed methods
- **Review of student progress:** Written briefs by students on proposed activities, anticipated products and draft budget of their field practicum (students should have had considerable guidance from their respective supervisory committees)
- Discussion on the class approach to be utilized in the following weeks

Weeks 6-12 (from 12 February until 02 April Key methods and their utilization (note: 05 March falls during Spring Break)

Introduction to different paths and purposes for understanding situations or issues in development. Multidisciplinary, interdisciplinary and transdisciplinary approaches to development. Questions of culture, power, and comparability in knowledge and practice.

Some paradigms

1. Ethnography: holistic understanding of interacting factors in a unique context
2. Positivist scientific method: objective, measurable, and comparable information
3. Participatory action research: collaborative analysis and planning for response to case-specific goals and challenges An overview of a range of methods frequently used in development practice, will be followed by a more thorough exploration of select methods for design, application, management of information, and analysis.
4. Appreciative enquiry

Some instruments for research and practice

Individual surveys

Household surveys

Statistical analysis of survey findings

Various schemes for monitoring and evaluation

In depth interviews

Life histories

Focus groups

Participant observation

Ethnoecology techniques

Participatory mapping (conceptual)

Spatial measurement and mapping (technical)

Resource access and control matrix

Time use diaries and calendars
Ranking and sorting exercises
GIS analysis
Social network analysis/ Venn diagrams
Diaries/field notes

Note: Selected readings will be made available on all of these methods.

Presentations: Select and study a research instrument, present to class
Students study instruments that are interesting and relevant to them.

The 10 minute presentation should address the following:

- Describe the selected instrument and how it is used.
- Discuss a range of projects and contexts in which it is applied.
- Give a specific example of its application in development practice.
- Note some advantages, limitations, and special concerns.

Group Activities

- Design a survey questionnaire; apply on classmates
- Design and practice an activity from SEAGA toolkit
- Develop a monitoring and evaluation plan using at least three instruments

Sources (Additional sources are found at the end of this document. Most will be posted on the course website)

Good practices in participatory mapping (IFAD)
http://www.ifad.org/pub/map/pm_web.pdf

Rural households and resources: a SEAGA pocket guide for extension workers. 2004.
<ftp://ftp.fao.org/docrep/fao/007/y5551e/y5551e00.pdf>

Agri-ProFocus, Gender in Value Chains: Practical toolkit to integrate a gender perspective in agricultural value chain development. 2012
http://www.agri-profocus.nl/wp-content/uploads/2012/10/AGR_boekjeGender-2.pdf

Rubin, Deborah 2008 Integrating Gender into Agricultural Value Chains in Kenya. USAID Workshop Manual. http://www.usaid.gov/our_work/cross-cutting_programs/wid/pubs/INGIA-VC_Kenya_Training_Materials_public.pdf

Gender and Climate Change Research in Agriculture and Food Security 2nd edition, 2013.
<http://www.fao.org/docrep/018/i3385e/i3385e.pdf>

Gender-Disaggregated Data for Agriculture and Rural Development, 2003.
<http://www.fao.org/docrep/012/al210e/al210e00.pdf>

SEAGA Field Handbook (participatory research and planning with local communities) 2001.
<http://www.fao.org/docrep/012/ak214e/ak214e00.pdf>

Intermediate Level Handbook (to identify links between policies and grassroots priorities) 2001.
<http://www.fao.org/docrep/012/ak213e/ak213e00.pdf>

Research in Action: A Guide to Best Practice in Participatory Action Research
https://www.dss.gov.au/sites/default/files/documents/06_2012/research_in_action.pdf

Participatory Action Research: Involving all the Players in Evaluation and Change
<http://www.ccitoolsforfeds.org/doc/participatoryactionresearch.pdf>

Note. Review of student progress: At the end of week 7, we will have roundtable to ensure each student has submitted his/her field practicum proposal for funding

Week 13 (09 April) Ethical and cultural considerations

Readings and group discussion

Student presentations: Half the students will present their field practicum proposals during this class

Zerby, Nancy. 2014. The Islanders and the Scientists: Post-tsunami Aid in the Nicobars
https://casestudies.jrn.columbia.edu/casestudy/www/layout/standard.asp?case_id=133&id=948&home=true

Key Methods chapter on ethical research

Week 14 (April 16) Safety and risk mitigation and other pending issues

- **Student presentations:** Remaining students will present their field practicum proposals during this class
- Roundtable on course with an emphasis on aspects to improve for future editions

April 23: Reading day

Last week (April 27-30)

- Hand in draft FP proposal (April 27)

Definitive version must have involved the following:

- IRB approval of a preliminary version, Supervisory Committee approval, Host organization endorsement (discuss idea of contract between student and host organization)

Summary of assignments and deliverables -- 2015

Assignment/Deliverable	Date
Written briefs on the site(s) where students intend to carry out their field practicums, indicating primary areas of interest and how the proposed topic meets field practicum requirements– guidance will be provided	January 15
Preparation of short pieces (with guidance) on selected readings	Throughout the semester
Written briefs on contact with host organizations (including communication with primary contact/supervisor) and involvement of supervisory committees	January 22
Written briefs on the preliminary objectives of the field practicums (if appropriate, problem/s and/or questions to address).	January 29
Submission of preliminary proposal to the IRB for approval. On February 19 we will have a roundtable to ensure that all students have submitted their proposals	Prior to February 19
Literature search and annotated bibliography for the field practicum proposals. Students will also have prepared a preliminary budget of their field practicum.	February 05 (work on this assignment should begin early in the semester)
Written briefs on proposed activities, anticipated products and draft budget of the field practicums (each student should have had considerable guidance from their supervisory committee)	February 12
Leadership in the presentation of an instrument used in development practice – guidance will be provided	February 19 – April 02
Oral presentation of the field practicum proposals	April 09 and 16
Submission of electronic version of field practicum proposal	By April 27

Preliminary list of sources by topics

Summer, A., Tribe, M.A. 2008. International Development Studies: Theories and Methods in Research and Practice Paperback

Community-based natural resource management (CBNRM)

Child, B., Barnes, G. 2010. The conceptual evolution and practice of community-based natural resource management in Southern Africa: past, present and future. *Environmental Conservation* 37 (3): 283-295.

Binswanger-Mkhize, H.P., Jacomina, P. de Regt, Spector, S. 2009. Scaling up local & community driven development (LSDD). World Bank, 157 p. (optional reading for students particularly interested in community driven development)

Child, B. 2004. Principles, practice, and results of CBNRM in Southern Africa. 37 p.

Galloway, G.E., Stoian, D. 2007. Barriers to sustainable forestry in Central America and promising initiatives to overcome them. *Journal of Sustainable Forestry* Vol. 24 No. 2/3: 189-207. (optional reading, suggested for students interested in forestry development)

Nygren, A. 2005. Community-based forest management within the context of institutional decentralization in Honduras. *World Development* Vol. 33, No. 4, pp. 639-655.

Governance and its key role in sustainable development

Blair, H. 2000. Participation and accountability at the periphery: Democratic local governance in six countries. *World Development* Vol. 28, Issue 1: 21-39.

Cheema, S., Rondinelli, D.A. 2005. From Government Decentralization to Decentralized Governance. 20 p.

Kaufmann, D., Kraay, A. 2007. Governance indicators: Where are we, where should we be going? World Bank Policy Research Working Paper 4370: 45 p.

Various PowerPoint presentations will be posted on the website, prepared by faculty and students.

Sustainable livelihoods

Adato, M., Meinzen-Dick, R. 2002. Assessing the impact of agricultural research on poverty using the sustainable livelihoods framework. IFPRI, FCND DP No. 128; EPTD DP No. 89. 57 p.

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

Okali, C. 2011. Integrating social difference, gender and social analysis into agricultural development. DFID, Future Agricultures Consortium Policy Brief 039, 5 p.

Pacheco, P. 2009. Smallholder livelihoods, wealth and deforestation in the Eastern Amazon. *Hum. Ecol.* 37:27-41.

Sallu, S.M., Twyman, C., Stringer, L.C. 2010. Resilient or vulnerable livelihoods? Assessing livelihood dynamics and trajectories in rural Botswana. *Ecology and Society* 15(4): online, URL: <http://www.ecologyandsociety.org/vol15/iss4/art3>

Property rights (tenure) and usufruct rights

Ellsworth, L. 2002. A place in the world: tenure security and community livelihoods : A literature review. *Forest Trends*, 30 p.

Holland et al. 2011. Changing forests and overlapping tenure in the Ecuadorian Amazon: implications for the future implementation of SocioBosque. Draft Working Paper presented at “Land Tenure and Forest Carbon Management” Workshop, Land Tenure Center, University of Wisconsin, Madison, 31 p.

Natural Resources Management & Development Portal. 2012. Land tenure and forest carbon management workshop. <http://www.rmportal.net/library/content/translinks/2011/land-tenure-center/ltfc-mgmt-workshop/index>

OAS. 2006. Land tenure: Lessons for sustainability through information sharing. Policy Series, Number 10: 4 p.

Logframe development and critique

Bond (Networking for International Development). 2003. Logical framework analysis. Guidance Notes No. 4: 8 p.

DFID. 2011. Guidance on using the revised Logical Framework. 34 p.

PSI. 2000. PSI Logframe handbook: The logical framework approach to social marketing project design and management. 35 p.

SIDA. 2006. Logical framework approach – with an appreciative approach. SIDA Civil Society Center, 28 p. (See annexes for good ideas on using appreciate enquiry approach)

Development of conceptual frameworks

Burpee, G., Heinrich, G. Zemanek, R. 2008. Integral human development (IHD): The concept and the Framework: A brief overview. Catholic Relief Services, 16 p.

Heinrich, G., Leege, D., Miller, C. 2008. A user's guide to integral human development (IHD): Practical guidance for CRS staff and partners. CRS/USAID publication. 78 p.

Rauch, T. 2009. The new rurality: Its implications for a new pro-poor agricultural water strategy. International Fund for Agricultural Development (IFAD), 22 p.

Setting up a monitoring system

Coombes, Y., Devine, J. 2010. Introducing FOAM: A framework to analyze handwashing behaviors to design effective handwashing programs. Water and Sanitation Program: Working Paper. 28 p.

Innes, J.E., Booher, D.E. 2000. Indicators for sustainable communities: A strategy building on complexity theory and distributed intelligence. Planning, Theory & Practice, Vol. 1, No. 2, 173-186.

Zall Kusek, J., Rist, R.C. 2004. Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners. The World Bank. 268 p.

Household questionnaires

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

Doss, C., Deere, C.D., Suchitra, J.Y., Oduro, A., Hillesland, M. 2011. Lessons from the field: Implementing individual asset surveys in Ecuador, Ghana, India and Uganda. Bangalore. Indian Institute of Management, 32 p.

Quisumbing, A., Meinzen-Dick, R., Raney, T., Croppenstedt, A., Behrman, J.A., Peterman, A. 2011. Gender in agriculture and food security: Closing the knowledge gap. IFPRI. 380 p.

Various questionnaires will be posted as examples

Social Networking Analysis

Borgatti, S.P., Mehra, A., Brass, D.J., Labianca, G. 2009. Network analysis in the social sciences. Science 323: 892-895.

Marsden, P.V. 1990. Network data and measurement. Annual Review of Sociology, Vol. 16: 435-463.

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

Various worksheets and tools developed by Dr. Chris McCarty will be made available.

Focus groups

Krueger, R. A. 2002. Designing and conducting focus group interviews. University of Minnesota. 18 p.

Krueger, R.A. 2006. Is it a focus group? Tips on how to tell. Spotlight on Research. J. Wound Ostomy Continence Nurs. 33(4): 363-366.

Kumar, K. 1987. Conducting group interviews in developing countries. U.S.AID Program Design and Evaluation Methodology Report No. 8, 47 p.

Maynard-Tucker, G. 1996. Skill training in the field: problems and suggestions for conducting focus groups in developing countries. SFAA Annual Meeting 1996. 10 p.

Mayard-Tucker, G. 2000. Conducting focus groups in developing countries: Skill training for local bilingual facilitators. Qualitative Health Res. 2000, 10: 16 p.

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

Stewart, David W., Prem N. Shamdasani and Dennis Rook, Eds. 2007. *Focus Groups: Theory and Practice*. 2nd ed., (Applied Social Research Methods v. 20). Thousand Oaks, CA: Sage Publications

Spatial measurement (GPS) and mapping

Various practical materials will be made available

Participatory methods/Action research

Evans, K., de Jong, W., Cronkleton, P., Sheil, D., Lynam, T., Kusumanto, T., Pierce Colfer, C.J. 2006. Guide to participatory tools for forest communities. CIFOR, 37 p.

Wollenberg, E., Edmunds, D., Buck, L. 2000. Anticipating change: Scenarios as a tool for adaptive forest management. CIFOR, 44 p.