Purpose of course: This course aims to provide students with a general introduction to development for a “generalist” development practitioner, and serves as the foundation course for the Master’s in Sustainable Development Practice (SDP) curriculum (for more information, see http://web.africa.ufl.edu/mdp/index.html). It also is a required course for the Graduate Certificate in Sustainable Development Practice (http://www.africa.ufl.edu/mdp/academicprograms/sdpcertificate.html). Course topics are grounded in a practical, multi-disciplinary approach that focuses on the inter-relationship among core fields of study, comparing Latin America and Sub-Saharan Africa.

Both conceptual and practical issues are stressed throughout each course topic. Given the breadth of the topics covered, it is not possible to study any issue with the required depth. Instead, the goal is for students to learn to describe and analyze the variety and complexity of development issues, paying particular attention to cross-sector linkages and regional comparisons. The course will leverage web-based technologies to facilitate interactions among students and faculty at participating MDP universities around the world. The Columbia University Center for New Media Teaching and Learning (CNMTL) will support the interactive, web-based components of the course including the development of electronic learning resources, lecture videos, and the Google hangouts.

Intended learning outcomes: By the end of the semester students will be able to:

- Understand, critique and apply some of the core concepts and technical skills required to solve professional problems within the field of sustainable development;
- Analyze the cross-cultural, multi-disciplinary, multinational dimensions of the field of development and how they differ across countries and regions;
- Review literature from a range of sources and analyze and apply the findings to the diagnosis and solution of specific development problems;
- Collaborate both inside and outside the classroom with students from diverse backgrounds and distant regions, using diverse forms of communication and social networking tools;
- Identify, create, and critically analyze “integrated approaches” and appropriate interventions that may lead to poverty alleviation and sustainable development in particular sites, comparing countries and regions in Latin America and Africa.
## SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic (according to GC schedule)</th>
<th>GC Speaker: T @ 8am</th>
<th>Assignments (due generally Tuesdays)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday, 08/26 Thursday, 08/28</td>
<td><em>Introduction</em></td>
<td></td>
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<tr>
<td>2</td>
<td>Tuesday, 09/02 Thursday, 09/04</td>
<td><em>What is sustainable development?</em></td>
<td>J. Sachs (CU)</td>
<td>Select a geographic location</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday, 09/09 Thursday, 09/11</td>
<td><em>Economic Development</em></td>
<td>P. Walsh (UCD)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tuesday, 09/16 Thursday, 09/18</td>
<td><em>MDGs and End of Extreme Poverty</em></td>
<td>K. Annan</td>
<td>Initial statement of problem + bibliography for DAP</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday, 09/23 Thursday, 09/25</td>
<td><em>Sustainable food supply</em></td>
<td>G. Denning (Cu)J.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Tuesday, 09/30 Thursday, 10/02</td>
<td><em>Universal health coverage</em></td>
<td>S. Sachs (CU)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Tuesday, 10/07 Thursday, 10/09</td>
<td><em>Education for SD</em></td>
<td>I. Bokova (UNESCO)</td>
<td>DAP Part 1</td>
</tr>
<tr>
<td>8</td>
<td>Tuesday, 10/14 Thursday, 10/16</td>
<td><em>Growth within planetary boundaries</em></td>
<td>Rockstrom (SRC)</td>
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</tr>
<tr>
<td>9</td>
<td>Tuesday, 10/21 Thursday, 10/23</td>
<td><em>UN processes and politics of SD</em></td>
<td>M. E. Flores (UNGA)</td>
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</tr>
<tr>
<td>10</td>
<td>Tuesday, 10/28 Thursday, 10/30</td>
<td><em>Climate change mitigation</em></td>
<td>L. Tubiana (IDDRI)*</td>
<td>DAP Part II</td>
</tr>
<tr>
<td>11</td>
<td>Tuesday, 11/04 Thursday, 11/06</td>
<td><em>Sustainable cities</em></td>
<td>P. James (RMIT)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Tuesday, 11/11 Holiday Thursday, 11/13</td>
<td><em>Saving biodiversity</em></td>
<td>U. Karanth (WCS)</td>
<td>Complete draft of DAP for peer review**</td>
</tr>
<tr>
<td>13</td>
<td>Tuesday, 11/18 Thursday, 11/20</td>
<td><em>Resiliency to climate risks</em></td>
<td>S. Someshwar (CU)</td>
<td>Peer review of DAP**</td>
</tr>
<tr>
<td>14</td>
<td>Tuesday, 11/25 Thursday, 11/27 Holiday</td>
<td><em>Social Inclusion and Rights</em></td>
<td>M. Robinson (UD)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Tuesday, 12/02 Thursday, 12/04</td>
<td><em>SDGs and the way forward</em></td>
<td>J. Sachs (CU)</td>
<td>Group Presentations (on Thursday)</td>
</tr>
<tr>
<td>16</td>
<td>Tuesday, 12/9</td>
<td><em>Course evaluation</em></td>
<td></td>
<td>Final DAP</td>
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</tbody>
</table>

* GC this week is on Thursday 11/06 rather than 11/04
** Assignment for these weeks is due on Thursday
STRUCTURE OF WEEKLY SESSIONS

This course is linked to the MDP Global Classroom (GC). Managed by the MDP Secretariat (Earth Institute at Columbia University), the MDP Global Classroom 2014 titled The Age of Sustainable Development (ASD) consists of a series of live lectures by global experts, which students can attend from their home computers through the SDSN EdCast platform (see below). Participants will be able to send questions to the global speaker through Google Hangouts. GC sessions are normally on T morning from 8am to 9am EDT, starting September 2, except in week 11 where it is on Thursday.

In addition, the GC website provides access to archived lectures by Columbia University Prof. Jeffrey D. Sachs. These pre-taped lectures are also part of the required class material (see below).

A typical week for this course will thus consist of a:

• **Global Classroom:** Tuesdays 8:00 am-9:00 am (except in week 11).
• **Tuesday class:** Class discussion of the Global Classroom weekly topic, with the scope of critically reviewing and examining the live and archived lectures and readings;
• **Thursday class:** Exploration and analysis of selected issues in depth with the support of further literature and occasional guest instructors.

Students should prepare ahead of each weekly session by (1) watching the assigned archived lectures by Prof. Sachs and (2) completing the assigned readings available for electronic download from the Sakai course website in folders under “Resources”.

COURSE READINGS AND RESOURCES

Textbooks (required):


Other required course material and websites:

In addition to the textbooks, students will be required to complete approximately 75-90 pages of readings per week. The assigned readings will focus on contemporary issues and challenges, from a variety of sources, including policy reports, peer-reviewed journals, academic books, institutional websites, and Op-Eds, so to provide alternative viewpoints.

There are two main websites for this course: the UF Sakai course website and the GC ASD Website available through the SDSN EdCast Platform, set up and organized by MDP Secretariat for the MDP Global Association.

**Sakai Website:** Go to Learning Support Systems homepage (http://lss.at.ufl.edu), enter your Gatorlink username and password into the boxes, and click on the box on the left that says “Sakai System Entry.” All required (as well as additional and recommended) readings are under the “Resource” section, including the written chapters accompanying Prof Sachs’ archived lectures. The Sakai website also provides students access to the syllabus, instructions for assignments, grade-book, discussion fora and other supplementary resources and information.

**GC ASD Website:** The SDSN EdCast Platform (which you can access through http://www.sdsnedu.org/home by invitation only) provides students with access to the Global Classroom content. This includes the archived lectures from Jeffrey Sachs (which can be found under the courseware tab), all the readings suggested by Columbia University (which are optional for our class) and access to the GC live lectures. In order to attend the GC every Tuesday, post questions to the speaker, and post and read comments on the discussion fora you would need to sign up for a Google+ account. More instructions will be sent through separate email communication.
STUDENTS ASSESSMENT AND EVALUATIONS

Our purpose is to provide multiple opportunities for students to submit assignments and receive feedback from instructors, in order to improve the analytical and organizational quality of their work for the course. We also provide brief written feedback on specific aspects of the assignment that could be improved. Students who are keeping up with assignments and taking advantage of the feedback received throughout the course will receive the corresponding good grades at the end of the semester. Specifics of each assignment are detailed below. Each assignment is graded on a point system, and the maximum total No. of points for each component is:

Attendance (10 points)
Global Classroom component (20 points)
Short reflections (20 points)
Development Analysis Paper (DAP) (30 points)
Peer Review of DPA draft (5 points)
Group work and presentation (15 points)

Total: 100 points

After summing all points earned, the student’s final grade is derived according to the following table:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>E</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

Information on UF policy for assigning grade points can be found at https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Attendance (10 points)
Students are expected to attend regularly, and be actively present throughout the course both in class discussions and in required on-line participation. Students should let the instructors know if they are unable to attend a class. Absences due to illness, serious family emergencies, religious holidays and other University approved motives are excused. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Global Classroom component (20 points)
Students should regularly log in and attend the GC live lectures on Tuesdays 8-9am. They are also expected to watch selected pre-taped lectures from The Age of Sustainable Development by Jeffrey Sachs and complete required readings (as specified on the readings and lectures assignments list) in advance of the Tuesday class. Progress will be evaluated according to the following:

- Participation and active engagement in Tuesday’s discussions about the GC ASD lectures and readings, including giving thoughtful responses to others’ comments (10 points);
- Posting of at least 4 questions to the GC speakers/facilitators or comments to the GC discussion space (on topics/dates of their choosing) (4 points). Questions and comments are to be posted through the SDSN EdCAst Platform (http://www.sdsnedu.org/home). Instructions on how to post questions and comments will be sent with separate emails.
- Each student will make a brief presentation to the class relating and commenting on a GC session of their choice, highlighting interesting points and posing questions to the class so to provoke discussion. Student presenters are expected to incorporate information from the assigned readings as well (6 points).

Short reflections (20 points)
Each student is expected to share with the class 10 brief written reflections (1-3 paragraphs each) that flow from the assigned readings for 10 weeks/topics of choice. Such commentaries (each worth 2 points) can include questions to the class, reactions to other postings, and reference to personal experiences, but they should not depart from the analysis of the weekly class material. Commentaries should be posted through the Sakai “Discussion” Folder by end of Wednesday (midnight) so to be available in advance of, and serve as the basis for, the Thursday class discussion.
**Development Analysis Paper (DAP) + Peer Review (35 points)**

The primary written assignment for the course is an analytical paper that identifies a development problem in a given selected geographic context and, based on reviews of the relevant literatures, analyzes the possible approaches to address this problem and proposes the most appropriate strategies for the chosen geographic context. Students are encouraged to use the DAP to develop background analyses related to possible field applications, including preliminary MDP practicum proposals.

The DAP assignment consists of several steps, with the following due dates:

- **(September 2)** With input from course instructors, select a country/context of focus
- **(September 16)** Preliminary statement of the problem to be addressed in your particular geographic context, along with a preliminary bibliography of the available relevant literature on this development problem and this geographic location. This will become the introduction after due revisions.
- **(October 7)** Part I (Context): This part should i) discuss the relevant history and cultural background of the geographic site, and ii) present basic development data on key aspects of the economy, environment, health, education, agriculture/food production and urbanization/industrialization, as appropriate (5 points).
- **(October 28)** Part II (Analysis): This part should i) include a review of the literature on this development problem, including ways in which a similar problem has been tackled or addressed in this or other comparable contexts; ii) provide an analysis of the pros and cons of alternative ways to address the problem, and, iii) present your proposed approach, with supporting arguments (5 points).
- **(November 13):** Submit a complete DAP draft (Intro, Part I + Part II) to the student who has been assigned to review it. This draft should incorporate changes suggested by your instructors on previous rounds.
- **(November 20):** Each student will conduct a written peer review of the DAP drafted by another student. The peer review should provide a comprehensive and constructive 1-2 page appraisal of the strengths and weaknesses of the draft paper, and specific ways in which it could be improved. Reviewers may also wish to make comments directly on the draft paper to share with the author (5 points).
- **(December 9)** Final DAP, fully revised to take into account inputs by instructors and peers (20 points).

Please note that, at each step, you will receive feedbacks and suggestions from instructors and/or peers. You are expected to incorporate changes that reflect as much as possible these comments. The timing of the various submissions has been designed so that the final DAP can be a thoughtful and carefully revised paper, rather than a rushed commentary. It is important you analyze thoroughly the relevant literature to provide a strong background of analysis for your development problem and location. You should consult a variety of sources, not only international reports and websites, but also academic publications in journals and books, as well as databases such as the World Bank Development Indicators. Developed throughout the semester by each student on their selected location, the final product will be a unique diagnosis of the multidimensional factors affecting the issues at hand for a particular development problem and location. Throughout the semester, we will draw on these projects for class discussion and cross-site comparisons.

**Group work and presentation (15 points):**

An important goal of this course is to give students the opportunity to learn from comparisons of different development realities worldwide, especially across Africa and Latin Americas. After students have selected a geographic location for their DAP on September 2, they will be assigned to groups of 3-4 to work together throughout the semester, comparing their selected development analyses and approaches, discussing differences and similarities, and taking note of the lessons learned. Most of the work will be done in class, through class exercises and small group discussions, but groups will have to meet at least once outside the class to prepare their final presentation to the class (due on **December 4**).

Each group presentation (of up to 20 minutes) will analyze and compare how the selected locations fare with respect to priority development challenges and priorities. In particular, it is expected to:

- Give an introduction to the main issues and challenges for development, and how the selected locations differ
• Provide a comparative analysis of their respective problems/locations, possibly focusing on selected topics as examples, using data and graphs from a variety of sources;
• Consider the policy implications from the analysis, in particular highlighting how different problems/contexts may require distinct development policy recommendations that are locally appropriate.

The criteria for evaluation of this assignment will include:
1. Clarity of the presentation
2. Use of appropriate data, sources and material
3. Effectiveness of the comparison
4. Analytical depth of the discussion
5. Relevance of policy implications.

Course Evaluations

Students are expected and strongly encouraged to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.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://evaluations.ufl.edu/results.

UF POLICIES:

Academic Honesty, Software Use, Services for Students with Disabilities, UF Counseling Services

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 group project, in writing by the professor. This policy will be vigorously upheld at all times in this course.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows: A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a. Quoting oral or written materials, whether published or unpublished, without proper attribution.
b. Submitting a document or assignment, which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007 <http://www.dso.ufl.edu/judicial/honorcode.php>)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tips: You should never copy and paste something from the Internet without providing the exact location from which it came, and the date it was accessed. Do not copy text verbatim from any source (including your own previous work) unless you show the text as a quote with complete attribution.

If a student plagiarizes all or any part of any assignment, University policy suggests that instructors should impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. You should know that your work might be tested for its “originality” against a wide variety of databases by anti-plagiarism guardian sites to which the University subscribes, and negative reports from such sites constitute proof of plagiarism.
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. The UF Counseling and Wellness Center provides 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 and Wellness Center is located at 3190 Radio Road. The Student Health Care center also deals with mental health problems, and is located at 280 Fletcher Drive.
1. Counseling and Wellness Center, http://www.counseling.ufl.edu/cwc/
2. Student Health Care Center: http://shcc.ufl.edu/
3. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**Netiquette: Communication Courtesy:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf

GETTING HELP:

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

**Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.**

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

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