

**LAS 6943(sect 01BB)/AFS 6305 (sect 1E24)
Development Theory and Practice in Latin America and Africa/Fall 2017**

“It’s complicated...and context-specific”

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**Tuesdays 3-5 periods (9:35-12:35)
Classroom: 376 Grinter Hall (Back-up classroom
CBD 0224)**

This course provides a critical introduction to development; it serves as the foundation course for the Master’s in Sustainable Development Practice (SDP) (<http://web.africa.ufl.edu/mdp/index.html>), and is a required course for the Graduate Certificate in Sustainable Development Practice (<http://www.africa.ufl.edu/mdp/academicprograms/sdpcertificate.html>). Both conceptual and practical issues are addressed in relation to each course topic with a multi-disciplinary approach that focuses on the inter-relationship among approaches, comparing Latin American and African contexts. Participants learn to describe and analyze complex development issues, paying particular attention to cross-sector linkages and regional comparisons.

Intended learning outcomes

Students who engage actively in this course will, throughout the semester, develop the capacity to:

- Understand, critique and apply basic concepts and technical skills required to solve professional problems in the field of sustainable development;
- Analyze cross-cultural, multi-disciplinary, international dialogues and dynamics in development;
- Recognize how development issues and approaches differ across countries and regions;
- Review literature from a range of sources and critically apply 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 and appropriate interventions that may lead to poverty alleviation and sustainable development in particular countries and regions in Latin America and Africa.

SCHEDULE OF TOPICS

Week	Class Dates	Topic (according to Global Classroom schedule)	Practice	Assignments (due Wednesdays)	
1	08/22	<i>Introduction</i>	<i>Introductions</i>		M
2	08/29	<i>Agency and Praxis, Ethics</i>	<i>Nicobars case study</i>	Select a geographic location	M
		ECONOMIC WELL-BEING			
3	09/05	<i>History of globalization and inequality</i>	<i>Small group comparisons</i>		M
4	9/12	<i>Agriculture, water and food security</i>		Initial statement of problem + bibliography for DAP	S
5	09/19	<i>Urbanization, inequality, sustainability</i>	<i>Pop Council Project; Small group comparisons</i>		M
		ENVIRONMENTAL PROTECTION/ PLANETARY BOUNDARIES			
6	09/26	<i>Conservation and Development</i>	Runa Foundation role play		M
7	10/03	<i>Sustainability: MDGs/SDGs</i>	<i>China pollution case study</i>		S
8	10/10	<i>Climate Change</i>	<i>Community Weatherization Coalition</i>	Mid-term evaluation	S
		SOCIAL INCLUSION			
9	10/17	<i>Gender and development</i>	<i>UF gender work; small group comparisons</i>	DAP Part 1	S
10	10/24	<i>Values, rights, social inclusion, Buen Vivir</i>	<i>Alternative development case studies</i>	Peer reviews	M
11	10/31	<i>Health & Wellbeing</i>		Group Presentations	S
12	11/7	<i>Social Entrepreneurship</i>	<i>Shea butter</i>	Group Presentations	M
		GOVERNANCE			
13	11/14	<i>Governance, NGOs</i>	<i>Haiti case study; Schminkistan role play</i>		M
14	11/21	<i>Markets, private sector, informal sector</i>	<i>Case studies; Cotopaxi</i>		M
15	11/28	<i>Water & Conflict</i>			S
16	12/5	<i>The Practice of Sustainable Development</i>	<i>Course Evaluation</i>	Final DAP	S

STRUCTURE OF WEEKLY SESSIONS

This course is linked to the **MDP Global Classroom (GC)** managed by the MDP Secretariat (Earth Institute at Columbia University), which consists of a series of live lectures by global experts. Students can attend lectures from their home computers on Tuesday morning from 8am to 9am EDT, starting September 5, except in week 9 when there is no global lecture; further instructions will be provided.

A typical week for this course will consist of:

- **Tuesdays 8:00 am-9:00 am:** Students are encouraged to view the Global Classroom online on your own or with the group in Grinter 376, participating in the Q&A and then submitting a brief report for course credit (exception is week 9, when there is no global lecture)
- **Wednesday class 9:35-12:35:** Student-led discussion of the weekly topic, critical review and examination of lectures and readings, and in depth exploration, analysis and/or application of selected issues with the support of further literature and occasional guest instructors.

COURSE READINGS AND RESOURCES

Required and recommended readings for each class are listed on the “Schedule of Readings” in the “Course Documents” folder under Canvas “Files.” This list will be updated throughout the year, and weekly email updates will list the assignments for each coming week. Students should prepare ahead of each session by consulting the most recent list, then completing the assigned readings available for electronic download from the Canvas course website in folders under “Files” that correspond to dates of each class session. They should also consult the Global Classroom website to access additional optional reading materials for each topic.

Textbooks (required):

- Andy Sumner and Michael Tribe. 2010. *International Development Studies: Theories and Methods in Research and Practice*. London: Sage. Chapters from this textbook are available on the Canvas course website under “Files/Course documents.”
- Jeffrey D. Sachs. 2015. *The Age of Sustainable Development*. New York: Columbia University Press. Chapters from this textbook are available on the Canvas course website under “Files/Course documents.”

Other required course material and websites:

Students will be required to read approximately 75-100 pages per week. The assigned readings will provide diverse perspectives on contemporary issues and challenges, from a variety of sources including policy reports, peer-reviewed journals, academic books, institutional websites, and Op-Eds, as well as case studies.

Students also will have access to the Columbia University Global Classroom website, set up and organized by MDP Secretariat for the MDP Global Association. Further instructions will be provided for how to access the MDP Global Classroom website including lectures, readings and interactive platforms.

Canvas 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 “e-learning in Canvas.” The class will appear if you are registered.

Most required readings can be found in the “Required” folder under “Files” listed by class date, except for chapters in the required textbooks and online sources for which links are provided. Recommended and additional materials also are available in “Files” for each class date. The Canvas website also provides students access to the syllabus, instructions for assignments, student group assignments, and other general course information available under “Files” in the “Course Documents” folder, as well as gradebook, discussion fora and other supplementary resources and information.

STUDENT ASSESSMENT AND EVALUATIONS

Multiple opportunities to submit assignments and to receive feedback from instructors allow students to improve the analytical quality, writing, and organization of their work. We provide brief written feedback on aspects of assignments that can be improved. Students who wish to earn good grades in the course will keep up with assignments and take advantage of the feedback received. Specifics of each assignment are detailed below. The maximum number of points that can be earned for each assignment follows:

Attendance (15 points)

Development lectures (10 points)

Lead discussion (5 points)

Short reflections (10 points)

Development Analysis Paper (DAP) (30 points)

Peer Reviews of DAP drafts of 2 colleagues (10 points)

Group work and presentation (20 points)

Total: 100 points

Extra credit option:

- ***go “on stage” to present a 5-7 minute presentation in class on your own development-related work (3 points)***

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

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Points	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

Information on UF policy for assigning grade points can be found at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Attendance (15 points)

Students are expected to attend regularly, and to be actively present throughout the course in class discussions and in required on-line participation. Students should let the instructors know if they are unable to attend a class. 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>.

Development Lectures (10 points)

During the semester each student should attend at least 2 different lectures at UF or in the Global Classroom related to sustainable development practice, and should pose analytical comments or questions for the speaker. A brief report on the lecture’s content, the analytical question/comment, and the speaker’s response (if any) should be posted on the Canvas website (5 points per report = 10 points).

Lead Discussion (5 points)

Student discussion leaders are expected to summarize insights from the assigned readings, pose questions, and facilitate discussion among students focused on key concepts, critiques and practical applications related to the weekly topic (5 points). Students will develop and post key questions in advance (no later than Friday at 8:00 pm) in order to engage students and provoke discussion on the weekly topic, and then lead a brief discussion (15-20 minutes) summarizing the content of the readings, as well as the online discussion, to provide a foundational discussion of the topic.

Short reflections (10 points)

Each student is expected to compose at least 10 written reflections that flow from the assigned readings, and other class materials, and to share these with classmates by posting on the Canvas "Discussion" folder by midnight Sunday so to serve as a basis for Tuesday classroom discussion.

In advance of each Tuesday class students are expected to complete assigned readings and come prepared to discuss the development topic of the week. In class discussions on Tuesdays students should actively engage and debate the lectures viewed online and assigned readings, including giving thoughtful responses to comments by classmates.

Required criteria for written reflections:

Be no more than 500 words in length
Respond to assignments and topic for the week
Raise a question for discussion

Written reflections may also include:

Reactions to other postings
Reference to personal experiences
Links to relevant materials, videos, websites

Development Analysis Paper and peer reviews (DAP) (30 points: draft part I 10 pts., final 20 points)

The primary written assignment for the course is an analytical paper that identifies a **development challenge in a selected geographic context** and draws on relevant literatures to analyze possible approaches to this challenge and propose appropriate strategies for the chosen geographic context. Students are encouraged to use the DAP to develop background analyses for possible field applications and MDP practicum proposals.

Papers should draw on course concepts and materials, and complement these with resources discovered outside of class. Length should be between 4000 and 5000 words (15 to 20 pages double spaced, 12 font, excluding references). **All resources and quotes should be properly cited, and full references listed as described in The Chicago Manual of Style Author-Date system:**

http://www.chicagomanualofstyle.org/tools_citationguide.html

Sample DAP final papers from 2015 and 2016 can be found in a folder titled "sample DAPs."

DAP papers will be graded according to the following criteria:

Criteria	A successful Development Analysis Paper will:	Maximum points
name challenge	Clearly identify the development challenge to be addressed	2
country context	Describe relevant history, geography and cultural background	3
key data	Present data on key aspects of the economy, environment, health, education, agriculture/food production and urbanization/industrialization	3
analysis 1	Review appropriate literature, assessing previous efforts to address similar challenges	3
analysis 2	Identify pros and cons of alternative ways to address the challenge	3
analysis 3	Propose one approach, describe in detail and justify	3
writing and organization	Show correct punctuation and grammar, subject-pronoun coordination, full attribution of quotes and paraphrases, complete reference list	3

The DAP assignment consists of several steps, with the following due dates. 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 in stages throughout the semester the final product will be a unique diagnosis of the multidimensional factors affecting the issues at hand for a particular development problem and location.

- (August 29) With input from course instructor, **select a country/context** of focus.
- (September 14) **Preliminary statement of the key development challenge(s)** to be addressed in your chosen geographic context, along with a preliminary bibliography of the available relevant literature on this development challenge and this geographic location. This will become the introduction after revisions.
- (October 17) **Draft DAP Part I (Context and Analysis)**: This draft 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; iii) include a review of the literature on this development challenge, describing ways in which similar challenges have been tackled or addressed in this or other contexts; iv) provide an analysis of the pros and cons of alternative ways to address the challenge, and, v) present your proposed approach, with supporting arguments (10 points). The more complete and polished this draft, the more useful the comments will be from the instructors and two peers.
- (October 24) Each student will submit a written **peer review of the DAPs** drafted by two other students. The peer reviews should assess the draft in light of each criterion in the rubric, provide a comprehensive and constructive 1-2 page appraisal of its strengths and weaknesses, and suggest specific ways in which it could be improved. Reviewers may also wish to make comments directly on the text to share with the author (5 points per review =10 points).
- (December 5) **Final DAP**, fully revised to take into account inputs by instructors and peers (20 points). You are expected to incorporate changes that respond to feedback and suggestions from instructors and/or peers. It is important that you analyze thoroughly the relevant literature to provide a strong background and informed analysis of your development problem and location.

Outline that may be used to organize DAP Analysis

Correct style usage, punctuation, bibliography CMS

http://www.chicagomanualofstyle.org/tools_citationguide.html

Title, author's name, date

Introduction

Clear statement of the development challenge that you aim to address, in what national context (revised and expanded version of your preliminary statement).

Context: (Part I):

Summarize the relevant history and cultural background of the geographic site. Present basic development data to describe key aspects of the economy, such as environment, health, education, agriculture/food production and urbanization/industrialization. Summarize development context in relation to the chosen development challenge.

Map or outline the present paper, telling the reader what s/he will find in the following sections.

Chosen development challenge (Part II):

Review the literature on the chosen development challenge

Identify and summarize key writings about this challenge. These may include articles that you read for class, and chapters or sections from our two textbooks. They should also include bibliographic materials that you find on your own.

Using literature sources, describe at least two different ways in which this type of challenge has been tackled in particular contexts.

Analyze these approaches/experiences, clearly identifying positive elements that might be adapted for use elsewhere, and problems or constraining elements that need to be addressed.

Propose your own approach

Present a plan for approaching your identified development challenge in the context you have selected.

Make clear arguments supporting your plan.

Conclusion

Brief summary of argument and conclusion

Complete bibliographic references for all sources cited

List references according to CMS guidelines

http://www.chicagomanualofstyle.org/tools_citationguide.html

Group work and presentation (20 points):

This course gives students the opportunity to learn from comparisons of different development realities worldwide, especially across Africa and Latin America. Students in groups will work together to compare their selected countries, discussing differences and similarities with a focus on selected development themes most relevant to the countries being compared. These presentations should not focus solely on the development projects that are the focus of the group members' DAP papers; the group project should include new comparative analyses. Groups will work together throughout the semester to prepare presentations to be given on **October 31 and November 7**.

With participation by all group members, each 20-30 minute group presentation will analyze and compare how the selected locations fare with respect to certain development challenges and priorities. Each presentation is expected to:

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

In this assignment, each student may earn up to a maximum of 5 points for teamwork based on self and peer assessments. **Each student will submit (on Canvas) a peer score and comments on the performance and contribution of each of their group members, including themselves, in the group project.** These grades will be averaged for a summary grade of 1-5 teamwork points that will be added to the 1-15 points awarded by instructors for the group presentation, for a total score of 1-20.

Group projects will be graded by instructors according to the following criteria, for a maximum total of 15 points:

Criteria	A successful group presentation will:	Maximum points
organization	Proportion well the components within 15-20 minutes allotted	2
clarity	Clearly state key points and supporting evidence	2
sources	Present relevant data from reliable and diverse sources	3
comparison	Effectively compare countries/contexts and draw relevant conclusions	3
analysis	Analyze results of comparative analysis and development implications	3
policy	Suggest appropriate policy recommendations	2

Course Evaluations

Students are expected and strongly encouraged to provide feedback on the quality of instruction in this course. In-class evaluation surveys will be conducted by the instructors at the mid-point and end of the semester. Official UF evaluations are conducted online at <https://evaluations.ufl.edu> during the last two or three weeks of the semester. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>. The instructors also will conduct a collective verbal evaluation during the last week of class.

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.

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. Study work may be tested for its originality against databases operated 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 Canvas, 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 issues with your experience in this course, please visit

<http://www.distance.ufl.edu/student-complaints>, where you may submit a complaint.