DESIGN AND METHODS FOR SUSTAINABLE DEVELOPMENT PRACTICE (LAS 6938 Section 108F/AFS 6905 Section 063F)
(Friday 9:35 am -12:35 pm in Grinter 376)

Spring 2017

COURSE INSTRUCTORS
Glenn Galloway
Center for Latin American Studies/
Center for African Studies
466 Grinter Hall,
Phone: 352 392 3292
ggalloway@latam.ufl.edu

OFFICE HOURS

The instructor has an open door policy when in his office in 466 Grinter. Regular office hours are from 2-5:00 pm on Tuesdays. Students are encouraged to write via email to arrange meetings at other times.

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

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

1. Apply an array of instruments to obtain useful quantitative and qualitative findings.
2. Find and interpret data and literature relevant for specific development challenges.
3. Define and employ a set of key concepts.
4. Identify and be sensitive to power dynamics in development visions, priorities and projects.
5. Characterize several knowledge paradigms that underlie forms of development practice.
6. Reflect on own ethical and cultural positions.
7. Write a proposal for a relevant and feasible project for participating in development practice that manifests the knowledge and skills described in preceding 6 outcomes.

SKILLS AND KNOWLEDGE
We will build skills and understanding along five strands that must be woven together for meaningful and successful development practice.

   1. Tools for sustainable development practice
Develop capacities to design and apply a range of methodological instruments commonly used in professional work such as needs assessments, project design, grant writing, training, monitoring and evaluation. Methods introduced may include questionnaire design, surveys, interviews, stakeholder analysis, focus groups, participant observations, participatory mapping, spatial measurements, counting, time use diaries and calendars, among others.

2. **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, autonomy and sovereignty; and community capitals and community-based development.

3. **Knowledge paradigms for different approaches to development**

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

4. **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 and complete final document. MDP students will produce proposals for a capstone field practicum to be realized in the summer 2017, and other participants may develop proposals for thesis research or related projects.

5. **Professional behavior, ethics and attitudes**

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

These five strands of skills and knowledge work together to generate the kinds of understanding that gird all actions and stages of development practice. Examples of research methods or approaches MDP students have used in past field practicums include, among others, the following:

- Interviews – perhaps the most common method used
- Focus groups – also considered a type of interview
- Surveys – household and applied to different types of stakeholders
- Life histories / *testimonies*
- Participant and ethnographic observation
- Participatory mapping
- Spatial measurement and mapping (GIS)
- Time use diaries and calendars
- Social network analysis
- Stakeholder analysis
- Ranking and sorting exercises
- Review of gray literature and archival searches – historical analysis
- Legislation and policy analysis
- Studies into resource access and control
- Discourse analysis
- Research diaries/field notes

Attention will be focused on many of these during the semester.

REQUIRED READING:

Course Textbook:
- Andy Sumner and Michael Tribe. 2010. *International Development Studies: Theories and Methods in Research and Practice.*

Most required and recommended readings are available on the Canvas course website, in the "Files" section, and/or can be accessed electronically through UF libraries. In most cases, required readings will also be posted in the weekly module.

Students are expected to do required readings and view videos before coming to each class.

A number of useful articles and books will be built up on the CANVAS 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 identify and suggest additional materials on 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 arrive on time for each class, and to participate actively in classroom learning. Any absences will be reflected in the grade earned.
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.

CAMPUS HELPING RESOURCES
- **Challenges in Academic Writing, Grammar and Style:** "The University of Florida Writing Studio is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent learning and encourage scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Students and faculty at all levels and in every discipline are welcome! http://writing.ufl.edu/writing-studio/"
- **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
- **Personal Challenges:** 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.

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.
- **Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Work submitted for credit by UF students should not include any form of plagiarism, cheating, or unauthorized aid. Unless an assignment is explicitly identified as a group project, all work should be completed independently. Students should understand and follow the Student Honor Code that they signed upon enrollment at the University of Florida:
- *"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."*

ACTIVITIES, ASSIGNMENTS AND GRADING

Assignments contributing to grade	Maximum points earnable
10 essays following guidelines and questions posted weekly on CANVAS discussion board	20
5 responses to essays posted by colleagues on CANVAS discussion board	5
Enthusiastic participation in and out of the classroom	10
Literature search and annotated bibliography	10
WB: Initial statement of intent of FP	
WB: Host organization and supervisory committee	5
WB: Preliminary objectives of FP	5
WB: Preliminary budget	
Preliminary proposal for IRB approval and funding	
Full first draft of proposal for peer review	
Peer review of colleagues' draft proposals	10
Short oral presentation of proposal	10
Final written field practicum proposal	25

Training activities carried out in groups
Opportunities to practice a number of methods will be an important part of the class. The more energy and creativity each participant invests, the more learning and empowerment s/he enjoys and facilitates for others. Examples of collaborative carried out in past years include the following:

- Questionnaire and survey design
- Participatory mapping
- Focus group facilitation
- Ethnographic observation
- Design and practice an activity from SEAGA toolkit
- Framework for monitoring and evaluation plan

Survey design
Explore materials on questionnaire and survey design and application posted on syllabus and under FILES, pay particular attention to warnings about common problems. Working in groups, design a short written survey questionnaire with 6 questions. Clearly indicate the purpose of the survey and the population to be represented by survey respondents. Post survey on PAGE provided in CANVAS and bring copies of your survey to class to apply to colleagues.

Ethnographic observation
Start by studying **detailed guidelines for this assignment** and materials about ethnographic observation posted under FILES on CANVAS. Groups will identify and research a phenomenon in one scene in Gainesville. Each student will carry out at least two hours of observation in a selected location where manifestations of or practices related to the select phenomenon can be observed.

The goal is not to interpret, judge or analyze. Observers should **DESCRIBE** exactly what they SEE, HEAR, FEEL, TOUCH, TASTE, COUNT. Work hard to refrain from imposing one's own ethnocentric labels and subjective judgments. Each group will discuss their observations with the class. Multi-materials (maps, photos, drawings, lists) and acting out aspects of what was observed can be good ways to communicate complex scenes.

Focus group facilitation
Start by studying materials on focus groups on syllabus and posted under FILES on CANVAS. Potentially, guest Paul Monaghan will facilitate an in-class workshop on strategies and techniques for facilitating focus groups, as well as implications and challenges involved.

GUIDELINES AND ASSESSMENT CRITERIA FOR GRADED ASSIGNMENTS

10 brief essays written in response to questions posed weekly on CANVAS discussion board
Each participant is expected to write and post an essay on CANVAS discussion board ten times during the semester. These short essays should be posted by noon each Thursday in preparation for Friday classroom discussions, and may earn up to 2 points by following the criteria listed here, in addition to responding to specific guidelines posted each week. The board will not be open the first or last week of the semester.

Required criteria for brief essays:
Be between 200 and 400 words in length
Respond to questions / topic for the week
Engage a quote from the week's assigned readings
Raise a question for discussion

<u>Written reflections may also include:</u>
Reactions to other postings
Reference to personal experiences
Links to relevant materials, videos, websites

5 brief responses written in conversation with brief essays posted by colleagues on CANVAS discussion board
At least five times during the semester, each participant should respond to and dialogue with a brief essay posted by a colleague. Responses must be posted by 5 pm on Thursday, should be between 150 and 300 words long, and must make reference to one of the course readings or assignments.

Respectful and enthusiastic participation in and out of the classroom
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.

Literature search and annotated bibliography for a proposal for development practice:
Compile an annotated bibliography bringing together approximately 20 sources <u>for your proposal</u>. Each entry should include full bibliographic reference in APA author-date style, together with your own summary of elements that are relevant to your project. Follow the instructions on these sites:

How to Prepare an Annotated Bibliography
http://www.library.cornell.edu/olinuris/ref/research/skill28.htm.
Cómo Preparar una Bibliografía Anotada
http://guides.library.cornell.edu/bibliografia_anotada

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.

Note: It is particularly important that you draw on these sources for the preparation of you field practicum proposal and later as references when drafting your final report.

Series of 4 short written briefs (WBs) summarizing progress in developing proposals
Students will provide updates on progress made in developing specific sections of their field practicum 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.

- **Written brief with initial statement of intent**

Identify a preliminary title, a site where you intend to carry out your field practicum, thematic area(s), and write a reflection on how proposed topic meets FP requirements (see page 27 of the Program Manual for an overview of the FP. Come to class prepared to present everything in this written brief.

- **Written brief on contact with host organization and involvement of supervisory committee**

Outline the contact you have made with your proposed host organization, including communication with your primary contact or supervisor. Also, come prepared to describe in what way your supervisory has been involved in the process of securing your FP placement

- **Written brief on the preliminary objectives of your FP and, if appropriate, problem/s and/or question/s to address**

Prepare a written brief detailing the preliminary objectives of your FP and the associated problem/s and or question/s to address. In the prior week, a useful matrix will be presented to help you plan for your field practicum in a coherent fashion. The matrix (inserted here) has the following five columns:

Objectives	Problem to resolve, information to generate or question(s) to answer	Methods to apply	Analysis of the information	Projected results/products
General Objective (In this cell, indicate the overall objective of your FP)				
Specific objective 1 In this cell, indicate clearly the first specific objective of your FP				
Specific objective 2				
Etc.				

In the written brief, you will discuss columns 1 and 2.

- **Written brief with preliminary budget, proposed activities, anticipated products**

Prepare a budget utilizing the budget format that will be provided. You will be informed of the maximum amount of funds that can be requested. In the derivation of your budget, you are expected to seek opportunities to cost-share and/or use funds form complementary sources. In a prior week, the process for developing the budget will be explained in depth. Also plan a set of proposed activities and identify anticipated products of your efforts.

Preliminary proposal for funding

Approximately midway through the course, students will be required to submit a brief (<u>no more than 4 pages</u>), preliminary proposal for funding. They will also have to file for IRB approval following institutional guidelines. The preliminary proposal should include the following (for more information refer to page 31 of the Program Manual):

- o Brief overview of context and background
- o Proposed placement and description of host institution(s)
- o In-country supervisor
- o How the practicum criteria will be met
- o The proposed development problem/s to be addressed
- o Objectives and brief description of methods
- o Proposed activities and anticipated products
- o Proposed timetable

A bibliography may be appended to the proposal. Although the proposal should be as specific as possible, we recognize that conditions often change in the field.

Full first draft of proposal for peer review

In the weeks following the submission of the preliminary proposal, you will be required to enhance the depth and quality of your proposal. You will be expected to continue exploring the literature on the context and thematic areas corresponding to your field practicum and this should be reflected in the conceptual framework of your proposal and your bibliography. You will indicate methods to be applied and anticipated products/results of your field practicum, as indicated in the matrix discussed above. A detailed description of the field practicum proposal is found beginning on page 42 of the Program Manual in the section entitled: "The quality of the field practicum begins with the field practicum proposal".

Peer review of colleagues' draft proposals

You will be required to peer review two draft proposals prepared by your colleagues. Detailed instructions will be provided on how to conduct these important reviews.

Oral presentation of final proposal

Each student will give a polished presentation of his/her FP project proposal to the class, taking no more than 8-10 minutes for their presentation, with 5 minutes for questions (with the larger class we may have to reduce this time a bit). The following, flexible guidelines support students in the preparation of their presentations.

Title of your project (1 slide): Include the names of your supervisory committee members.
Description of site (1 slide): Provide an overview of the site/region where you will carry out your field practicum, including the primary organization with which you will be working.
Contextual/Conceptual framework of your practicum (2 slides): You may develop a diagrammatic representation of the project dimensions and layers you will be focusing on during your field practicum and how your practicum fits into the overall context in which you will be working. Your presentations should reflect that you have made a significant effort to understand the context in which you will be working. It should also be clear that you are well-versed in the conceptual underpinnings of your work, including associated topics and debates frequently alluded to in the literature.
Framework / matrix of your field practicum: Concentrate most of the presentation on the framework of your field practicum, including the overall and specific **objectives** (1 slide); the **problems and/or questions** you hope to address (1-2 slides); the **methods** you intend to utilize (1-2 slides); a brief description of the **analytical approaches** you will utilize to analyze your information and experiences (1 slide) and **anticipated results** (which should relate clearly to your objectives) (1-2 slides).

Preliminary timeline for your field practicum (1 slide): Although your field practicum may not progress like clockwork, please present a didactic timeline indicating how you intend to use your time and meet your objectives during the weeks you will be engaged in the field

Presentation of preliminary results in country (1 slide): Describe briefly how you might share your key, preliminary results with stakeholders, collaborators, interested academics and regional community members (including your host organization).

Potential problems (1 slide): Describe possible problems or limitations that might affect the timely completion of your field practicum and what measures you would take to reduce the disruption these could cause.

Information Sources/References (1 slide)

Contribution: You will want to stress how this practicum may contribute to the organization, local communities or environments, and the student participant.

<u>**Final written version of the field practicum proposal**</u>
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 project proposed is relevant and feasible in the time available and that it will provide you with a meaningful opportunity to participate in development practice with a supportive host organization.

This version will be reviewed by the course instructor who will provide you with feedback on your proposal. In addition, it must be approved by your respective supervisory committee (can be secured after the end of the semester) and endorsed by the host organization with which you will work (must be obtained during the semester). Again, please refer to Appendix 1 that describes the type of information that is normally integrated into a quality field practicum proposal.

COURSE SCHEDULE 2016 (12-16-16)

This schedule may be adjusted during the semester, depending on the availability of guest speakers, class interest in certain topics, and other unforeseen events. Updated versions will be posted on CANVAS and sent to students via email.

Date	Topic	Readings and videos required before class	Learning activities	Assignment due
1/06	Intro	Review sections in MDP Program Manual pertaining to the field practicum • The Field Practicum of the UF MDP Program (begins on page 35) • Indications for the preparation of the Field Practicum final report (page 42, Program Manual)	Overview of course and practicum expectations Review FB guidelines Survey of student interests, dummy surveys	
1/13	Surveys Inter-views	Sumner, Andy & Michael Tribe, 2010. How are research and practice linked in Development Studies? Chapter 6 in *International Development Studies: Theories and Methods in Research and Practice.* Pp. 129-162. 7 tips for good survey questions https://www.youtube.com/watch?v=Iq_fhTuY1hw Plural of anecdote is not data https://sites.google.com/site/skepticalmedicine//the-plural-of-anecdote-is-not-data McAdams, Dan. Life Story Interview https://www.sesp.northwestern.edu/docs/Interviewrevised95.pdf https://www.sesp.northwestern.edu/foley/instruments/interview/ Recommended: Chimamanda Ngozi Adichie TED: The Danger of a Single Story http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en	Apply questionnaires designed in groups	WB initial statement of intent Groups prepare surveys with 6 questions
1/20	Apprec-iative inquiry	Yuliani, E.L. et al. 2014. Problem-solving versus appreciative inquiry approaches in community-based conservation. Forests, Trees and Livelihoods. 17 p.	Appreciative inquiry exercise	WB: host organization & advisory committee

	Sources of know-ledge: literature	Burpee, G., Heinrich, G., Zemanek, R. 2008. Integral human development (IHD): The concept and the framework. Catholic Relief Services (CRS). 16 p. Literature review: overview for grad students https://www.youtube.com/watch?v=t2d7y_r65HU How to Prepare an Annotated Bibliography http://www.library.cornell.edu/olinuris/ref/research/skill28.htm. Cómo Preparar una Bibliografía Anotada http://guides.library.cornell.edu/bibliografia_anotada	Introduce contextual-conceptual (c/c) framework Introduce annotated bib assignment 11am Visit Library East to explore online, digital and material resources	
1/27	Focus groups Guest: Paul Monaghan	Review MFP FP funding application section beginning on the bottom of page 38 in Program Manual (FP Budget Form is found on page 74) Coastal Services Center. 2009. Introduction to conducting focus groups. Science tools for coastal programs. 20 p Suggested: Focus Groups, A Practical Guide to Applied Research, by Richard Krueger & Mary Anne Casey. https://cms.bsu.edu/-/media/WWW/DepartmentalContent/Effectiveness/pdfs/LendingLibrary/Focus%20Groups.pdf Other good sources on focus groups are available in "Files" in the Canvas website Suggested: Meet to discuss your topic/place with Latin American librarian Lara Lookabaugh or African Collection Librarian Dan Reboussin, Browse site: UF L.A. and Caribbean Collection http://cms.uflib.ufl.edu/lac/Index.aspx	Explanation of process for developing a preliminary budget of the field practicum	WB: preliminary objectives
2/03	Know-ledge Measur-ing IRB	Sumner, Andy & Michael Tribe, 2010. What we can "know" in Development Studies. Chapter 3 in *International Development Studies: Theories and Methods in Research and Practice*. Pp 53-80. See http://irb.ufl.edu/ and refer to IRB 02 Suggested basics to watch: What is research? https://www.youtube.com/watch?v=Og4BGyZr_Nk Qualitative vs. Quantitative https://www.youtube.com/watch?v=2X-QSU6-hPU	Measuring activities Explanation of steps to develop a useful matrix for the FP proposal Potential visit from the Institutional Review Board	annotated bibliography prepare to discuss c/c frameworks

		Telling a Complete Story with Qualitative and Mixed Methods Research - Dr. John W. Creswell https://www.youtube.com/watch?v=l5e7kVzMIfs			
2/10	Ethical, cultural consider-ation	Zerby, Nancy. 2014. The Islanders and the Scientists: Post-tsunami Aid in the Nicobars https://casestudies.ccnmtl.columbia.edu/case/theislandersandthescientists/ Sumner, Andy & Michael Tribe, 2010. What is the purpose of Development Studies? Chapter 2 in *International Development Studies: Theories and Methods in Research and Practice*. Pp. 31-54.			WB: budget & activities group work on focus groups
2/17	Tools for development practice Mapping Quanti-tative literacy	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 Good practices in participatory mapping (IFAD) http://www.ifad.org/pub/map/pm_web.pdf Watch: Danger of mixing correlation and causality http://www.youtube.com/watch?v=8B271L3NtAw Watch: Hans Rosling on Religions and Babies https://www.ted.com/talks/hans_rosling_religions_and_babies	Mapping activity Quantitative literacy: gathering, analyzing, interpreting data. Indices, databases, correlations, temporal sequences, etc.	Proposal to IRB	
2/24	Ethno-graphic approach Integral human develop-ment	Whitehead, Tony. CEHC Ethnographically Informed Community and Cultural Assessment Research Systems (EICCARS) Workbooks What is ethnography? http://study.com/academy/lesson/what-is-ethnography-studying-cultural-phenomena.html 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. Explore: Qualitative research methods: case study, ethnography, historical, etc. http://study.com/academy/topic/qualitative-research-methods-and-design.html	Prepare for ethnographic observation	Submit preliminary proposal – funding application	
3/03	No class	Spring break			

3/10	monitor and evaluation	Bamberger, M. 2013. The mixed methods approach to evaluation. Social Impact. 18 p. Guijt, I. 1999. Participatory monitoring and evaluation for natural resource management and research. Intl Institute for Environment and Development. 22 p. 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.	Group work to identify indicators to monitor Roundtable on progress on definitive version of the FP proposal	Prepare progress report on proposal
3/17	Paradigms for practice	Sumner, Andy & Michael Tribe, 2010. What is rigor in Development Studies? Chapter 5 in *International Development Studies: Theories and Methods in Research and Practice,* pp 99-128. Possible topic: Stakeholder analysis	Ethnographic presentations	Prepare ethnographic presentations
3/24	PAR De-colonial practice	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 Hartej Gill et. al "In the Midst of Participatory Action Research Practices: Moving towards Decolonizing and Decolonial Praxis." Reconceptualizing Educational Research Methodology 2012, 3(1).	Organize SEAGA activity	Submit proposal draft for peer review Tuesday
3/31	Socio-economic and gender systems	Gender and Climate Change Research in Agriculture and Food Security 2nd edition, 2013. http://www.fao. /docrep/018/i3385e/i3385e.pdf Recommended to browse: SEAGA Field Handbook (participatory research and planning with local communities) 2001. http://www.fao.org/docrep/012/ak214e/ak214e00.pdf	Small peer review groups discuss proposals SEAGA activity	Peer review 2 proposals due Wednesday
4/07	Ethno-racial systems	Study websites: Race-the Power of an Illusion http://www.pbs.org/race/000_General/000_00-Home.htm Race: Are we so different? http://www.understandingrace.org/home.html	Present field practicum proposals	Prepare proposal presentations
4/14	safety and risk synthesis	Warden, Tara, 2013. Feet of clay: confronting emotional challenges in ethnographic experience. Journal of Organizational Ethnography 2(2): 150-172 Newbury, Darren, 2001. Diaries and Fieldnotes in the Research Process	Present field practicum proposals	Prepare proposal presentations
	Exam week	Submit final proposal on CANVAS by April 24		

Timeline of deliverables relating to the preparation of the field practicum proposals

Deliverable	January				February				March					April		
	6	13	20	27	3	10	17	24	3	10	17	24	31	7	14	24
WB with initial statement of intent		▓														
WB on host organization & supervisory committee			▓													
WB on preliminary objectives				▓												
Literature search and annotated bibliography for the FP proposals					▓											
WB with preliminary budget, proposed activities, anticipated products						▓										
Submission of preliminary proposal to the IRB							▓									
Submit FP proposal for peer review												▓				
Peer review of FP proposals													▓			
Oral presentation of the FP proposals														▓	▓	
Submission of electronic version of proposal																▓

List of sources by topics
Rural households and resources: a SEAGA pocket guide for extension workers. 2004.
ftp://ftp.fao.org/docrep/fao/007/y5551e/y5551e00.pdf

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.

Gender and development
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

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 posted on the website, prepared by faculty and students.

Linkages between policies and grassroot priorities
Intermediate Level Handbook (to identify links between policies and grassroot priorities) 2001.

http://www.fao.org/docrep/012/ak213e/ak213e00.pdf

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.ennonline.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
Good practices in participatory mapping (IFAD) - **http://www.ifad.org/pub/map/pm_web.pdf**
Other practical materials will be made available, if required

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.

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

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

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