

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

Tuesdays P3; Thursdays P 3-4

Unless otherwise indicated, class meets in 376 Grinter Hall

Official classroom is 1216 New Physics Building

Fall 2015

Dr. Marianne Schmink	Dr. Susan Paulson
Center for Latin American Studies Office: 301 Grinter Hall, 273-4724 Office Hours: M 1:00-3:00; Th 11:00-1:00 <a href="mailto:schmink@ufl.edu">schmink@ufl.edu</a>	Center for Latin American Studies Office: 378 Grinter Hall, 273-4730 Office Hours: T 3:00-5:00 <a href="mailto:spaulson@latam.ufl.edu">spaulson@latam.ufl.edu</a>

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 Sub-Saharan African contexts.

Participants learn to describe and analyze complex development issues, paying particular attention to cross-sector linkages and regional comparisons. The course leverages 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) supports the interactive, web-based components of the course including the development of electronic learning resources, lecture videos, and Google hangouts.

### 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;
- Assess impacts of different development models and practices on environmental changes ranging from loss of biodiversity and habitat to global warming.
- 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 10-10-15 (subject to change)**

Week	Dates	Topic (according to GC schedule)	GC Speaker: T @ 8am	Assignments (due generally Tuesdays)
1	Tuesday, 08/25 Thursday, 08/27	<i>Introduction</i>		
2	Tuesday, 09/01 Thursday, 09/03	<i>Sustainable Development Practice</i>		Select a geographic location
3	Tuesday, 09/08 Thursday, 09/10	<i>Sustainable Development in the Anthropocene+ Global Classroom Overview</i>	J. Sachs (CU)	
4	Tuesday, 09/15 Thursday, 09/17	<i>Ending Poverty, Inclusive Economic Development</i>	P. Walsh (UCD)	Initial statement of problem + bibliography for DAP
5	Tuesday, 09/22 Thursday, 09/24	<i>Inclusive Peace and Full Lives</i>	J. Castellino	
6	Tuesday, 09/20 Thursday, 10/01	<i>Food, Water, Infrastructure</i>	G. Denning (CU)	
7	Tuesday, 10/06 Thursday, 10/08	<i>Cities, Infrastructure</i>	A. Revi	DAP Part 1
8	Tuesday, 10/13 Thursday, 10/15	<i>Energy, Climate Change Mitigation</i>	E. Guerin	
9	Tuesday, 10/20 Thursday, 10/22	<i>Environmental Governance</i>	S. Someshwar (CU)	
10	Tuesday, 10/27 Thursday, 10/29	<i>Ecosystems and Biodiversity</i>	U. Karanth (WCS)	DAP Part II
11*	Tuesday, 11/03 Thursday, 11/05	<i>No global lecture; regular class on Tuesday</i>	None	
12	Tuesday, 11/10 Thursday, 11/12	<i>Civil Society Organizations for SD</i>	Panel (Moderated by G. Denning)	Complete draft of DAP for peer review**
13	Tuesday, 11/17 Thursday, 11/19	<i>Healthy and Equal Lives (attend lecture on your own) Instructors traveling: class time to work on group projects, Nov 17 and Nov 19</i>	S. Sachs (CU)S.	Peer reviews of DAPs**
14	Tuesday, 11/24 <i>Th 11/26 Holiday</i>	<i>Disasters and SD</i>	M. Dilley (TBC)	
15	Tuesday, 12/01 Thursday, 12/03	<i>Private Sector for SD</i>	Panel (Moderated by A. Shah)	Group Presentations (on Thursday)
16	Tuesday, 12/8	<i>Course evaluation</i>	J. Sachs (CU)	Final DAP

\* No GC this week, and no class on Tuesday 11/03. Students can use class time on Thursday 11-05 to work on their group presentations, which are due 12/03

\*\* Due by Sunday, Nov 22

## 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 2, except in week 11 when it is on Thursday; further instructions will be provided.

A typical week for this course will consist of:

- Tuesdays 8:00 am-9:00 am: **Global Classroom online viewing** (exception is week 11, when viewing moves to Thursday):
- **Tuesday class 9:35-10:25:** Class discussion of the weekly topic, including critically review and examination of the live and archived lectures and readings;
- **Thursday class 9:35-11:30:** In depth exploration and analysis of selected issues with the support of further literature and occasional guest instructors.

Students should prepare ahead of each session by completing the assigned readings available for electronic download from the Canvas course website in folders under "Files."

## COURSE READINGS AND RESOURCES

### Textbooks (required):

- Andy Sumner and Michael Tribe. 2010. *International Development Studies: Theories and Methods in Research and Practice*.
- Jeffrey D. Sachs. 2015. *The Age of Sustainable Development*.

### 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.

There are two main websites for this course: the UF Canvas course website and the Columbia University website, set up and organized by MDP Secretariat for the MDP Global Association. Further instructions will be provided for how to access the MDP 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." Most required (as well as additional and recommended) readings are under the "File" section except for chapters in the required textbooks and online sources for which links are provided. The Canvas website also provides students access to the syllabus, instructions for assignments, grade-book, 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 (10 points)***

***Global Classroom component (15 points)***

***Short reflections (20 points)***

***Development Analysis Paper (DAP) (30 points)***

***Peer Reviews of DAP drafts of 2 colleagues (10 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:

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 (10 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>.

***Global Classroom component (15 points)***

Students should log in and attend the GC live lectures each Tuesday from 8-9am. In advance of each Tuesday class they are expected to complete assigned readings. In class discussions on Tuesdays students actively engage and debate the lectures viewed online and assigned readings, including giving thoughtful responses to comments by classmates.

Progress will be evaluated according to the following efforts:

- During the semester post at least 4 questions to GC speakers/facilitators or comments on the GC discussion space (on topics/dates of their choosing). Instructions on how to post questions and comments will be provided (5 points).
- Prepare and deliver a brief presentation to the class (15-20 minutes) commenting on and engaging with one assigned GC session, and/or pose questions to the class to engage students and provoke discussion. Student presenters are expected to 1) incorporate insights from the assigned readings and lecture for the day, as well as either 2) pose questions and facilitate discussion among students, or 3) give a presentation using examples/insights from other sources and cases. (10 points).

### **Short reflections (20 points)**

Each student is expected to compose 10 written reflections that flow from the assigned readings, and to share these with classmates by posting on the Canvas "Discussion" folder by midnight Tuesday so to serve as a basis for Thursday classroom discussion. Each posted commentary may earn up to 2 points.

#### Required criteria for written reflections:

Be no more than 500 words in length

Respond to assignments and topic for the week

Include and actively engage one quote from the week's assigned readings

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 (DAP) (40 points: part I 5 pts., part II 5 points, peer reviews 10 points, 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 to 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](http://www.chicagomanualofstyle.org/tools_citationguide.html)

Paper 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	2
key data	Present data on key aspects of the economy, environment, health, education, agriculture/food production and urbanization/industrialization	3
connect w. course	In the course of following analysis, discuss relevant ideas and information from at least two assigned materials	2

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	2

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 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 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 challenge, describing ways in which similar challenges have been tackled or addressed in this or other contexts; ii) provide an analysis of the pros and cons of alternative ways to address the challenge, and, iii) present your proposed approach, with supporting arguments (5 points).
- (November 13): Submit a **complete DAP draft** (Intro, Part I + Part II) to two students who have been assigned to review it. This draft should incorporate changes suggested by your instructors on previous rounds, plus introductory and concluding sections that frame the overall paper.
- (November 22): Each student will conduct 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 9) **Final DAP**, fully revised to take into account inputs by instructors and peers (20 points).

At each step, you will receive feedback and suggestions from instructors and/or peers. You are expected to incorporate changes that respond to these comments. It is important that you analyze thoroughly the relevant literature to provide a strong background and informed analysis of 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 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.

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

This course gives students the opportunity to learn from comparisons of different development realities worldwide, especially across Africa and Latin America. 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. This cross-country comparison will provide important input into the DAP assignments and will include additional comparative analysis on selective development themes most relevant to the countries being compared. Most of the work will be done in class, through class exercises and small group discussions, but groups will meet outside the class to prepare their final presentation to the class (due on **December 3**). A portion of the grade for this assignment will be based on peer assessments of each student by other group members.

Each 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.

The criteria for evaluation of this assignment will include:

1. Well proportioned 15-20 minute presentation time
2. Clarity of the presentation
3. Use of appropriate data, sources and material
4. Effectiveness of the comparison across countries/contexts
5. Analytical depth of the discussion
6. Relevance of policy implications

## Course Evaluations

Students are expected and strongly encouraged to provide feedback on the quality of instruction in this course. 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.

## 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.

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](mailto: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.