**Sustainable Community Development I/Global Development I**CVEN 5919, ATLAS 5210  
Fall Semester, 2017: T& Th 3:30 –4:45 p.m., ECCE 1B41  
Instructor: Dr. Rita Klees

**COURSE DESCRIPTION:** For over 60 years the “developing” world has been at the receiving end of billions of dollars of aid to raise living standards, transfer technology, eradicate disease, illiteracy, famine, etc. Things have gotten better for many but progress is uneven: almost 1 of every 8 members of our global population of 7.1 billion is hungry; 1.2 billion people manage with an income of less than $1.90/day. About 1 in 10 people lives without access to safe drinking water, 1.2 billion lack access to energy, and a startling 1 in 3 children born in the developing world die before their 40th birthday. In 2015, as the 15 year Millennium Development Goals concluded, the Sustainable Development Goals for 2016-2030, were adopted to provide the world with the continued opportunity to chart a more inclusive, sustainable future for all while it tackles, amongst others, the challenges listed above. You probably know about many global development challenges already, which might be why you are taking this class. You want to make a difference. This course will help you do so. You will:

* Examine various theories, approaches, and debates relative to international development, from both historical and contemporary perspectives
* Study the social, economic, environmental and policy issues shaping the direction of international development today
* Identify the core principles and practices that ensure development is sustainable with a focus on community-based, bottom-up solutions
* Discuss the roles of a variety of stakeholders – communities, institutions, governments, civil society, donors, NGOs, and recipients – in shaping the development agenda and solving global development challenges”
* Explore promising opportunities and innovative approaches for transformative sustainable development
* Discuss career paths for engineers who want to work in international development

The goal of the course is to enable you to view international development problems from a number of viewpoints, and to create more sustainable strategies for change. The course material is presented in five modules:

Module 1: Global Poverty and Development  
Module 2: The Architecture of International Development  
Module 3: Issues in Sustainable Development  
Module 4: Key Strategies in Practice  
Module 5: From Theory to the Field

Emerging trends, e.g. globalization, urbanization, climate change, food security, will be woven into the modules. The guest lectures, readings, class discussion, and assignments will teach you to think as a technical specialist (ICT or engineering) within the international development arena. The course makes extensive use of case studies from Asia, Africa, Latin America, and Eastern Europe. In keeping with the multidisciplinary nature of international development, the readings will reflect a wide range of fields including economics, health, gender, communication, religion, philanthropy, ethics, social science, business, anthropology, engineering, and education. Different perspectives are studied and encouraged and we will explore opposing views on such hot topics such as aid effectiveness, business at the bottom of the pyramid, subsidies, feeding the 9 billion, and microfinance.

This is a graduate level course for students in  ATLAS, [Environmental Engineering](https://mcedc.colorado.edu/sites/default/files/EDC_env_curriculum_Oct2011_final.pdf), [Civil Systems,](http://mcedc.colorado.edu/sites/default/files/Civil-Engineering-Systems-EDC-emphasis_06-2012.pdf) [Construction Engineering and Management](http://mcedc.colorado.edu/sites/default/files/CEM_EDC_08-14-11.pdf#overlay-context=education), and [Building Systems](http://mcedc.colorado.edu/sites/default/files/BSP-EDC_Oct2011.pdf) within the Department of Civil, Environmental, and Architectural Engineering. It is a required course for students in the Mortenson Center for Engineering in Developing Communities program.

**COURSE ORGANIZATION:** The course is seminar in format and is based on assigned readings, interactive lectures, and student-led discussions. It will include small group discussions, lectures, guest presentations, student presentations, and debates. Topics to be discussed, within the five modules, include: poverty and development theory, development actors and institutions, aid mechanisms, aid effectiveness, governance and corruption, reaching the poor, dealing with fragile states, impacts of conflict/terrorism and disaster, balancing the environment and development, citizen empowerment and activism, sustainable community development, ICT and development, social entrepreneurship, youth involvement, religion, and innovation and technology.

**PREREQUISITE :** None

**CREDITS** :3 credit hours

**COURSE MATERIALS:** There is no text for this reading intensive class. Rather we will read a mix of academic, popular, and theoretical articles which you can expect to take a minimum of 2 hours per class. You are expected to keep up with weekly readings and participate in class discussion of same, in order to fully realize the potential of this class. Participation in class is a central part of your grade. The course syllabus provides the required reading assignments for each class. Most readings are posted on the course web-site on D2L; web-site links for others are provided. Invited speakers may provide additional readings. The course syllabus is large in order to provide you with key materials and resources – it includes “required” and “recommended” readings as well as “resource” materials. The readings marked “required” must be read carefully prior to class and these will be the subject of discussion. The readings marked “recommended” are suggested to supplement, deepen and expand the issues raised by the required readings. While you don’t have to read any or all of the “recommended” readings, they are intended to be helpful if you are interested in a particular topic and would like to explore it in more depth, as an initial starting point for assignments, or simply as a reference for things you should get around to reading in your career. Relevant journal, blog and web-sites and links to international development organizations will be provided. Check regularly on email and D2L for updates to readings and assignments. This course is responsive to current events and course material may be adapted to reflect such.

# COURSE OBJECTIVES

* Provide students with a better understanding of global poverty and the major challenges facing the world’s developing communities
* Understand the history and legacy of International Development – where it came from, the directions it has taken over the decades, the current socioeconomic issues that are driving the development industry , and emerging trends
* Become familiar with the variety of stakeholders – critics, activists, institutions, academics, funders and recipients – that shape the development agenda
* Develop cultural and social awareness regarding development problems and solutions
* deepen your understanding of the social, economic, environmental and policy issues engineers and ICT specialists must consider and integrate into problem solving

**COURSE REQUIREMENT:** The course depends on active and ongoing participation by all class participants. Class participants are expected to analyze readings and come prepared to discuss the readings. You will be expected to have completed all the required readings before class to the point where you can be called on to critique or discuss any reading. On a weekly basis you will submit and be prepared to present a short critique of a blog of your choice, relevant to the course. 10-15 minutes in class will be devoted to discussing student blog findings. Additional written assignments include two “reaction papers” and a book review. In additions, students will each have a developing country assigned to them for which they will examine course-related topics throughout the semester with findings presented in “country reports.” Additional assignments may be given such as attendance at campus/local development related events.

**GRADING:** Evaluations will be based on the following:

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| Participation in class discussions and activities (includes attendance, comments/questions on readings) | 30% |
| Weekly blog reports | 10% |
| Reaction Papers 10% @2 | 20% |
| Book Review & Presentation | 10% |
| Country Reports/Final Report | 10% |
| “What Works in Development” Essay | 10% |
| Completion of two outside events: community/web-based,5%@ | 10% |

Reaction papers, book review, essays, and country reports will be assigned a letter grade ranging from A to F. Other assignments are pass/fail. Grading is as follows:

> 94 = A; 90-94 = A-; 87-90 = B+; 83-87 = B; 80-83 = B-; 77-80 = C+; 73-77 = C;

70-73 = C-; 63-70 = D; <63 = F

Participation is assessed through your in-class questions and comments, completion of in-class individual and group work, and office hour visits.

**Attendance** Students are expected to prepare for, attend and participate in all class sessions and discussions. Attendance is crucial since student participation is essential in this class. In the case of illness or emergency, or university sanctioned absences, students are expected to contact the instructor before class meets and make arrangements to make up any academic work that may be missed, submit assignments on time, and to make arrangements regarding activities, tests, quizzes, or exams that may be scheduled during the absences. Depending on the circumstances, these could be “excused” absences. You may miss 2 classes no questions asked, “unexcused” absences, without being penalized. More than 2 unexcused absences will result in a drop in the final grade. For each class missed as “unexcused” your final grade will go down ¼ grade. E.g. miss one class (unexcused) and you go from an “A” to a “A-“, and so forth. Extended or multiple absences that aren’t related to illness or emergency are considered “unexcused” and result in the same grade lowering criteria.

**Tardiness/Leaving early** You are expected to arrive on time to class and to attend the entire class. Arriving more than 5 minutes late, or leaving more than 5 minutes early, each constitute a “tardy”. Two “tardies” equal an “unexcused absence.”

**CLASSROOM POLICIES**:

Expected classroom behavior -

* The instructor and students will recognize and respect each other. Respect may include appropriate humor, enjoyment, or other indications of a comfortable and pleasant classroom community.
* We will be on time for class: no late arrivals and no packing up early.
* We will avoid disruptions during class such as loud noises, private conversations, reading newspapers, speaking on cell phones or texting, using a laptop for something other than current classroom work, and, of course, sleeping.
* No eating in class
* We will avoid negative language that is considered racist, sexist, homophobic, etc. or in other ways may exclude or disrespect members of our campus and classroom community.

Violation of these rules results in an “unexcused” absence for that class.

**LATE WORK POLICY**: I do not accept late work.

**COMMUNICATION: EMAIL AND OFFICE HOURS**

Do not hesitate to meet with me to review, discuss, clarify any of the course materials and related issues. Office hours are purposefully set aside to this end: please feel welcome to drop by anytime. If you must write an email, make sure that your message subject contains the course number. I will try to answer course-related emails during normal business hours (Monday through Friday, between 9:00 am and 5:00 pm).

# UNIVERSITY POLICIES: We expect students to follow the university’s Honor Code and other policies, including but not limited to the following:

1. If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at [dsinfo@colorado.edu.](mailto:dsinfo@colorado.edu) If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

B. Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. See full details at <http://www.colorado.edu/policies/fac_relig.html>

C. Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at <http://www.colorado.edu/policies/classbehavior.html> and at

<http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code>

D. The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>

E. All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at <http://www.colorado.edu/policies/honor.html> and at <http://www.colorado.edu/academics/honorcode/>

F. The University of Colorado at Boulder policy on Discrimination and Harassment (http://www.colorado.edu/policies/discrimination.html), the University of Colorado policy on Sexual Harassment, and the Uni­versity of Colorado policy on Amorous Relationships applies to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the ODH and the campus resources available to assist individuals re­garding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

G. The faculty reserve the right to alter the syllabus, in­cluding its scheduling and requirements within reason, as they see necessary for the successful delivery of the course and its learning outcomes.