

## **COURSE DESCRIPTIONS**

### **MDP AT THE UNIVERSITY OF DENVER**

#### **Pre-MDP**

There will be ten short pre-MDP courses are a pre-requisite of the MDP degree program. They immediately precede the MDP during July and August 2010. These fundamental pre-MDP courses place the entire cohort on a more level field of knowledge and skills before it begins the MDP degree, itself. We will have students entering the program from health science, and they will need some critical exposure to concepts, terms, and skills in the social sciences and management. So, too, an entering student from a background in education will need some grounding in health and environmental science. The other purpose of the nine-week pre-MDP is to build a team that knows and trusts one another. To augment your courses and luncheons together, we will also have five workshops up in the Rocky Mountains. Here are brief course descriptions, which will be more fully provided by April after we conclude three day-long faculty MDP workshops.

INTS 4600, International Systems – There are diverse ways to “frame” our consideration of development. This course examines community, national, and systemic global parameters of development options for more/less and richer/poorer peoples and nations on this earth. Law and politics are discussed as “snapshots” of what change and normative behavior is possible at any given time and place. Also, the economic needs, strategies, and theories of farmers, markets, and a systemic global economy are considered (30 hours/10 days).

INTS 4601, Life Science – This course presents general skills and concepts for consideration of ecology and conservation biology with historical and current case studies. It sets the stage for the cohort’s further study of environmental and climatic issues during all six terms of on-campus MDP studies as well as field-based work in Guatemala and Vietnam (30 hours/10 days).

INTS 4602, Statistics – There will be two consecutive sections of Statistics – the first at an introductory/intermediate level, and the second at an intermediate/advanced level. Both parts of this course hone skills that will be applied in several subsequent MDP courses. This addresses one of the classic hurdles in learning statistics, and that is such courses are too often taught in isolation from solid applications. Hence students will apply these pre-MDP skills in the field as well as in several MDP courses, such as Development Forecasting, Food and Water, Global Health, MDP Economics, Social and Population Movements, and Community Health (30 hours/10 days).

INTS 4603, Gender – While no single MDP course focuses exclusively on gender, it is a cross-cutting theme of the entire 26-month study. Thus this pre-MDP course presents basic concepts, questions, and problems that students will then address in a number of subsequent MDP courses. The instructors for this course will draw on several disciplines, including professional psychology, anthropology, education, and international studies (15 hours/5 days).

INTS 4604, Health Science – This course is a primer is divided into two parts, the first on molecular biology and physiology, and the second on bodies and nutrition. While this does not equip one to enter medical school, it does present enough of a foundation so that development generalists will understand when and why to call upon medical and health science personnel. This course also sets the stage for the cohort's study of community and global health during terms II and V of the MDP, as well as its examination of health issues during off-campus studies in India, Bangladesh, and Mozambique (30 hours/10 days).

INTS 4605, International Futures – The Frederick S. Pardee Center for International Futures is a critical component of JKSI research and development work. Its computer modeling of regional and global trends draws on more than 1,600 variables and drivers of change. During this pre-MDP course, students will learn how to use the International Futures (IF) software and databases. This prepares the cohort for its immediate application of IFs during the term I course, Development Forecasting. There will be further applications of the IFs model and databases throughout the MDP (15 hours/5 days).

INTS 4606, Inter-Cultural Knowledge – Just and sustainable development require inter-cultural knowledge, sensitivity, and curiosity. This course examines these three components through lenses of language, religion, and communication. The MDP cohort will travel the world together – virtually, physically, and dialogically. They will do so as a group of 25 degree candidates, but also as a bridge to MDP programs on several continents. Each step of the cohort's way will call upon inter-cultural capabilities (15 hours/5 days).

INTS 4607, Demography – This pre-MDP course sets the stage for several courses that will call upon basic demographic skills and framing abilities. These include the GPS/GIS workshop up at Mt. Evans, courses in Community Health, Global Health, and Social and Population Movements, and examination of development practice and research in India, Bangladesh, and Mozambique (15 hours/5 days).

INTS 4608, Environmental Science – Here the departments of Geography, Biology, and Chemistry team up to present basics of environmental science for subsequent MDP courses on Food and Water, Energy and Natural Resources, Urban Agriculture, and Deforestation. This pre-MDP course also sets the stage for topics that will arise in the cohort's studies in Central America, Africa, South Asia, and Southeast Asia (15 hours/5 days).

INTS 4609, Hydro-Bio-Atmosphere – The Geography Department here presents a primer on our surrounding ecology as well as the human imprint on water, land, and sky. It will draw on case studies that the cohort will later examine close up on Guatemala (15 hours/5 days).

### **MDP – Year One**

Nine core courses will be taught during Year One of the MDP. Augmenting these courses will be six practitioner-led workshops; a MacArthur Foundation facilitated global class experience with *all* sixteen affiliated MDP programs around the world; a 1-week off-campus trip to the Native American nations and the Mesa Verde Anasazi archeological sites of southwest Colorado; a 4.5-week inter-term in India

and Bangladesh; a 1-week train trip to Washington, DC and New York City for policymaker meetings at the U.S. federal capital and United Nations; an end-of-year “Voicing the Good” conference at DU; and a summer session of research in Guatemala.

INTS 4610, Development Forecasting – Building immediately on the pre-MDP International Futures primer, this course works through several case studies that apply the IFs model and databases. There will be several smaller sections of this course, allowing for close mentoring of each cohort member’s interests in sectors of development and regions of the world (30 hours/10 weeks).

INTS 4611, Human Rights, Needs & Duties – Students will consider just and sustainable development as a matter of satisfying human needs, achieving human capabilities, implementing rights, and fulfilling responsibilities. They will examine, in particular, the process by which human rights, needs, and duties are becoming more widely recognized as a normative regime of behavior worldwide (30 hours/10 weeks).

INTS 4612, Sustainable Development – This is one of two courses that will relate to the MacArthur Foundation’s global classroom course, Integrated Approaches to Sustainable Development Practice, which links to all MDP programs worldwide. This course examines diverse concepts and approaches to development, but emphasizes a comprehensive perspective and set of skills for holistic development work. Denver-area development practitioners will present guest lectures. And through the MacArthur link, there will be numerous inter-cultural and global presentations (30 hours/10 weeks).

INTS 4613, Food and Water – Drawing on pre-MDP statistical, health, natural science, environmental, and geographical skills, this course examines the quality and management of food production of water resources. It then considers the role of business in sustaining pathways for affordable disbursement of such critical lifelines as basic food and water. This course also relates back to the Human Rights, Needs, and Duties course, for these basic human rights of sustainability are essential to all other MDGs (30 hours/9 weeks).

INTS 4614, Development Project Analysis – This “bookend” course is the first of two that will imagine, design, fund, monitor, and evaluate a development project. In this first course, the cohort will learn concepts and strategies for a well-conceived and implemented project. It will look back at the cohort’s experience in South Asia, and look ahead to criteria for evaluation for the cohort’s applied study and research in Guatemala (30 hours/9 weeks).

INTS 4615, Global Health – Leaders of the Global Health Council and instructors at the University of Colorado’s Health Sciences Campus will team up for this examination of best practices and current challenges in global health. Building on the cohort’s basic learning from several pre-MDP courses, the Global Health course prepares cohort members to know when, how, and why to engage community health care providers as well as outside health practitioners and professionals (30 hours/9 weeks).

INTS 4616, MDP Economics – This course balances western neoclassical micro- and macro-economic concepts and theories with alternative economic arguments, experience, and theories from other parts of the world. These alternatives include socialist economic considerations, cultural and regional contexts of economics, and value chain analysis of how farmers and communities may access local, regional, and global markets. This course realizes that much poverty alleviation will result from people's just and sustainable roles in diverse markets (30 hours/9 weeks).

INTS 4617, Energy & Natural Resources – In this course, instructors from the law school, international MBA program, and biology department will combine resources, experience, concepts, and models for an integrated study of sustainable energy and natural resources. Special consideration will be given to extractive mining industry and water usage. From a legal perspective, this course looks at how law and policy are made, and how keen public advocacy can use these tools for sustainable practices. From a business perspective, this course examines the role of socially responsible corporate behavior is key to sustainable production, markets, relations, and profitability (30 hours/9 weeks).

INTS 4618, Research: Data Analysis – This is the first of two research courses, designed to introduce research methods and approaches that prepare the cohort for eight-week applied study and field research in Guatemala and Vietnam. Building off of pre-MDP skills of statistics, demography, and GPS/GIS remote sensing, this course enables students to ground development decisions in reliable data and analysis (30 hours/9 weeks).

### **MDP – Year Two**

Nine additional core courses will be taught during Year Two of the MDP. The complement of these courses will be three elective courses that students may choose from among the ten participating graduate programs at DU; three practitioner-led workshops; a MacArthur Foundation facilitated global class experience with *all* sixteen affiliated MDP programs around the world; a 4.5-week inter-term in Africa (most likely, Mozambique, Kenya, and Ghana); a five-month internship of your choice in or near Denver; an end-of-year “Voicing the Good” conference at DU; a summer session of research in Vietnam (with perhaps a week-long comparison and reflection in China); and graduation ceremonies in East Asia and Denver.

INTS 4619, Social & Population Movements – This course builds on pre-MDP basic skills in Demography and Statistics. It also relies on case studies that the cohort will relate to directly in Kenya, India, and Bangladesh. It addresses the plight of particularly vulnerable displaced populations, dynamic rural-urban flows and hazards, extreme poverty eradication, and political and environmental forces affecting the movement of people (30 hours/10 weeks).

INTS 4620, Relief to Development Gap – What are the different agenda and foci of humanitarian assistance, emergency relief, and longer term strategies for just and sustainable development? What are the particular needs of countries and populations emerging from inter-state conflict, dirty wars, human rights abuses, and failed statehood? This course addresses these questions from diverse

disciplines, including professional psychology, international studies, comparative politics, and anthropology (30 hours/10 weeks).

INTS 4621, Community Health – This is the second of two courses that will relate to the MacArthur Foundation’s global classroom course, Integrated Approaches to Sustainable Development Practice, which links to all MDP programs worldwide. It builds on the first-year course on Global Health. Its premise is that the human right to health care is a continuum that includes family and community-based practices as well as district, national and global health initiatives and information. This entire continuum relies on each community’s role in collecting, owning, and analyzing data concerning its health. This course considers primary and preventive health as well as tertiary care (30 hours/10 weeks).

INTS 4622, Strategic Peacebuilding – Generally, it takes as long to emerge from war as a country and people spend building up to and engaging in war. Hence strategic peacebuilding is a complex, long-term endeavor to weave a more coherent, just, inclusive, transparent, and promising state-societal fabric. This course will draw on many of the inter-disciplinary and cross-sector elements of other MDP courses in its challenge to the cohort to craft particular and universal “cultures of peace.” (30 hours/10 weeks).

INTS 4623, Deforestation – This inter-disciplinary course uses deforestation as a case study to examine how to combine science, law, policymaking, and business management in order to provide water, protect watersheds, and conserve fragile ecological zones. It relies on examples from nearby Denver and the Rocky Mountains, and relates these to the cohort’s exposure to similar challenges worldwide (30 hours/10 weeks).

INTS 4624, Development Project Evaluation – This second of two “bookend” courses on imagining, designing, funding, monitoring, and evaluating development projects delivers real-time case studies. The cohort will serve several non-governmental, community-based, and business ventures that require *presently* the students’ assistance in crafting development projects. Some of these case studies will arise from the MDP’s relations with projects at our field sites in Asia, Africa, and the Americas. Others will come from partners in the Denver area. In particular, this course tests the cohort’s ability to conceive and deliver sustainable development projects before its work in Vietnam (30 hours/10 weeks).

INTS 4625, Education and Change – This course builds on initial questions posed in a pre-MDP workshop on moral imagination and transformational education. It calls on the cohort to devise and test its own plans for passing on MDP and MDG-related education. Co-taught by instructors of the College of Education and the School of International Studies, this course challenges the cohort to create and design concrete means for interactive pedagogy and globally viable interactive technology. In short, what can the cohort do to enhance the potential of global classroom pathways of learning? And what can each MDP candidate do to ensure his or her role as an educating change agent (30 hours/10 weeks)?

INTS 4626, Youth Development – Young people constitute a large proportion of the present and future work, intellectual, and spiritual force for any country’s path toward just and sustainable development. This course examines the role, needs, and assets of youth in deploying development strategies. It is

especially attentive to the role of youth in post-war, post-trauma situations of state and societal rebuilding efforts (30 hours/10 weeks).

INTS 4627, Research: Multilevel Analysis – This is the second of two research courses. It further grounds the students applied research skills in diverse methods and approaches for data collection and analysis. While building upon the earlier research course, this one prepares the cohort to examine the complex multi-level and inter-state variables that affect development. Since the cohort travels immediately after this course to Vietnam, it will consider uses of the Mekong River from China to Vietnam’s southern delta. Here again the cohort will apply its pre-MDP skills in statistics, demography, and GPS/GIS remote sensing so as to ground development decisions in reliable data and analysis (30 hours/10 weeks).

### **Provision of Widely Disseminated Materials**

A major obstacle to just and sustainable development is the fact that there is over-reliance on expert knowledge and inadequate engagement of diverse and large “communities of learning” committed to change toward achieving the Millennium Development Goals. Hence it is a near- and medium-term objective of the DU MDP program to produce three versions of development materials: a) an inexpensive “short library” of 75-page paperback booklets that cover the basics of all of the above courses as well as other topics addressed by other MacArthur MDP affiliates worldwide; b) a *very* inexpensive e-book version of this “short library”; and c) advanced second-language lessons based on this “short library” such that Chinese students could use these materials to learn English or Spanish or Hindi while working on just and sustainable development, or North Americans could use these materials to learn Portuguese or Arabic or Vietnamese in their MDG-related work. We are negotiating with a major publishing house, the world’s leading language software corporation, and two foundations to help us achieve the goal of producing and disseminating *affordably* these materials to diverse communities. Hence the graduates of our MDP can have substantial and accessible materials for furthering education about just and sustainable development.