Project Workshop:
The Nexus of Communities, Knowledge, and Sustainable Change
Prof. Lynn Schler
Syllabus

Course Description:
This course serves as a preparatory workshop for students to undertake community-based projects in a local community in Africa during the third semester of the MA program, "African Sustainable Communities." The course has three objectives:

1. An introduction to theoretical and practical aspects of community development in African contexts: The first semester of the course offers a review of epistemological questions regarding the production of knowledge in postcolonial Africa, and then reviews theoretical and empirical research on questions of community, communalism and community development in Africa. This is essential theoretical background for the next part of the course, which will be more focused on practical approaches to community development in Africa. During the second semester, we will relate directly to issues relating to community development project planning and implementation. Students will get acquainted with practices and methods of planning, budgeting, implementing, and assessing projects in community development and coping with difficulties and failures. We will also engage with concepts such as participation, power, alliances, networking, engagement, and conflict.

2.Individual preparation for projects: Over the course of the two semesters, students will plan and design a project to implement in a local community in Africa. They will formulate objectives and goals, study the relevant historical, theoretical, and contextual background for their project, write a literature review, and submit a full project proposal at the end of the course. Students will be guided through the process of identifying an area of interest, applying a holistic approach to the study of the local context, defining objectives, formulating a plan, identifying resources, establishing collaborative relationships, and writing up a proposal that includes processes for evaluation, monitoring, accountability, and summation with regards to sustainability.

3. Drawing upon local inspiration: The third aspect of the course will provide opportunities for seeing and experiencing many of the ideas raised in class in local community development initiatives. We will visit and learn from a range of community and economic development projects in the Negev while getting acquainted with major socio - development issues in the region. We will examine various initiatives within the diverse communities of the Negev, and use these to understand the links between broader political and economic contexts and the possibilities for community development.

Requirements:
1. Attendance and Participation: Students are required to attend classes each week and participate in discussions based on the weekly readings. Students should come to class having reviewed the reading material, and ready to engage in discussion and critique of the readings. Students who miss more than 3 meetings over the course of the year will not receive credit for the course.

2. Weekly Forums on Moodle: Throughout the year, students will be required to periodically submit written responses to questions or assignments in the course website on Moodle. These assignments will either relate to individual project planning or will ask for responses to weekly readings. Questions for Moodle Forums appear in the syllabus for each week.

3. Literature Review: At the end of first semester, students will submit a literature review of 7-8 pages relating to the specific issues, themes, questions, and goals of their individual project. Working together with the course instructor as well as the thesis advisor (for those in the thesis track), students will write a literature review that provides the necessary theoretical, historical, political, social and cultural background for planning their project.

4. Project/Thesis Proposal: At the end of second semester, students will submit a full project or thesis proposal for final approval. This proposal will incorporate the literature review, as well as specific outline of project objectives, methods, implementation plan and a framework for monitoring, assessment and accountability. The proposal will also include a discussion of how the question of sustainability has shaped the ways that the project will be planned, implemented and evaluated. The project proposal will be 18-20 pages.

Grading:
1. Attendance and engaged participation based on weekly readings: 20%
2. Literature review related to personal project 7-8 pages (due Mar 1, 2022): 30%
3. Full Project Proposal (Due July 31, 2022) : 50%

SECOND SEMESTER
UNIT THREE: COMMUNITIES, INTERVENTIONS AND SUSTAINABLE CHANGE

22.3   Development Management Workshop with Dr. Aliza Belman Inbal – Developing a Theory of Change

29.3   How can we promote community change?? Lynn
Homan, M.S. (2004*). Promoting community change: making it happen in the real world*. (Third edition). Pacific Grove, Ca.: Brooks/Cole.
Chpt 2 Theoretical Frameworks for Community Change
Chpt 4 Putting yourself in the picture, pp. 85-101.

Groundswell, *Strengthening Endogenous Development in Africa*, 2010. (Selections to be announced)

Hoggett, Paul, Marjorie Mayo, and Chris Miller. *The dilemmas of development work: Ethical challenges in regeneration*. Policy Press, 2008.

Homan, M.S. (2004). *Promoting community change: making it happen in the real world*. (Third edition). Pacific Grove, Ca.: Brooks/Cole.
Chpt. 7 *Power* and   Chpt. 8 Powerful planning

Ramón-Hidalgo, Ana-Elia, Howard W. Harshaw, Robert A. Kozak, and David B. Tindall. "What a Small Group of People Can ('t) Do: An Analysis of Capable Agents for the Mobilization of

Social Capital in Two Ghanaian Ecotourism Projects." *Sociology of Development* 6, no. 3 (2020): 338-367.

Cole, Teju. "The white-savior industrial complex." *The Atlantic* 21, no. March (2012).

https://nowhitesaviors.org/blog/ :
https://nowhitesaviors.org/who-we-are/purpose/
https://nowhitesaviors.org/what-we-can-all-learn-from-stacey-dooleys-white-savior-row-her-refusal-to-do-better/
https://nowhitesaviors.org/the-ethics-of-volunteering-and-voluntourism/
https://nowhitesaviors.org/how-to-be-an-advocate-without-perpetuating-the-white-savior-complex/

5.4   Development Management Workshop with Dr. Aliza Belman Inbal – MEAL frameworks (Monitoring, Evaluation, Accountability and Learning): Basics

12.4   Communities, Conflict Resolution and Resiliency - Lynn
Field Trip to AJEEC and local initiatives in Bedouin communities

26.4   Development Management Workshop with Dr. Aliza Belman Inbal – Monitoring and Evaluation tools

3.5. Identifying Stakeholders and Building Coalitions - Yonatan Bram Tevel B'Tzedek guest lecturer
Hemmati, M., Rogers, F. 2015. Multi-stakeholder engagement and communication for sustainability: Beyond sweet-talk and blanket criticism – towards successful implementation. CATALYSD: Sustainability- Communications. 25 p.

Hemmati, M. Multi-stakeholder processes http://www.minuhemmati.net/msp.html
M. Hemmati devotes her professional career to tasks related to the design, implementation and M&E of multi-stakeholder processes. This is her website.

Diallo, Amadou, and Denis Thuillier. "The success of international development projects, trust and communication: an African perspective." *International journal of project management* 23, no. 3 (2005): 237-252.

10.5   Development Management Workshop with Dr. Aliza Belman Inbal Logical Frameworks

17.5   Empowering Through Participation   - LYNN
Toomey, Anne H. "Empowerment and disempowerment in community development practice: eight roles practitioners play." *Community Development Journal* 46, no. 2 (2011): 181-195.

Christens, Brian D. "Targeting empowerment in community development: A community psychology approach to enhancing local power and well-being." *Community Development Journal*47, no. 4 (2012): 538-554.

Rosalind Eyben, "Debating Empowerment: A Case Study of Knowledge Practices in the Development Assistance Committee," in *Framing African Development: Challenging Concepts*, Brill 2016.

Rosalind Eyben, Naila Kabeer and Andrea Cornwall, *Conceptualising empowerment and the implications for pro poor growth*, A paper for the DAC Poverty Network.

USEFUL TOOLS FOR ENGAGING YOUNG PEOPLE IN PARTICIPATORY EVALUATION (UNICEF)

24.5.   Development Management Workshop with Dr. Aliza Belman Inbal
User-centered methods and tools for participatory community engagement

7.6   ASSETS BASED COMMUNITY DEVELOPMENT (ABCD) – Lynn
Field Trip to PROJECT WADI ATIR
Hanna Nel (2018) *Community leadership: A comparison between asset-based community-led development (ABCD) and the traditional needs-based approach*, Development Southern Africa, 35:6, 839-851, DOI: 10.1080/0376835X.2018.1502075

Green, G. P. & Haines, A. (2016). *Asset Building and Community Development*, 4th ed. Los Angeles, CA: SAGE Publications, Inc. Chapter

Nyong, A., F. Adesina, and B. Osman Elasha. "The Value of Indigenous Knowledge in Climate Change Mitigation and Adaptation Strategies in the African Sahel." *Mitigation and Adaptation Strategies for Global Change* 12, no. 5 (2007): 787–97.

14.6   Development Management Workshop with Dr. Aliza Belman Inbal
 Logframe Feedback session 1

21.6   Development Management Workshop with Dr. Aliza Belman Inbal
 Logframe Feedback session 2

28.6 Failures and What We Can Learn from Them - Lynn
https://www.admittingfailure.org/
Ted Talk: David Damberger
https://www.ted.com/talks/david_damberger_what_happens_when_an_ngo_admits_failure?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare

Ika, Lavagnon, and Jan Saint-Macary. "Why do projects fail in Africa?." *Journal of African Business* 15, no. 3 (2014): 151-155.