Human and Community Development

AFRS3500 (3 Credits / 45 hours)

SIT Study Abroad Program

Uganda: Global Development Studies

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This course equips students with key knowledge and skills related to the conceptualization, planning and implementation of micro human and community development projects in settings such as Uganda. The course aims to introduce students to the core issues that are important to community analysis and assessment in the Ugandan context, both urban and rural settings, perceptions of development and wellbeing and what development means to them in their local realities, and how their involvement in development programs can be better enhanced. The course also introduces students to methods and tools of policy analysis, the methods and tools for developing action plans and projects to support community wellbeing, and monitoring and evaluation tools. Central to the course is the question of power relations, and how these shape the meaning of development, and the winners and losers in the implementation of community development projects.

Learning Outcomes:

Upon completion of the seminar students should be able to:

- Demonstrate knowledge of the approaches to community mobilization, and how they may be applied in the Ugandan context;
- Explain key concepts of planning, monitoring, evaluation and reporting in the context of community development initiatives/ interventions;
- Demonstrate knowledge of key tools and techniques used in planning, monitoring and evaluating community development projects;
- Demonstrate knowledge of the key models of policy analysis.

Methods of Instruction

The course is delivered through lectures, class /group discussions, practical exercises and group work based at key site visits and community development government and non-government organizations in the Kampala capital city and surrounding areas. Each module is interspersed with practical/skits and at least one external /community based practical exercise. All course materials are delivered in English.

Required Texts:

Meade, R. Shaw, M. Banks, S. (2016). Politics, power and community development. Bristol Policy Press.

Freire, P. (2000). Pedagogy of the oppressed. New York: Continuum.

Chambers, R. (1983). Rural development: putting the last first. London: Longman.

Module One: Human development and human development indicators
This module reviews the measures of human development, specifically the Human Development Index and how these measures inform Uganda's development policy. The module addresses the significance of HDI to community wellbeing and the challenges of achieving HDI in resource poor settings. Students will study the key relevant policies by the Ministry of Gender and Community Development, Ministry of Health and Ministry of Education.

Assigned reading:

- Selim, J. (2002). Evolution of the Human Development Index, Section 2. In Handbook of Human Development. Oxford University Press.

- Sen, A. (2000). *Development as freedom.* New York. Anchor Books. Introduction and chapter Two.

Module Two: Community analysis and assessments
This module starts by discussing the definitions, themes, processes and importance of community analysis and assessment. Working with a selected NGO working on community level development, students learn tools and methods for community assessments—how to engender community analysis, conventional and non-conventional methods of community analysis, participatory rural appraisal techniques such as village and resource mapping, transects, observation, pairwise ranking, best bet and SWOT analysis. Students also learn from examples of community project budgeting, community project implementation, report and action planning.

Assigned reading:

- Appendix I, http://web.worldbank.org/archive/website01028/WEB/IMAGES/PARTICIP.PDF.
- Mukherjee. (1995) (eds). Participatory Rural Appraisal: Methods and Applications in Rural Farming.

Module Three: Community mobilisation for development actions

Working with case studies of selected NGOs, such as MAKAPADS project, this module reviews the different approaches to community mobilisation, cultures, values and participation in community programmes, tools for community mobilization, how to enhance participation, and how to mitigate challenges faced in community mobilization as well as the ways in which social identity (gender, social class, ethnicity, etc.,) affect community mobilization.

Assigned reading:

- Lathouras, A. (2016). A critical approach to citizen-led social work: Putting the political back into community development practice. Social Alternatives, 35(4), 32-36.
- Malo, A. H. (2012) Power, politics, and community development, Community Development, 44:1, 111-126.

Module Four: Planning community projects

This module reviews the design of community projects and the sources of community project ideas. The module also explores examples of different project cycles, project outputs, activities and community development indicators. The aspect of planning; problem and objective trees and logical framework approach equip students with knowledge about different tools for project implementation, and the importance of confounding factors and making appropriate assumptions.

Assigned reading:

- Fursova, J. (2018) The 'business of community development' and the right to the city: reflections on the neoliberalization processes in urban community development, Community Development Journal, Volume 53, Issue 1, 1 January, Pp 119–135.
- Makoba, J. W., and Wakoko-Studstill, F. (2015). From prosperity for all (PFA) to prosperity for few (PFF): Political SACCOS and their impact on rural development in Uganda. Journal of Third World Studies. 32(2), 99-122.

Module Five: Project proposal development for a community change project

This module reviews the content, format and style of community micro project funding proposals. The module draws on examples from the European Union and USAID. What are the differences and what are the similarities? What do they emphasise and what do they exclude? What theoretical orientation informs their areas of emphasis?

Assigned reading:
- Carnow, G. A. (2011, July). Strategies for writing a grant proposal. Tech & Learning, 31(12), 16.
- CISU (2009), Guide for the Formulation of NGO projects.
  http://www.cisu.dk/Default.aspx?ID=27700.

Module Six: Monitoring and evaluation of community development projects

This module will explore the meaning, importance and different models, methods and tools of project monitoring and project evaluation. The module draws on key case studies such as UNDP, European Union, USAID monitoring and evaluation approaches, as well as the Logical Framework approach, results based framework and a strategic framework.

Assigned reading:

- Marcus D. Ingle (2009), Managing programs and projects for effectiveness and sustainability: the Logical Framework Approach. (unplushed)
- World Bank (2004), Monitoring and Evaluation. Some Methods Tools and Approaches. Washing DC.

Module Seven: Introduction to social policy analysis

This module introduces the approaches and tools of social policy analysis. The students will be assigned a social policy, such as Uganda's National Community Development Policy and, drawing on the knowledge so far acquired, they will write a two page analysis of the policy for discussion with the group, with specific reference to approaches to social policy analysis as described in the assigned reading, and the material so far covered in the course.

Assigned reading:

- Gil, D. G. (1970). A systematic approach to social policy analysis. Social Service Review, 44(4), 411.

Assignments and grade distribution:

All written assignments must be typed, double spaced, with one inch margins, in Times New Roman Font 12. Assignments are due by 5:00pm on the due date, to the office manager or the student affairs coordinator. Late assignments will be deducted a point for every 24 hrs that they are late.

1. Bi-weekly reflection papers 20%
The course instructor will assign a questions or a set of questions to which the students will respond, in a two page typed paper, and in the format outlined above.

2. Policy analysis paper 20%
Students are assigned a social policy, such as Uganda's National Community Development Policy and, drawing on the knowledge so far acquired, write a two page analysis of the policy, making specific reference to approaches to social policy analysis as described in the assigned reading, and material so far covered in the course

3. Readings discussion 10%
Each student is assigned at least one reading over the course of the semester that they summarize to the group and then facilitate discussion around the key/critical issues that the reading raises.

4. Participation 10%
Participation in class refers to attendance, punctuality, attentive listening and active engagement in all lectures, discussions, field trips and other activities. It also means polite and respectful behavior. In addition, the following are expectations of all participants:

• Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
• Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
• Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
• Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

5. Final term paper 40%
Students respond to one question from a set of four, and write a 6-8 page reflection paper. The set questions are derived from the key themes of the course. Additional instructions will be provided by the instructor.

Grading Scale
94-100% A Excellent
90-93% A-
87-89% B+
84-86% B Above Average
80-83% B
77-79% C+
74-76% C Average
70-73% C
67-69% D+
64-66% D Below Average
Below 64 F Fail

Grading Criteria
An "A" grade for an assignment entails superior (not just "very good") performance in terms of structure and organization of assignments, analysis, logical argumentation and consistency, and the provision of factual, numerical and/or historical evidence. In terms of class participation, an "A" grade refers to full attendance, punctuality, evidence of having completed assigned readings, attentive listening and active engagement in all lectures, discussions, field visits and other activities. It also means polite and respectful behavior. The level, frequency, and quality of the students` participation will be monitored and taken into account.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process. Also, refer to the specific information available in the Student Handbook and the Program Dossier given to you at Orientation.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at http://studyabroad.sit.edu/disabilityservices.