

COURSE INSTRUCTOR: Emmanuel Murangira, MA

COURSE DESCRIPTION:

This course is an introduction to development and development theory. Students will acquire knowledge of and the ability to apply a variety of development strategies and methods. During the field component of the course students will be exposed to programming and sites where they will be able to apply the content material for assessing and recommending program alterations within the context of specific communities. Students will become acquainted with the Millennium Development Goals and their relevance to the situations in East Africa. Students will be exposed to a variety of strategies designed to involve members of the community in the process of development. Strategies for funding community development projects locally and internationally are explored.

COURSE LEARNING OBJECTIVES:

1. Describe the Millennium Development Goals and various other industry-specific tools for defining and assessing community development at both the macro and micro levels
2. Discuss definitions and causes of poverties, specifically those seen in the region
3. Explain the impact of various community development interventions and consider the pros and cons of each
4. Understand the complexities involved in the community assessment process
5. Place community within the larger social, economic and cultural contexts that impact the lives of residents
6. Begin to understand and articulate the impact of culture and faith upon both the definition of community goods and community problems
7. Describe potential challenges faced by Christian Development practitioners committed to participatory transformational development in the context of the broader development industry
8. Identify and appropriately utilize principles of participatory learning in assessment and design of transformational development within a community context

COURSE READINGS:

Myers, Bryant L. (1999). *Walking with the Poor*. New York: Orbis

Escobar, Arturo (1995). *Encountering Development*. Princeton, NJ: Princeton University Press

Isbister, John (2006). *Promises not Kept*. Bloomfield, CT: Kumarian

Preston, Peter (1996). *Development Theory: An introduction to the analysis of complex change*. London: Wiley-Blackwell.

ADDITIONAL READINGS:

Corbett, Steve; Fikkert, Brian (2009,2012). *When Helping Hurts: How to Alleviate Poverty without Hurting the Poor and Yourself*. Chicago, IL: Moody

Hughes, Dewi (2007). *God of the Poor*. London: Tearfund Ltd

Development Reader (Articles selected by Emmanuel Murangira)

COURSE ASSIGNMENTS:

Class Participation: All students are expected to come to class prepared to participate in the discussions. This means that reading assignments will be completed by the day they are assigned in the syllabus or by the instructor. While no points are added for expected class participation, students who fail to add to the class experience for other students and the instructor by preparation and contributing to class discussions will be in danger of a significant grade reduction.

Exam: The class examinations will be structured to ensure students acquire a proper knowledge and understanding of key terms, processes, and models discussed in class lectures and readings.

Project & Presentation: Utilizing the models of assessment studied in class (especially the Why, Who, How, What, With What Spectrum), each team of students will research and present in class an assessment of a development model, paying particular attention to description of current aspects of the existing model as well as prescription of potential aspects of the model that they believe would align the development model more to Christian principles, approaches and outcomes. Presentations will be assessed for both verbal and visual content.

Paper: Proposal for Transformational Development. Each student will prepare a 10 page paper in which they demonstrate their understanding of development definitions, differentiation, discernment, and design.

COURSE EVALUATION:

Class Participation & Assignments	100 pts
Exam	100 pts
Project & Presentation	200 pts
Paper	200 pts
Total	600 pts

GRADING SCALE:

95-100 A	85-88 B	75-78 C	65-68 D
92-94 A-	82-84 B-	72-74 C-	62-64 D-
89-91 B+	79-81 C+	69-71 D+	0-61 F

COURSE POLICIES:

Attendance is required at all class sessions. Success in the course depends heavily on your attendance, preparation and participation.

Students shall practice academic honesty. All academic dishonesty, cheating, and plagiarism is prohibited, including, for example:

- giving or receiving aid during a quiz or examination;

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- turning in written work prepared partially or wholly by another;
- presenting another's ideas or work as your own without proper citation;
- failure to cite sources used in a research paper or oral presentation.

If you are uncertain about how to comply with academic integrity standards, including how to avoid plagiarism, please ask.

Students are expected to produce written work that is focused, well developed, organized, and relatively free of grammatical, punctuation and spelling errors. Papers that do not meet this standard will be returned to the student for revision within a reasonable time.

At a minimum, the paper shall have:

- a clear thesis and maintain a focus;
- paragraphs that are well developed with topic sentences and adequate support;
- smooth transitions and flow of ideas;
- correct grammar and academic style;
- proper documentation of borrowed ideas using MLA (or other recognized) citation format.

Papers should be written with a logical flow, using headings and subheadings to organize your thoughts and the reader's attention. Additional criteria for papers will be discussed in class. All assignments are due on time. Late assignments will be penalized. Permission for extensions must be requested in advance of the due date, and the assignment is still subject to grade reduction. Assignments turned in late without a request for extension will not be graded.

COURSE OUTLINE:

DAY	TOPIC	READINGS	OBJECTIVE	ASSIGNMENT
1	Introduction to the Course		1. Course expectations 2. Learning Methodologies 3. Understanding the Contexts of Development	It is expected that students will make use of their Journals on a daily basis to record their new learning and ideas being explored in the field under study
2	Poverty	Houton & Kandhaker Ch 1 Myers Ch 1-3 Isnister Ch 1 Escpbr Ch 2 Hughs Ch 1&2	To consider definitions of poverty and begin the process of developing and owning their own perspective	Document in your journals the new aspects of poverty that are emerging in your thinking

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DAY	TOPIC	READINGS	OBJECTIVE	ASSIGNMENT
3	Intro to Development Constructs	Escobar Ch 1&2 Adelman, I 1999 (30 pages)	To introduced to variables in development theories	
4	Development	Myers Ch 4 Isbister Ch 3	To learn development frameworks and to gain further Insights into development Frameworks	Short Essay (2Pages) Essay on development theories and constructs
5	Social Context	Isbister Ch 5-6 Houton Ch 8-9	To introduce social science framework and to investigate further the context of under development and poverty	Document in your journal and come to class prepared to explain your current understanding of culture, how it is formed, how it is maintained, and how it impacts behavior
6	Vision 2020, EDPRS II & MDG	Vision 2020 Document EDPRS II MDGs	To understand Rwanda's development policy and its relation to the MDGs	
7	Biblical Principles for Social Justice	Deuteronomy Ch 8&15 1Kings Ch 21 Myers Ch 7&Ch 8 Hughes Ch 2 Matthew Ch 5	To explore Biblical principles guiding development practice and the biblical mandate for development and key actors	Short Essay (2 Pages) Maximum
8	Field Visit	Rugwagwa Community in Kayonza District	Visit to a rural community to understand the dichotomy between perceptions and experience of poverty	Students will be expected to write a trip report with an expose of their learning their new perceptions on poverty

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DAY	TOPIC	READINGS	OBJECTIVE	ASSIGNMENT
9	Social Research Methodologies	Bhattacharjee Ch 1, 2, 3, Quin & Chocrane (paper 6 Pages) The Craft of Research Ch 1, 2, 3	Basic Social Research Skills and methodologies	Begin to develop research plan and research questions (Research work begins now)
10	Case Study Methodology & Case Study Indicators	CAPAM Paper Fidel (paper 9 Pages) Myers Ch 7	Basic understanding of Case study methods	In class presentation (Class will be divided into two sessions to allow presentations)
11	Education	Dahlin (30 Pages) Ignore maths model Hayman (Briefing Note 5 Pages)	To understand the role of education in development	Confirm individual research topics/ projects and begin research work
12	Growth, Economic Policy and Economic Governance	Isbister Ch 6 Escobar Ch 3 Mboghoina (32 Pages) Houton Ch 3&4	To understand the role of economics in development	Essay (2 Pages) on economic growth and economic policy
13	People, Power & Politics	Escobar Ch 4-5 Grimm et al (40 pages)	To understand human decision making & development	Research work continues
14	Community Development and Integrated Community Development	Myers Ch 6 Douglass (20 Pages) Ranis et al (20 pages)	To understand integrated community development	Research work continues
15	Data Collection, Sampling methods and Analysis	Gill et al (5 Pages) Gault 16 Pages	Understanding data collection, sampling, data analysis and presentation of results	Turn in your research paper
16	Exam (2 Hours)			
17	End of Course review & Evaluation of the course			

All dates are approximate. Lecture topics, reading assignments and due dates will be confirmed in class. This syllabus is intended to facilitate the exchange of information between the instructor and student and in no way should be construed as legal document or commitment.