

Ben-Gurion University of the Negev

African Sustainable Communities

MA Program in African Studies

Deconstructing Development: Theory, Practice and Critique

Fall semester, Tuesdays, 16:00-20:00, 4 credits

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Course description: This course is intended to challenge students to think critically about development programs and to self-reflect on their own development intentions. In this course we will critically examine the evolution of theories and practices of development over time. We will examine the historical processes that first gave birth to the term “Development,” and later gave rise to critique of ideologies and practices associated with it. The course will review both theoretical paradigms and practices supporting development, post-development and critical development studies. We will explore the different intentions and expectations of various stakeholders and the gaps between intentions and outcomes. We will also ask how outcomes, failures, and successes all have given birth to new ideas about progress, sustainability, empowerment and more. The course will raise questions and review the dilemmas of development through active engagement of students in discussions, and also offer practical tools for best practices.

Course methods: Class time will involve a mix of lectures, presentations, multi-media, discussions and debates. Classroom discussions will help students sharpen their analytical abilities, critical thinking and verbal communication. The class discussions will also assist the students in processing the course reading. While students will be encouraged to engage in critical debates, they will also be expected to listen and understand other perspectives on any given subject matter. You will be challenged to reflect on your own values and how these might influence you as a researcher and practitioner in the field.

Course requirements and grade distribution: Students will be required to read weekly articles throughout the course, actively participate in class discussions and debates, submit a group project and an individual paper at the end of the course.

- Participation: 25%. Includes actively participating in discussions & debates based on reading assignments. Students will be randomly selected to give a seven-minute summary of the articles for each class. Attendance will be taken, missing more than three sessions will negatively affect your grade.
- Group assignment: 30%. The students will divide into groups of three. The group will prepare and present a 20 min presentation and lead a class discussion on one out of eight

SDGs during the study tour to the Arava Institute on January 13-14, 2022. The presentation should equip your peers with relevant background information, apply key theoretical materials from the course readings, offer insights of challenges in implementation of the SDG. The group will assign a reading material for the class prior to the session, by the 7th of December. Groups will be assigned by the instructor.

- Concluding Debate: The students will be divided into three groups, one in favor of development, one against development and one a panel of judges. Each group will present their side and then answer questions from the judges.
- Individual assignment: 45%. The students will write a paper of up to ten pages, choosing one of the following three assignments:
 - Sustainability analysis of a specific development project in Africa: The student will be required to choose a case study or project; to describe the project; analyze the project challenges and the project's sustainability; reflecting on theories learnt over the course, sustainability indexes and the HIA.
 - Development theory analysis paper: The student will critically examine a particular development approach, evaluating evidence of the development approach in practice by discussing historical examples of that approach, using real case studies. Based on this evidence, the paper should make a grounded argument about its merits and/or lack thereof of the particular development approach.
 - Policy Paper: The student will devise a policy paper structured around a particular development problem in a particular country, using it as a case-study through which to ground your understanding of development theories from the course readings. The policy paper should include a description of the problem, existing policies and also recommendations for how to address that problem. These can be legislative or regulatory, technological, social, economic, or any combination.

There might be slight changes to the content and reading requirements

Please feel free to contact me by e-mail for any question and or to schedule an appointment.

Useful websites:

SDG UN Website - https://sdgs.un.org/goals	International Monetary Fund (www.imf.org)
United Nations (www.un.org)	World Bank (www.worldbank.org)
UNICEF (www.unicef.org)	World Health Organization (www.who.int/en)
Poverty (www.poverty.com)	
USAID (http://www.usaid.gov/partnership-opportunities/ngo)	United Nations Development Program (www.undp.org)
Global Impact (http://charity.org)	Global Issues (www.globalissues.org)

Overseas Development Institute (www.odi.org.uk)	World Bank Indicators (https://data.worldbank.org/indicator)
Zunia - one of the leading online Knowledge Exchange portals for global level development - https://zunia.org	List of International Aid and Development Organizations (https://www.devex.com/en/organizations)
Eldis – sharing development, policy, practice and research - http://www.eldis.org/	World mapper – viewing statistics differently - https://worldmapper.org/

19.10.21 - Lesson 1: Introduction

Welcome, introduction to development, course philosophy, syllabus overview, getting to know each other, and a review of course requirements.

- Introduction to the course and philosophy
- Introduction to development and sustainability
- Icebreaker activities.

Reading:

- Esteva, G. (1992). “Development” in Wolfgang Sachs, ed. *The Development Dictionary*. London: Zed Books. (Chapter 1, pp. 1-23).
- McMichael, P. (2017). “Development theory and Reality” in *Development and Social Change: A Global Perspective*, 6th Edition. Los Angeles: Sage Publications. (Chapter 1, pp. 22-44 per the PDF).
- Sen, A. (2000). “The ends and the means of development” in *Development as freedom*. New York: Knopf. (Chapter 2, pp.35-42; 53).

* Please come prepared to reflect on the following questions:

1. What is Development? What does lack of development look like?
2. Why do I care (or should I care) about international development as a topic?
3. What are the traits a development practitioner needs?
4. Should “we” be “doing” development?
5. Be prepared to introduce yourself and participate in icebreaker activities.

19.10.21 - Lesson 2: Evolution of Development

The evolution of development: historical overview, approaches, institutions, key concepts, geography, and demographics

- Development history and politics
- Development theories, strategies
- Development process
- Developing countries, least developed countries.
- The challenge of development

Reading:

- Cooper, F. & Packard, R. (Eds). (1997). “Introduction” in *International development and the social sciences: Essays on the history and politics of knowledge*. Berkeley: University of California press. (pp. 1-13).
- Willis, K. (2021). “Meanings of development” in *Theories and practices of development*. Routledge. Introduction – (Chapter 1 pp. 1-35)
- Thorbecke, T., (2019). “The History and Evolution of the Development Doctrine, 1950–2017” in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 3, pp. 61-72; 100-109).
- Chambers, R. (1997). “The challenge to change” in *Whose reality counts* (Vol. 25). London: Intermediate technology publications. (Chapter 1, pp. 1-9)
- Chambers, R. (1997). “Normal Error” in *Whose reality counts* (Vol. 25). London: Intermediate technology publications. (Chapter 2, pp. skim 15-28; read 29-32)

* Please come prepared to reflect on the following questions:

1. How has development evolved over the decades
2. How do definitions of development vary?
3. What does lack of development look like? What is poverty, and wealth?
4. Why do text books on history, politics or governance of Africa, discuss development?

26.10.21 - Lesson 3: Development in History - colonialization to the 1960's

- Colonialism, the civilizing mission, Racism
- Complexity
- Decolonization and Development

Reading:

- Stead, W. T. (1902). *The Last Will and Testament of Cecil John Rhodes*. London: Review of reviews office. (pp. 55-61; 68-73)
- Rodney, W. (1973, 1987). “Colonialism as a System for Underdeveloping Africa” in *How Europe underdeveloped Africa*. Verso Trade. (Chapter 6. pp. 320-446)
- Stoler, A. L., & Cooper, F. (1997). “Between metropole and colony” in Cooper, F. & Stoler, A. L. (Eds.) (1997). *Tensions of empire*. University of California Press. (pp. 11-34, per the PDF)

Recommended:

- Marquis de Condorcet (1743-1794). *Daedalus*, Vol. 133 No 3 on Progress. Translated by M. Baker (2004) in *The Mit Press*. (pp. 65-82)

- Cooke, B. (2003). “From Colonial Administration to Development Management”. Institute for Development Policy and Management, Manchester: University of Manchester Precinct Centre. (pp. 4-21).

* Please come prepared to reflect on the following questions:

1. Choose a country that was colonized in the African continent. Compare their indicators found in table 4 <http://hdr.undp.org/en/countries> to that of the colonial power. What sort of differences are there and why do you think this might be the case?
2. In a post-colonial world, why is it important to consider colonialism in the context of development?
3. How do definitions of development vary?

26.10.21 - Lesson 4: Development in History – 1960’s- 70’s and African perspective

- The 60’s – Post-World War II Development Theories, Modernization, dependency theory, Criticism.
- The 70’s – international development, Development agencies; institutions, socialism and Marxism.
- African perspective on development, African socialism

Reading:

- Thorbecke, T., (2019). “The History and Evolution of the Development Doctrine, 1950–2017” in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 3, pp. 72-79; 100-109).
- Rostow, W.W. (1959). “The Stages of Economic Growth.” *The Economic History Review*, Vol. 12, No. 1. (pp. 1-16).
- Dos Santos, T. (1970). “The Structure of Dependence,” *The American Economic Review* 60 no. 2 (May1970). (pp. 231-236).
- Ferguson, J. (2005). “Decomposing modernity: history and hierarchy after development,” in *Postcolonial studies and beyond*. Duke University Press. (pp. 166-181).
- Kaunda, K. (1966). *A Humanist in Africa*, London: Longmans. (pp. 19-38).

Recommended:

- Nkrumah, K. (1967). *Axioms of Kwame Nkrumah*. London: Panaf Books Ltd. (pp.22-23; 29-31; 50-57; 83-85)
- Onuoha. G. (2018) “Post-colonialism: Theoretical Foundations and Relevance to African Politics” in Oloruntoba, S. O., & Falola, T. (Eds.). (2018). *The Palgrave handbook of African politics, governance and development*. Palgrave Macmillan. (Chapter 4).

- Mpofu, W. (2018) “Decoloniality as a Combative Ontology in African Development” in Oloruntoba, S. O., & Falola, T. (Eds.). (2018). *The Palgrave handbook of African politics, governance and development*. Palgrave Macmillan. (Chapter 5)
- Aderemi, A. & Agaigbe F. (2018) “Challenges of Economic Development in Africa: The Dichotomy of a Debate and the Africanist View” in Oloruntoba, S. O., & Falola, T. (Eds.). (2018). *The Palgrave handbook of African politics, governance and development*. Palgrave Macmillan. (Chapter 35, pp. 599-602)
- Keita, L. (2004). "Philosophy and Development". *Africa Development*, Vol. 29, No. 1. (pp. 115-137).

* Please come prepared to reflect on the following questions:

1. What are the growth stages that Rostow’s theory suggest and how do countries move from one stage to another?
2. What can developing countries do in order to avoid dependency?
3. What does the international community need to do in order to avoid dependency?
4. Give your perspective on development.
5. Students will submit the SDG they would like to present for the group presentation. Please submit 3 choices. Choose from: SDG1 No Poverty, SDG2 Zero Hunger; SDG3 Good health and well-being, SDG4 Quality education, SDG5 gender equity, SDG7 Affordable and clean Energy, SDG8 decent work and economic growth, SDG13 climate action. If you want to suggest another SDG, write it in your choices.

2.11.21 - Lesson 5: The 1980’s, SAPs, capitalism, institutions

- The 80’s – the lost decade, The debt crisis and structural adjustment programs
- Neoliberalism in Development - Neoliberal Governance of Development; global institutions; The World Trade Organization; The Debt Crisis and Structural Adjustment Programs; Capitalism, power struggles and power inequalities.

Reading:

- Thorbecke, T., (2019). “The History and Evolution of the Development Doctrine, 1950–2017” in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 3, pp. 79-83).
- Floro, M.S. (2019). “Feminist Economist’s Reflections on Economic Development: Theories and Policy Debates” in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 8, pp. 266-274).
- Balassa, B., (1981). Structural Adjustment Policies in Developing Economies. World Bank Staff Working Paper No. 464.

- Stiglitz, J. E., (2002). “Broken Promises” in *Globalization and its Discontents* (Vol. 500). New York: WW Norton. (Chapters 2, pp. 39-52)
- Stiglitz, J. E., (2002). “Freedom to Choose?” in *Globalization and its Discontents* (Vol. 500). New York: WW Norton. (Chapters 3, pp. 53-88)
- Hsieh, A. (2009) 'Does World Bank Involvement Cause Political Unrest?' *Journal of Politics & International Affairs*. (pp. 139-147).

Recommended:

- Friedman, T. (2000). “The Golden Straitjacket.” in *The Lexus and the Olive Tree*. New York, NY. Anchor Books. (pp. 126-137 per the PDF)
- Jeffry A. Frieden (2006). “Global capitalism troubled” in *Global capitalism: its fall and rise in the twentieth century*. 1st ed. New York: W.W. Norton. (Chapter 20)

* Please come prepared to reflect on the following questions:

1. What do you think about the world bank paper on SAPs. What made sense what was missing.
2. What were the effects of SAPs on developing countries?
3. Does the neoliberal school of thought still affect development today?
4. Is capitalism the only viable economic system?
5. Groups will be assigned for the group project – 8 groups.

2.11.21 - Lesson 6: The globalization project (1980s to 2000s)

- Globalization, Instituting the Globalization Project, Global Division of Labor, Agricultural globalization, criticism

Reading:

- Jagdish N. Bhagwati (2007). *In defense of globalization*. Oxford: Oxford University Press. (pp.3-27; 32-35)
- Ferguson, J. (2006). *Global shadows*. Duke University Press (pp. 25-49).
- McMichael, P. (2017). “Globalizing Developments” in *Development and Social Change: A Global Perspective*, 6th Edition. Los Angeles: Sage Publications. (Chapter 4, pp. 100-128 per the PDF).
- McMichael, P. (2017). “Instituting the globalization project” in *Development and Social Change: A Global Perspective*. Sage Publications. (Chapters 5, pp. 129-167 per the PDF)
- Nissanke, M., & Ocampo, J. A. (2019). “Critical Reflections on Globalisation and Development and Challenges Ahead” in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 2, pp. 27-57).

Recommended:

- Thorbecke, T., (2019). “The History and Evolution of the Development Doctrine, 1950–2017” in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 3, pp. 83-89; 99-100).
- McMichael, P. (2017). “The globalization project in practice” in *Development and Social Change: A Global Perspective*. Sage Publications. (Chapters 6 pp. 166-197 per the PDF)

* Please come prepared to reflect on the following questions:

1. Is development finite, or is it infinite?
2. Compare and contrast schools of thought
3. What were the historical trends?
4. Groups will be assigned for the group project – 8 groups.

9.11.21 - Lesson 7: International reckoning - New outlooks

- New outlooks, global counter movements, grassroots development, decentralization.
- Environmentalism,
- Feminisms-Gender.

Reading:

- Willis, K. (2021). “Grass roots development” in Theories and practices of development. Routledge. (Chapter 5, pp. 133-159).
- Agbalajobi, D. (2018) “Gender and governance” in Oloruntoba, S. O., & Falola, T. (Eds.). (2018). *The Palgrave handbook of African politics, governance and development*. Palgrave Macmillan. (Chapter 31, pp. 523-536).
- Floro, M.S. (2019). “Feminist Economist’s Reflections on Economic Development: Theories and Policy Debates” in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 8, pp. 247-266).
- Soubotina, T. P. (2004). “Composite Indicators of Development” in *Beyond economic growth: An introduction to sustainable development*. World Bank Publications. (Chapter 15).
- Lourdes, B., Günseli, B., & Floro, M. (2016). “The Study of Women and Gender in Economics” in *Gender, development and globalization: economics as if all people mattered* 2. ed.: New York: Routledge. (Chapter 2).

* Please come prepared to reflect on the following questions:

1. How do the new outlook differ from the traditional development?
2. What is grassroots development?
3. Why are gender issues important for development?

4. Are Gender focus and feminist development theory fair?

9.11.21 - Lesson 8: International reckoning – Democracy, governance and corruption

- Flaws in the system – the human factors
- Corruption; Governance
- Democracy as part of development
- Changing values, re-appraisals, critiques, advocacy, justice
- The 1990's and criticism on development

Reading:

- Hardin, G. (1968). The tragedy of the commons. *Science*, 162(3859), 1243-1248.
- Rose-Ackerman, S. (2013). "Corruption and development" in Desai, V., & Potter, R. B. (2013). *The companion to development studies*. Routledge. (Chapter 10.7).
- Thorbecke, T., (2019). "The History and Evolution of the Development Doctrine, 1950–2017" in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 3, pp. 83-89).
- Nissanke, M., & Ocampo, J. A. (2019). "Critical Reflections on Globalisation and Development and Challenges Ahead" in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 2, pp. 40-56).
- Moyo, D. (2009). "The Silent Killer of Growth" in *Dead Aid: Why Aid Is Not Working and How There Is Another Way for Africa*. Penguin Books, 2009. (Chapter 4).
- Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, New Jersey, (pp. 21-54)

Recommended:

- Smith, D. J. (2010). *A culture of corruption*. Princeton University Press.
- Pieterse, J.N. (2000). "After Post-Development". *Third World Quarterly*, Vol. 21, No 2, pp. 175-191
- Sen, A. (2000). "The importance of freedom" in *Development as freedom*. New York: Knopf. (Chapter 6, pp.146-159).
- Zalanyga, S. (2018) "The Political Economy of Corruption" in Oloruntoba, S. O., & Falola, T. (Eds.). (2018). *The Palgrave handbook of African politics, governance and development*. Palgrave Macmillan. (Chapter 54, pp. 869-898)

* Please come prepared to reflect on the following questions:

1. What flaws can we detect in the system?
2. Why does corruption start?
3. Can democracy be the solution to the flaws?

4. How has development changed in light of human flaws?
5. Should we practice development in light of the criticism?

16.11.21 - Lesson 9-10: Israel and Development - Field trip to Jerusalem

- MATC - Mashav agricultural training program - facilities in Kibbutz Shefaym.
- METC - Mashav educational training program - facilities in Ramat Rachel
- Meeting with Mashav and the Africa division in the Ministry of Foreign Affairs

Reading:

- Levey, Z. (2012). *Israel in Africa*. Martinus Nijhoff Publishers: London. pp. 17-46

* Please come prepared and reflect on the following questions which will be discussed by the group in the lesson:

1. How does Mashav mitigate the criticism on development?
2. How can Mashav mitigate the criticism on development?
3. Is Israeli development different than others?

23.11.21 - Lesson 11: Poverty and inequality

- Poverty and the Poor; Poverty and inequality

Reading:

- Thorbecke, T., (2019). "The History and Evolution of the Development Doctrine, 1950–2017" in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 3, pp. 95-97).
- Soubbotina, T. P. (2004). "Income Inequality" in *Beyond economic growth: An introduction to sustainable development*. World Bank Publications. (Chapter 5).
- Soubbotina, T. P. (2004). "Poverty and Hunger" in *Beyond economic growth: An introduction to sustainable development*. World Bank Publications. (Chapter 6).
- Chambers, R. (1995). Poverty and livelihoods: whose reality counts?. *Environment and urbanization*, 7(1), 173-204.
- Banerjee, A., & Duflo, E. (2011). "Trapped in Poverty: Think Again, Again" in *Poor economics: A radical rethinking of the way to fight global poverty*. Public Affairs. New York. (Chapter 1, pp. 15-49 per the PDF)

* Please come prepared to reflect on the following questions:

1. How does inequality affect poverty and quality of life in a country?
2. Is a more equal distribution of income good or bad for a country's development?
3. What is poverty? How can poverty in different countries be compared?
4. Can poor countries break the vicious circle of poverty?

5. What is the relationship between poverty and political instability?
6. How can global hunger be eliminated for good?
7. Why are some countries considered poorer than others? How important is it to assess domestic inequality in poverty measures?
8. What do you think is the driver of worldwide poverty? What do you think is the solution?

23.11.21 - Lesson 12: Localization and participation

- Linking the local to the global and decentralization
- listening to the locals understanding the problem from local eyes
- Public participation – gaps between intent and outcomes in participation

Reading:

- Purvis, M., & Grainger, A. (2013). Exploring sustainable development: Geographical perspectives. Routledge. Chapter 4 (pp. 99-107; 110 per the PDF)
- Grindle, M. (2007). “Going local, Governance on the Line” in *Going Local: Decentralization, democratization, and the promise of good governance*. Princeton, NJ: Princeton University Press. (Chapter 1)
- Rose-Ackerman, S. (2013). “Corruption and development” in Desai, V., & Potter, R. B. (2013). *The companion to development studies*. Routledge. (Chapter 10.7).
- Mohan, G. (2013). “Participatory Development” in Desai, V., & Potter, R. B. (2013). *The companion to development studies*. Routledge. (Chapter 2.10).
- Eyben, R. (2015). “Debating Empowerment: A Case Study of Knowledge Practices in the Development Assistance Committee” in Havnevik, K., Oestigaard, T., Tobisson, E., & Virtanen, T. (2015). *Framing African Development*. Brill. (Chapter 4, pp. 62-89 per the PDF)

* Please come prepared to reflect on the following questions:

1. What do the locals know that we don't?
2. How important is the support of the community for a project?
3. Can a development project succeed without the support of the community?

30.11.21 - Lesson 13: NGOs and ethical dimensions

- NGOs and civil society: NGOs trojan horse or the only way out
- Ethical Dimensions and codes

Reading:

- Desai, V. (2013). “The role of non-governmental organizations (NGOs)” in Desai, V., & Potter, R. B. (2013). *The companion to development studies*. Routledge. (Chapter 10.8).
- Lewis, D., Kanji, N., & Themudo, N. S. (2020). “Introduction: What are non-governmental organizations?” *Non-governmental organizations and development*. Routledge. (Introduction, pp. 1-46; 71-90).

- Lewis, D., Kanji, N., & Themudo, N. S. (2020). “NGOs and development From alternative to mainstream?” *Non-governmental organizations and development*. Routledge. (Chapter 4, pp. 71-90).
- Hoggett, P., Mayo, M., & Miller, C. (2008). “Workers’ values and Commitments” in *The dilemmas of development work: Ethical challenges in regeneration*. Policy Press. (Chapter 5).
- Gasper, D. (2004). “What is the ethics of development?” in the ethics of development. Edinburgh: Edinburgh University Press. (Chapter 1, pp. 12-33 per the PDF)

Recommended:

- Wallace, T. (2004). NGO dilemmas: Trojan horses for global neoliberalism? *Socialist register*, 40.

Please come prepared to reflect on the following questions:

1. Are NGOs a trojan horse for development or the only solution
2. Demonstrate how different ethical dimensions emerge from competing theoretical perspectives.
3. Have you had dealings with an NGO? What are your experiences?
4. What ethical questions do you find important and/or interesting about economic/ social/ political development?
5. Why do ethical questions arise about economic/ social/ political development?
6. What is ethics? - what sorts of questions does it consider?
7. What sorts of method can be used in ethics?

30.11.21 - Lesson 14: Aid and stakeholders

- Development Aid – Myths, dependency, criticism
- Sachs vs. Easterly

Reading:

- Brown, S. (2013). “Foreign aid in a changing world” in Desai, V., & Potter, R. B. (2013). *The companion to development studies*. Routledge. (Chapter 10.1).
- Temple, J.R.B. (2013). “Aid conditionality” in Desai, V., & Potter, R. B. (2013). *The companion to development studies*. Routledge. (Chapter 10.3).
- Glennie, J. (2013). “Aid effectiveness” in Desai, V., & Potter, R. B. (2013). *The companion to development studies*. Routledge. (Chapter 10.4).
- Moyo, D. (2009). “The Myth of Aid” in *Dead Aid: Why Aid Is Not Working and How There Is Another Way for Africa* Penguin Books. (Chapters 1); “A Brief History of Aid” (Chapters 2); “Aid Is Not Working” (Chapters 3).
- Sachs, J. (2005). “A global family portrait” in *The End of Poverty: Economic possibilities for our time*. New York: Penguin. (Chapters 1, 21-41 per the PDF); “Why some countries fail to thrive” (Chapter 3, pp. 67-89); “A global compact to end poverty” (Chapter 14, pp. 282-303); “Myths and magic bullets” (Chapter 16, pp. 325-345).

- Easterly, W. (2006). “Planners versus searchers” in *The White Man's Burden: Why the West's efforts to aid the rest have done so much ill and so little good*. New York: Penguin Press, (Chapter 1, pp. 12-42 per the PDF); *The legend of the big push*, (Chapter 2, pp. 46-68); “Homegrown development” (Chapter 10, pp. 370-373); “The future of western assistance” (Chapter 11, pp. 374-384).

Recommended:

- Riddell, R. (2007). *Does foreign aid really work?* Oxford, Oxford University Press, chapter 2-3.
- Mokoena, D.A. (2018) “The Political Economy of Corruption” in Oloruntoba, S. O., & Falola, T. (Eds.). (2018). *The Palgrave handbook of African politics, governance and development*. Palgrave Macmillan. (Chapter 46, pp. 751-752; 756-760)

* Please come prepared to reflect on the following questions:

1. What is the argument between Sachs and Easterly?
2. Does aid help?
3. Divide into debate teams, for the last lesson by draw.

7.12.21 - Lesson 15: MDGS and the 2000's

- The 2000's
- MDGs, 2005-2015 and MVP

Reading:

- Thorbecke, T., (2019). “The History and Evolution of the Development Doctrine, 1950–2017” in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 3, pp. 89-95).
- Sachs, J. (2005). “The millennium, 9/11, and the United Nations” in *The End of Poverty: Economic possibilities for our time*. New York: Penguin. (Chapters 11, pp. 226-241); “On-the- ground solutions for ending poverty” (Chapter 12, pp. 242-259).
- Modi, V., Adkins, E., Freeman, K.K., Fouad, H., Konstanty, L.F., Sherpa, S., Aviles, J., Koinei, P., Thompson, J., & Cosmaciuc, R., (2011). *Infrastructure from the Bottom Up, an overview and assessment of the millennium village project energy and infrastructure sector after five years*. The Earth Institute Colombia, University. Retrieved 5th June 2019, from:
https://qsel.columbia.edu/assets/uploads/blog/2012/06/Infrastructure_and_Energy_Report_WEB.pdf chapter 8.
- Kimanthi, H., & Hebinck, P. (2018). ‘Castle in the sky’: The anomaly of the millennium villages project fixing food and markets in Sauri, western Kenya. *Journal of Rural Studies*, 57, 157-170.
<https://www.sciencedirect.com/science/article/pii/S0743016717303315?via%3Dihub>

Recommended:

- Clemens, Michael and Gabriel Demombynes. 2010. "When Does Rigorous Impact Evaluation Make a Difference? The Case of the Millennium Villages." CGD Working Paper 225.

* Please come prepared to reflect on the following questions:

1. What stakeholder type do you think is the most important? Give a real world example or evidence from the readings to support your argument.
2. What do you think about the distribution of aid demonstrated in this website:
<https://devinit.org/data/tracking-aid-flows-in-light-of-the-covid-19-crisis/>

7.12.21 - Lesson 16: Measuring development and beyond development

- How to measure development, Human Development: Measuring Social Development and Population (Growth and Distribution),
- Definitions of success, evaluation
- Beyond development; what stands in the way of development? Criticism

Reading:

- Soubotina, T. P. (2004). "Composite Indicators of Development" in *Beyond economic growth: An introduction to sustainable development*. World Bank Publications. (Chapter 15).
- Soubotina, T. P. (2004). "Indicators of Development Sustainability" in *Beyond economic growth: An introduction to sustainable development*. World Bank Publications. (Chapter 16).
- Potter, R.B. (2013). "From GDP to the HDI and wider approaches" in Desai, V., & Potter, R. B. (2013). *The companion to development studies*. Routledge. (Chapter 1.12).
- White, H. (2013). "The measurement of poverty" in Desai, V., & Potter, R. B. (2013). *The companion to development studies*. Routledge. (Chapter 1.13).
- Robin Broad and John Cavanagh (2006). "The Hijacking of the Development Debate," *World Policy Journal* 23.2 pp. 21-30
- Ziai, A. (2013) 'The discourse of 'development' and why it should be abandoned'. *Development in Practice* 23(1): 123-126.
<http://www.tandfonline.com/doi/pdf/10.1080/09614524.2013.752792>

Recommended:

- Stiglitz, J. et al. (2008). Issues Paper. Commission on the Measurement of Economic Performance and Social Progress. 25/07/08. P.7-12 skim, 12-18

* Please come prepared to reflect on the following questions:

1. What might your own list of quality-of-life factors look like?

2. How might one assess in an objective way someone else's well-being?
3. Why are some countries considered poorer than others? How important is it to assess domestic inequality in poverty measures?
4. How important is happiness in assessing development? Are living in extreme poverty and living in misery basically the same concept?

14.12.21 - Lesson 17: Social Impact or field trip

- Impact investments and Social Entrepreneurs
- Social Impact, ESG – Environment, Society & Governance; CSR – Corporate social responsibility
- Africapitalism

Reading:

- Burton, M. D., Cole, S., Dev, A., Jarymowycz, C., Jeng, L., Lerner, J., ... & Zochowski, T. R. (2020). The Project on Impact Investments' Impact Investment Database. In *Harvard Business School Working Paper*. (pp. 2-9; 32; 42-53, per the PDF)
- Vancly, F. (2020). Reflections on Social Impact Assessment in the 21st century. *Impact Assessment and Project Appraisal*, 38(2), 126-131.
- Napoletano, E. & Curry B. (2021, May 1) Environmental, Social And Governance: What Is ESG Investing? *Forbes Online*. Retrieved from: <https://www.forbes.com/advisor/investing/esg-investing/>
- Amaeshi, K., & Idemudia, U. (2017). Africapitalism: A management idea for business in Africa?. In *Entrepreneurship in Africa* (pp. 50-70). Brill.

Recommended:

- Okupe, A., & Amaeshi, K. (2018). 7 Who Is an Africapitalist? Reimagining Private-Sector Leadership in Africa. *Africapitalism: Rethinking the Role of Business in Africa*, 167
- La Torre, M., Chiappini, H., & Mango, F. D. (2017). Impact investments contribute to portfolio performance? A preliminary Investigation. *J. Bus. Econ*, 8, 799-808.

* Please come prepared to reflect on the following questions:

1. Is impact investment effective?
2. Is impact investment sustainable?
3. Should all investments be done under ESG guidelines?

14.12.21 - Lesson 18: Gendering Development panel or field trip

A panel of women practitioners and development workers, on their projects and experiences.

21.12.21 - Lesson 19: Sustainability

- Sustainability; Tragedy of the commons
- Definitions and concepts of sustainability; Criticism
- Measuring sustainability
- Economic models, valuation methods,
- Appropriate technology vs. western technology, innovation

Reading:

- Brundtland, G. (1987). UN Brundtland Commission Report. Our common future.
- Theis, T., & Tomkin, J. (Eds.) (2015). *Sustainability: a comprehensive foundation*. Houston: Rice University. (pp. 7-20 per the PDF)
- Swidler A. & Watkins S.C. (2009). ““Teach a Man to Fish”: The Sustainability Doctrine and Its Social Consequences.” *World Development* 37.7, pp. 1182. DOI: 10.1016/j.worlddev.2008.11.002

Recommended:

- Hardin, G. (1968). The tragedy of the commons. *Science*, 162(3859), 1243-1248.
- Sen, A. (2013). The ends and means of sustainability. *Journal of Human Development and Capabilities*, 14(1), 6-20.

* Please come prepared to reflect on the following questions:

1. What is Sustainability?
2. How do you see sustainability?
3. Is sustainability possible
4. How do we measure sustainability?
5. What are the negative sides of sustainability?

21.12.21 - Lesson 20: Sustainable development

- What is sustainable development
- The Concept of Sustainable Development, basic Concepts, Strategies and Measurement
- Introduction and History: Brundtland, Rio + 20, SDGs

Reading:

- Blewitt, J. (2012). “Towards sustainable development” in *Understanding sustainable development*. Routledge. (Chapter. 1, pp. 7-40); “Worldviews and ethical values Towards an ecological paradigm”, (Chapter 2, pp.41-73), “Tools, systems and innovation for sustainability” (Chapter 9, pp. 274-306)
- Hopwood, B., Mellor, M. & O’Brien, G. (2005). “Sustainable development: mapping different approaches” in: *Sustainable development* 13.1, (pp. 38-52). DOI: 10.1002/sd.24
- [Global System for Sustainable Development](#)

* Please come prepared to reflect on the following questions:

1. Be able to discuss the conflicts which are involved in the Sustainable Development concept on the national as well as on the global scale.
2. Discuss how values, beliefs, norms, behavior, perceptions, and knowledge impact development.
3. What is the lasting value of the big international conferences on sustainable development?
4. Can sustainable development occur in any one country?
5. Understand the historical evolution, key theories, and concepts of sustainable development.
6. Articulate the major issues affecting sustainable development and how sustainable development can be achieved in practice.

28.12.21 - Lesson 21: the SDGs and Climate change

- SDGs, 2015-2030
- What is the role of the UN and international organizations?
- Climate Change, the challenge, Ecosystems services; valuing ecosystems; Economic methodologies to monetize environmental benefits and costs
- Biodiversity, Green initiatives, Urban Initiatives and sustainability, The Commons
- Circular Economy, GIS, Life Cycle assessment – overview and applications
- Energy-food-water nexus

Reading:

- <https://sdgs.un.org/goals> - browse the website
- The Guardian 2015 – sustainable development Goals all you need to know. <https://www.theguardian.com/global-development/2015/jan/19/sustainable-development-goals-united-nations>
- Moyer, J. D., & Hedden, S. (2020). Are we on the right path to achieve the sustainable development goals?. *World Development*, 127, 104749.
- Naidoo, R., & Fisher, B. (2020). Sustainable Development Goals: pandemic reset. *Nature*, Vol 583.
- Boyd, E. (2013). “Climate change and development” in Desai, V., & Potter, R. B. (2013). *The companion to development studies*. Routledge. (Chapter 6.3).
- Deutz, A.M. (2005). “Biodiversity: Biodiversity Governance after Johannesburg” in Ayre, G. & Callway R. (Eds.) (2005). in *Governance for Sustainable Development: a foundation for the future*. Earthscan. (Chapter 10).
- Morsetto, P. (2019). Targets for a circular economy. *Resources, Conservation & Recycling*, 153.

Recommended:

- Soubbotina, T. P. (2004). “The Risk of Global Climate Change” in *Beyond economic growth: An introduction to sustainable development*. World Bank Publications. (Chapter 14).

* Please come prepared to reflect on the following questions:

1. Examine critically the 17 newly minted UN Sustainable Development Goals
2. How do the Sustainable Development Goals differ from the Millennium Development Goals? Are they an improvement?
3. Understand the implications of overuse of resources, population growth and economic growth and sustainability.
4. Explore the challenges the society faces in making transition to renewable resource use.
5. Identify and apply methods for assessing the achievement of sustainable development
6. Calculate your ecological footprint at <https://www.footprintcalculator.org/> or <https://footprintcalculator.henkel.com/en>; How many earths does your lifestyle require? What do you think elevated your footprint? Blog it.
7. How does climate change affect you?
8. What do you think the percentage should be between investing in mitigation vs. adaptation?
9. What can you do personally?
10. How can you make change in your community?
11. Must development be at the expense of ecology

28.12.21 - Lesson 22: Water – case study

- Water concepts, definitions, goals and challenges, how it is done, decentralization (this will be the example of what student will have to prepare for the presentation)
- History of development of water, institutions, evolution

Reading:

- Sambu, D. (2016). Impact of global initiatives on drinking water access in Africa. *African Geographical Review*, 35(2), 151-167.
- Salzman, J. (2006). *Thirst: a short history of drinking water*. Yale Journal of Law and the Humanities, 17(3).
- Shah, T. (2016). Increasing water security: the key to implementing sustainable development goals. Background papers no 22. Global Water Partnership Technical Committee, Stockholm, Sweden.
- United Nations (UN) website (2020a). Sustainable development Goal 6. from: <https://www.un.org/sustainabledevelopment/water-and-sanitation/>

Recommended:

- UN-Water (2017). UN-Water Global Analysis and Assessment of Sanitation and Drinking-Water (GLAAS) 2017 report: Financing universal water, sanitation and hygiene under the Sustainable Development Goals. From: <http://apps.who.int/iris/bitstream/10665/254999/1/9789241512190-eng.pdf>

* Please come prepared to reflect on the following questions:

1. How has water been prioritized as a development goal?
2. Who makes the decisions as per the SDGs?
3. How does water affect other SDGs?

4.1.22 - Lesson 23: Finance and Funding

- Economic indicators (GDP, GNI, external debt, labor/unemployment)
- Funding, Financing development, sustainable financing
- Microfinance

Reading:

- Oloruntoba, S.O. (2018) “Illicit Financial Flows and the African Development Conundrum” in Oloruntoba, S. O., & Falola, T. (Eds.). (2018). *The Palgrave handbook of African politics, governance and development*. Palgrave Macmillan. (Chapter 37, pp. 619-632; 679-694)
- Yunus, Muhammad (2007). “The Microcredit Revolution” in *Creating a World Without Poverty*. New York: Public Affairs, (Chapter 3, skim Chapter 4).
- Pollin, R. (2007). “Microcredit: False Hopes and Real Possibilities” *Foreign Policy in Focus*, June 21, 2007.
http://www.fpif.org/articles/microcredit_false_hopes_and_real_possibilities
- Hudon, M., & Sandberg, J. (2013). The ethical crisis in microfinance: Issues, findings, and implications. *Business Ethics Quarterly*, 23(4), 561-589.

Recommended:

- McHugh, N., Biosca, O., & Donaldson, C. (2017). From wealth to health: Evaluating microfinance as a complex intervention. *Evaluation*, 23(2), 209-225.

* Please come prepared to reflect on the following questions:

1. How is development financed?
2. Is development appropriately funded
3. Can funding be done differently?
4. Why should developed countries fund developing countries? Should they?

4.1.22 - Lesson 24: China and development in Africa

- China – a different development
- Guest speaker, Sharon Bar-David

Reading:

- Bräutigam, D. (2011). Chinese development aid in Africa: What, where, why, and how much?. Where, Why, and How Much. in Golley, J. & Song L. (eds). *Rising China Global Challenges and Opportunities*. ANU, E Press.
- Mokoena. D.A. (2018) “The Politics of Foreign Aid” in Oloruntoba, S. O., & Falola, T. (Eds.). (2018). *The Palgrave handbook of African politics, governance and development*. Palgrave Macmillan. (Chapter 37, pp. 760-766)
- Moyo, D. (2009) “The Chinese are Our Friends” in Dead Aid. Oxford: Oxford University Press. (Chapter 7, pp. 96-108, skim “Let's Trade.” Chapter 8, pp. 109-125.

* Please come prepared to reflect on the following questions:

1. Is Chinese aid really aid?
2. How does Chinese development manifest?
3. What is the difference between development in China and development on the African continent, can we learn from China's development?

11.1.22 - Lesson 25: Conflict and Development: Trip to South Tel

Aviv

- Migration and displacement

Reading:

- Zlotnik, H. (2019). “International Migration and development” in Nissanke, M., & Ocampo, J. A. (Eds.). (2019). *The Palgrave Handbook of Development Economics: Critical Reflections on Globalization and Development*. Springer. (Chapter 22, pp. 763-797).

11.1.22 - Lesson 26: Dinner, Debate and conclusions

- Three group, class debate on development.
- Conclusions

**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%

Weekly Meetings: (Subject to Change!!!)

FIRST SEMESTER

19.10. Introduction

- Course Overview
- Introducing ourselves

Reading: Kothari, Uma, ed. *A radical history of development studies: Individuals, institutions and ideologies*. Zed Books Ltd., 2019.

Chpt 1 A radical history of development studies: individuals, institutions and ideologies

Chpt 2 Great promise, hubris and recovery: a participant's history of development studies

Terje Oestigaard, "Developing the 'Other': Perceptions of Africans and change," in *Framing African Development: Challenging Concepts*, Brill 2016.

26.10 Planning Individual Projects: Defining Visions, Setting Goals, Working towards a Proposal

- Identity Workshop
- Finding your project
- Overview of Planning Stages: From the Literature Review to the Final Proposal

UNIT ONE: DECOLONIZING KNOWLEDGE

2.11 Decolonizing Knowledge – Academia and Beyond

Ndofirepi, Amasa Philip. "Africanisation of epistemology in the 21st century university in Africa." In *Remapping Africa in the Global Space*, pp. 151-165. Brill Sense, 2014.

Ndlovu-Gatsheni, Sabelo J. "Decoloniality as the future of Africa." *History Compass* 13, no. 10 (2015): 485-496.

Chisani Doyle-Wood, "Contesting 'Development'", in Sefa Dei, George J.; Jajj, Mandeep, eds. *Knowledge and Decolonial Politics: A Critical Reader Book*, Brill Academic Publishers, Inc 2018.

Moodle Forum: What role does the decolonization of knowledge play in the broader process of decolonization? What are the challenges associated with the decolonization of knowledge? Why is it important for development practitioners to understand the politics of knowledge?

9.11 Debating Vocabulary

Mafeje, A. (1971). The Ideology of 'Tribalism'. *The Journal of Modern African Studies*, 9(2), 253-261.

Mats Hårsmar, "Misconceptions and Poor Understanding – The Debate on Poverty," in *Framing African Development: Challenging Concepts*, Brill 2016. (online Aranne)

Amanda Hammar "The Concept and Paradoxes of Displacement , in *Framing African Development: Challenging Concepts*, Brill 2016. (online Aranne)

Binyavanga Wainaina, "How to write about Africa," <https://granta.com/how-to-write-about-africa>

Moodle Forum: Should westerners use the term "tribe" in Africa? Explain your position.

16.11. Field Trip: Israel and International Development Assistance

Shefayim Center for Agricultural Training
Ramat Rachel MASHAV center
Ministry of Foreign Affairs in Jerusalem: The Africa Desk

23.11 Indigenous Knowledge

https://www.ted.com/talks/chika_ezeanya_esiobu_how_africa_can_use_its_traditional_knowledge_to_make_progress

Indigenous Knowledge Definitions, Concepts and Applications (World Bank Publication).

Mawere, Munyaradzi. *Culture, indigenous knowledge and development in Africa: Reviving interconnections for sustainable development*. Langaa Rpcig, 2014. Chapter 2: "Culture, indigenous knowledge, and development in Africa since colonialism: The Silenced Narrative."

Dei, George J. Sefa. "African development: The relevance and implications of 'indigeness'." *Indigenous knowledges in global contexts: Multiple readings of our world* (2000): 70-86.

Masowa, Angeline, and Zvinashe Mamvura. "African philosophy of development as expressed in Shona proverbs." *AFRREV IJAH: An International Journal of Arts and Humanities* 6, no. 2 (2017): 28-40.

Masoga, M. H., and Hassan Kaya. "Building on the indigenous: An appropriate paradigm for sustainable development in Africa." *African philosophy and the future of Africa cultural heritage and contemporary change* 14 (2011): 153-169

Moodle Forum: With regard to “development,” what are the gaps between “indigenous” conceptualizations and western definitions? How can these differences pose challenges for development projects?

30.11 WORKSHOP ON WRITING A LITERATURE REVIEW

Oliver, Paul. 2012. *Succeeding with Your Literature Review a Handbook for Students* Berkshire, England: McGraw-Hill.

Hempel, Susanne. 2020. *Conducting Your Literature Review*. Washington, DC: American Psychological Association.

14:00-16:00 Library Visit to Meet with Librarian on Literature Review Searches

7.12 New Paradigms for the Future

Kochalumchuvattil, Thomas. "The crisis of identity in Africa: A call for subjectivity." *Kritike* 4, no. 1 (2010): 108-122.

Pius Adesanmi, 2020. *Who Owns the Problem? Africa and the Struggle for Agency*. East Lansing, Michigan: Michigan State University Press. Part 1: Crossfire, pp. 3-60.

Lutz, David W. "African Ubuntu philosophy and global management." *Journal of Business Ethics* 84, no. 3 (2009): 313-328.

Gumede, Vusi. "Exploring thought leadership, thought liberation and critical consciousness for Africa's development." *Africa Development* 40, no. 4 (2015): 91-111.

Moodle Forum: Following this week's readings, what role are intellectuals and philosophers playing in shaping the future in Africa? Give some examples from this week's readings to demonstrate the contribution they are making.

UNIT TWO: THEORIZING COMMUNITIES AND SOCIAL CHANGE

14.12 Theorizing Community Development

Ted K. Bradshaw (2008) "The Post-Place Community: Contributions to the Debate about the Definition of Community," *Community Development*, 39:1, 5-16, DOI: 10.1080/15575330809489738

Abiona, A. & Bello, W.N. (2013). "Grassroots Participation in Decision-Making Process and

Development Programmes as Correlate of Sustainability of Community Development Programmes in Nigeria." *Journal of Sustainable Development*; Vol. 6, No. 3; 2013.

Bappi, U., D. Singh, and K. Dahiru. "The effect of community participation on community development in Nigeria." *International Journal of Advances in Arts, Science and Engineering (IJOAASE)*, vol. 6, no. 13 (2018): 48-60.

Groundswell, *Strengthening Endogenous Development in Africa*, 2010. Part One: Understanding Endogenous Development AND Part Two: A methodological framework for strengthening Endogenous Development (pp. 10-31)

Njoh, A. J. (2006). "Determinants of success in community self-help projects: the case of the Kumbo water supply scheme in Cameroon." *International Development Planning Review*, 28(3), 381.

Onyenemezu, C.E, (2014) The imperative of citizens participation in community development. *Academic Research International*, Vol. 5 No. 1 January 2014

21.12 African Communalism

Hailey, John. "Ubuntu: A literature review." *London: Tutu Foundation* (2008).

Negedu, Isaiah A., and Solomon O. Ojomah. "The question of African communalism and the antithesis of democracy." *Filosofia Theoretica: Journal of African Philosophy, Culture and Religions* 7, no. 3 (2018): 53-71.

Optional: Neequaye, George Kotei. "Personhood in Africa." In *The Palgrave Handbook of African Social Ethics*, pp. 103-127. Palgrave Macmillan, Cham, 2020.

28.12 African Rural Communities and Development Paradigms

Desai, Vandana, and Robert B. Potter. *The companion to development studies*. Routledge, 2013. Part 4: Rural Development

Mongbo, Roch L. "Stakeholders in the field of rural development at local level: Theoretical perspectives," in *The appropriation and dismembering of development intervention: policy, discourse and practice in the field of rural development in Benin*. Wageningen University and Research, 1995. Pp. 23-52

Bierschenk, Thomas, Jean-Pierre Chauveau, and Jean-Pierre Olivier de Sardan. "Local development brokers in Africa. The rise of a new social category." *Department of Anthropology and African Studies Working Papers* 13 (2002).

Zadawa, Abdullahi Nafiu, and Abdelnaser Omran. "Rural development in Africa: Challenges and opportunities." In *Sustaining our Environment for Better Future*, pp. 33-42. Springer, Singapore, 2020.

Moodle Forum: How do “traditional” authorities impact community development initiatives in rural communities? How do development initiatives unsettle or challenge traditional authority? How can development reinforce hierarchies of power in rural settings?

4.1 African Urban Communities

Desai, Vandana, and Robert B. Potter. *The companion to development studies*. Routledge, 2013. Part 5: Urbanization and Development

Dobson, Skye, Hellen Nyamweru, and David Dodman. "Local and participatory approaches to building resilience in informal settlements in Uganda." *Environment and Urbanization* 27, no. 2 (2015): 605-620. (maybe)

Meagher, Kate (2010) *The tangled web of associational life*, WIDER Working Paper, No. 2010/50, ISBN 978-92-9230-287-0, The United Nations University World Institute for Development Economics Research (UNU-WIDER), Helsinki

Moodle Forum: What are the specific challenges of initiating community development in urban contexts in Africa? What are the most pressing development needs? How would you define community life in the city as opposed to rural areas?

11.1 Communities in the Shadow of Migration

Field Trip to South Tel Aviv : Visit Local NGOs, Meet Asylum Seekers, Visit Community Centers, Group Dinner and Debate

Desai, Vandana, and Robert B. Potter. *The companion to development studies*. Routledge, 2013. Chapter 3.10: Migration and Transnationalism

SECOND SEMESTER

UNIT THREE: COMMUNITIES, INTERVENTIONS AND SUSTAINABLE CHANGE

1.3 Development Management Workshop with Dr. Aliza Belman Inbal - Part 1

8.3 Promoting Community Change

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)

15. 3 Development Management Workshop with Dr. Aliza Belman Inbal - Part 2

22. 3 Power and Becoming Agents of Change

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://nowwhitesaviors.org/blog/> :

<https://nowwhitesaviors.org/who-we-are/purpose/>

<https://nowwhitesaviors.org/what-we-can-all-learn-from-stacey-dooleys-white-savior-row-her-refusal-to-do-better/>

<https://nowwhitesaviors.org/the-ethics-of-volunteering-and-voluntourism/>

<https://nowwhitesaviors.org/how-to-be-an-advocate-without-perpetuating-the-white-savior-complex/>

29.3 Development Management Workshop with Dr. Aliza Belman Inbal - Part 3

5.4 Development Management Workshop with Dr. Aliza Belman Inbal - Part 4

12.4 Empowering Through Participation

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)

26.4. Identifying Stakeholders and Building Coalitions

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.

3.5. Development Management Workshop with Dr. Aliza Belman Inbal - Part 5

10.5 Communities, Conflict Resolution and Resiliency

Field Trip to AJEEC and local initiatives in Bedouin communities

17.5 Development Management Workshop with Dr. Aliza Belman Inbal - Part 6

24.5. ASSETS BASED COMMUNITY DEVELOPMENT (ABCD)

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.

7.6 Development Management Workshop with Dr. Dr. Aliza Belman Inbal - Part 7

14.6 Failures and What We Can Learn from Them

<https://www.admittingfailure.org/>

Ted Talk: David Damberger

https://www.ted.com/talks/david_damberger_what_happens_when_an_ngo_admits_failure?utm_campaign=tedsread&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.

21.6 Sustainable Community Development in Action : Field Trip to PROJECT WADI ATIR

Ben Gurion University of the Negev
Faculty for Humanities and Social Science

Youth in Africa

Lecturer: Dr. Noa Levy

Email: noa2@post.bgu.ac.il

Office hours: Wednesday, 12:00, the Tamar Golan Africa Centre, building 74, room 459

Africa is the youngest continent in the world with more than half of its population in the ages of 0-24, and above 250 million over the age of 15. While populations around the world are aging, young people in Africa are shaping the face of the future. We will discuss contemporary aspects in youth's lives in various countries in Africa. We will learn about the shaping of youth in global and local economic, social and political contexts, while engaging with a wide range of countries and themes. We will explore the ways in which young people are taking a leading role in the formation of their place within families, communities and countries.

Course Requirements:

Attendance & reading – obligatory

Project – 20%

Final Paper – 80%

Weekly Meetings: (Subject to Change)

Part 1: Introduction – Questions of Youth

Week 1: Introduction

Week 2: Knowledge production about youth in Africa

- Abbink, Jon (2005). Being young in Africa: The politics of despair and renewal. In, Jon Abbink and Ineke van Kessel (eds.). *Vanguards or Vandals: Youth, politics and conflict in Africa*. Leiden and Boston: Brill, 1-34.

Week 3: Critical Youth Studies

- Akom, Antwi, Cammarota, Julio, and Ginwright, Shawn (2008) Youthtopias: Towards a new paradigm of critical youth studies. *Youth Media Reporter* 2(4): 1-30.
- Cooper, Adam, Swartz, Sharlene, and Mahali, Alude (2019) Disentangled, Decentered and Democratised: Youth Studies for the Global South. *Journal of Youth Studies*, 22(1): 29-45.

Part 2: Work

Week 4: Waithood

- Honwana, Alcinda M. (2008) *The time of Youth: Work, Social Change, and Politics in Africa*. Boulder & London: Kumarian Press. Chapter 1: Youth.

Week 5: Making ends meet

- Mwaura, Grace Muthoni (2017) Just farming? Neoliberal subjectivities and agricultural livelihoods among educated youth in Kenya. *Development and Change* 48(6): 1310-1335.

Week 6: Aspirations

- Dubinsky, Itamar and Schler, Lynn (2019) Goal dreams: Conflicting development imaginaries in Ghanaian football academies. *The Journal of Modern African Studies* 57(2): 247-272.

Part 3: Gender and mobility

Week 7: Masculinity and social mobility

- Turner, Simon (1999) Angry young men in camps: Gender, age and class relations among Burundian refugees in Tanzania. The Centre for Documentation and Research, working paper n. 9.

Week 8: Adolescence and gendered expectations

- Grabska, Katarzyna (2019). 'Wasting time': Migratory trajectories of adolescence among Eritrean refugee girls in Khartoum. *Critical African Studies*, 12(1): 22-36.

Week 9: Shaping gender roles

- Boehm, Christian (2006) Industrial labour, marital strategy and changing livelihood trajectories among young women in Lesotho. In Catrine Christiansen, Mats Utas and Henrik E. Vigh (eds.), *Navigating Youth, Generating Adulthood: Social Becoming in an African Context*. Uppsala: Nordiska Afrikains Institutet.

Part 4: Civil Society and Politics

Week 10: The grasp of the State

- Mhike, Ivo (2017) Political violence in Zimbabwe's national youth service, 2001–2007. In, Elina Oinas, Henri Onodera and Leena Suurpää (eds.), *What Politics? Youth in a Globalizing World*, Volume 6. Brill, 246-264.

Week 11: Nationalism and intergenerational dynamics

- Rich Dorman, Sarah (2004). Past the Kalashnikov: Youth, politics and the state in Eritrea. In, Jon Abbink and Ineke van Kessel (eds.), *Vanguards or Vandals: Youth, politics and conflict in Africa*. Leiden and Boston: Brill, 191-206.

Week 12: Higher education and civic power

- Naicker, Camalita (2016). From Marikana to #feesmustfall: The praxis of popular politics in South Africa. *Urbanization* 1(1): 53-61.

- Langa, Marlose (2017). #Hashtag: An analysis of the #FeesMustFall movement at South African Universities. Centre for the Study of Violence and Reconciliation.

Week 13: Diasporic power

- Armila, Päivi, Kananen, Marko and Tiina Sotkasiira (2017) Diaspora as a multilevel political space for young Somalis. In, Elina Oinas, Henri Onodera and Leena Suurpää (eds.), *What Politics? Youth in a Globalizing World* Volume 6. Brill, 300-316.

Enjoy the semester!



אוניברסיטת בן-גוריון בנגב
הפקולטה למדעי הרוח והחברה

המחלקה לפוליטיקה וממשל 2020-2021

הפוליטיקה של האמפיריות והעולם הערבי
The Politics of Empire and the Arab World

יום א
10.00-12.00

1381028601

מרצה: דר מנצור נסאסרה
mansor@bgu.ac.il

שעות קבלה: חדר 655 בבניין 72

יעדי ההוראה:

קורס זה עוסק בניתוח תהליכים היסטוריים ופוליטיים אשר עיצבו את המדיניות והאינטרסים של האימפריות בעולם הערבי. הקורס פותח בדגש על המדיניות של האימפריה העות'מאנית במזרח התיכון ומסיים בפלישה של ארצות הברית לעיראק ב 2003 וסוגיית האביב הערבי ב 2011. חלקו הראשון של הקורס עוסק באספקטים תיאוריים והיסטוריים שיתרמו להבין את האינטרסים הקולוניאליים של האמפיריות במזרח התיכון. עיקר ההתייחסות תהיה למדיניות העות'מאנית, הצרפתית והבריטית במזרח התיכון תוך התייחסות לגישות פוסט-קולוניאליות, יחסים בינלאומיים, מחאה והתנגדות. בחלקו השני של הקורס ננתח שיטות שליטה קולוניאליות אשר עיצבו את הפוליטיקה של האמפיריות בהתייחסותם לאוכלוסייה המקומית במזרח התיכון. חלקו השלישי של הקורס עוסק בתהליך הקמתן של המדינות המודרניות במזרח התיכון עם דגש על תנועות התנגדות לקולוניאליזם ומאבקי שחרור. חלקו האחרון של הקורס עוסק במזרח התיכון אחרי הפלישה של עיראק ב 2003 ומעלה שאלות רבות לגבי המדיניות הנוכחית של האמפיריות במזרח התיכון בסוגיות שונות שקשורות לאביב הערבי.

This course aims to contextualise contemporary debates in IR with a historical overview of colonialism in the Middle East and North Africa, as well as providing the conceptual tools to understand the workings of colonial power. It focuses on the changes introduced to Middle Eastern societies by colonialism, the implications of these changes for states in the region after their independence, and more recent socio-political developments often categorised in the region as “neo-colonial” forms of domination.

*הקורס יועבר בעברית

דרישות הקורס והרכב הציון*

משקל בציון הסופי **		
נוכחות-השתתפות	- 10 %	___ חובה ___ בחירה
פרזנטציה בזוגות	- 30 %	
עבודות	- 60 % (עבודה קצרה- 1000 מילים)	
סיור לימודי	- 0 %	

Module outline

I. Empire and the International: History and Theory

Seminar 1: Introduction: Empire and Dividing Territory in the Middle East

Given the wide differences in colonial practices across the region, to what extent is it possible to make generalizations about colonial states in the Middle East?

Required Reading:

Roger Owen, State, Power and Politics in the Making of the Modern Middle East

(London: Routledge 2004), pp.3-22 (Ch.1 “The End of Empires: The Emergence of the Modern Middle Eastern State”).

Seminar 2: History of Empire and MENA

Required reading:

Jurgen Osterhammel, 2014. Imperial System and Nation-States, pp.392-430

Geoffrey Nash, 2011. From Empire to Orient. Travelers of the Middle East, 1930-1926.

Seminar 3: Orientalism, Colonialism and Imperialism (guest speaker, Oxford University)

What is the difference between ‘colonialism’ and ‘imperialism’?

Required Reading:

Robert Young, Postcolonialism: a Historical Introduction (Oxford: Blackwell Publishing, 2001), pp.13-45 (Ch.2 “Colonialism” and Ch. 3 “Imperialism”).

Seminar 4: Classical Theories of Imperialism

Required reading:

Patrick Wolfe, "History and Imperialism: A Century of Theory, from Marx to Postcolonialism" in *The American Historical Review* 102,2 (1997), pp.388-420

Seminar 5: Colonial Discourse and Post-Colonial Theory: Is Knowledge Power?

To what extent were colonial authorities able to develop accurate and objective knowledge about the societies they ruled?

Required Reading:

Robert Young, *Postcolonialism: an Historical Introduction* (Oxford: Blackwell Publishing, 2001), pp.383-395 (Ch. 26 "Edward Said and Colonial Discourse").

Abdelmajid Hannoum, "Colonialism and Knowledge in Algeria: the Archives of the Arab Bureau" in *History & Anthropology* 12,4 (2001), pp.343-379.

Seminar 6. East vs. West: a Clash of Civilizations?

How useful is it to think of the encounter between Europe and the Middle East in terms of a 'clash of civilizations'?

Required reading:

שיפטן דן, 2003. מסגרת הניתוח הציביליזציונית של סמואל הנטינגטון, תרומתה ומגבלותיה: על ספרו של סמואל הנטינגטון, 'התנגשות הציביליזציות', הוצאת שלם, ירושלים

Roy P. Mottahedeh, "The Clash of Civilizations: an Islamicist's Critique" in *Harvard Middle Eastern and Islamic Review* 2,2 (1995), pp.1-26

Seminar 7: Does Economics Drive Empire? Egypt in the 19th Century

How did economics facilitate European domination of Egypt during the 19th century?

Required Reading:

Roger Owen, "Europe and Egypt: From French Expedition to British Occupation," in Roger Owen and Bob Sutcliffe, eds. *Studies in the Theory of Imperialism* (London: Longman, 1972).

II. Empire and the Local: Forming States, Transforming Societies

Seminar 8. Policing Skies and Frontiers: Coercion, Airpower and the Colonial State in Iraq and Algeria

The British Mandate in Iraq was primarily enforced by means of air policing. What effect did this have on the power of the Iraqi state?

Required Reading:

Priya Satia, "In Defense of Inhumanity: Air Control and the British Idea of Arabia" in *American Historical Review* (2006), pp.16-51.

Valentin Chemery, Policing and the Problem of Crime within Local Communities in Colonial Algeria, ca. 1850-1890, 119-136.

Seminar 9. Conquering Land and Knowledge: Mapping in Mandatory Palestine

How was the colonial project in Palestine sustained by technologies of cartography? On balance, how significant do you think maps are for the production of social power?

Required Reading:

Anne Godlewski, "Map, Text and Image. The Mentality of Enlightened Conquerors: A New Look at the Description de l'Egypte" in *Transactions of the Institute of British Geographers* 20,1 (1995), pp.5-28.

Seminar 10. Empire and Archives: personal diaries of Lord Oxford/ Colonial Office Papers/ London. A view about British experts in the Oriental Affairs

Seminar 11. Colonial Policing in Southern Palestine: Australians, Ottomans and British in Beersheba. Memories of Policemen

שיטור קולוניאלי בנגב ובסיני בתקופת המנדט הבריטי

Mansour Nasasra, 2014. Memories from Beersheba: The Bedouin Palestine Police and the Frontiers of the Empire. *Bulletin for the Council for British Research in the Levant*.
<https://www.tandfonline.com/doi/pdf/10.1179/1752726014Z.00000000023?needAccess=true>

Seminar .12 Natives in the Service of Empire: Tribes in the Service of Empire

רות ג'ינאוי, 2013. להילחם את מלחמתם של אחרים- חיילים אפריקאים בצבא צרפת במלחמת העולם הראשונה. כתב העת של החברה היסטורית הישראלית, 33. ירושלים.

III. Resistance is Futile (Or is it?): the Empire Strikes Back

Seminar 13. Arab Nationalism as Anti-Colonialism

How should we understand nationalism in the Arab world - is it the expression of a deep-rooted Arab identity, a political reaction to European encroachment, a consequence of Islam's failure to resist colonialism, or something else?

Required Reading:

מרי תותרי, 2015. התקשורת הפלסטינית ובניית אומה, רסלינג. עמ' 13-21 (מבוא- הלאומיות הערבית).

James L. Gelvin, "Modernity and its Discontents: On the Durability of Nationalism in the Arab Middle East" in Nations and Nationalism 5,1 (1999), pp.71-89.

IV. American Modern: Remaking the Middle East

14. Capitalism and Petroimperialism in the Gulf

What effect has oil had on the domestic and international politics of the Middle East?

Required Reading:

Giacomo Luciani, "Oil and Political Economy in the International Relations of the Middle East" in Louise Fawcett, ed. International Relations of the Middle East (Oxford: Oxford University Press, 2004).

15. Empire and the Arab Spring: Refugees Crisis in the Middle East and Rebuilding Iraq

To what extent do US state-building efforts in Iraq confirm or refute the argument that the US is involved in empire-building?

Required Reading:

Toby Dodge, "Iraq: the Contradictions of Exogenous State-Building in Historical Perspective" in Third World Quarterly 27,1 (2005), pp.187-200.

Roy Allison, 2013. "Russia and Syria, explaining alignment with a regime in crisis". International Affairs 89: 4, pp. 795-823.

Environmental Protection and Sustainability



Ben-Gurion University of the Negev

Course Syllabus

Instructors

- Leading Instructor: Yaron Ziv, Ph.D., Associate Professor of Ecology and Evolutionary Biology, Spatial Ecology Lab, Department of Life Sciences, Ben-Gurion University of the Negev, Israel
- Shirli Bar-David, Ph.D., Senior Lecturer of Ecology and Conservation, Conservation and Ecological Genetic Lab, Mitrani Department of Desert Ecology, Jacob Blaustein Institutes for Desert Research, Ben-Gurion University of the Negev, Israel
- David Katoshevski, Ph.D., Professor of Environmental Engineering, Faculty of Environmental Engineering, Ben-Gurion University of the Negev, Israel
- Amit Gross, Ph.D., Professor of Environmental Hydrochemistry, Department of Environmental Hydrology and Microbiology, Zuckerberg Institute for Water Research, Ben-Gurion University of the Negev, Israel
- Isaac A. Meir, Ph.D., Associate Professor of Architecture and Town Planning, Desert Architecture and Urban Planning, Bona Terra Department of Man in the Desert, Jacob Blaustein Institutes for Desert Research, Ben-Gurion University of the Negev, Israel
- Meidad Kissinger, Ph.D., Associate Professor of Geography and Sustainability Science, Sustainability and Environmental Policy Research Group, Department of Geography and Environmental Development, Ben-Gurion University of the Negev, Israel

Course Description

In this multi-disciplinary course, we will discuss some major challenges of environmental protection, by addressing the biological, physical and human themes of conservation.

In the Biological theme, we focus on the importance of biodiversity and actions we can take to conserve populations and communities. We review the threats to biodiversity and extinction rates and describe efforts to reintroduce endangered species as an important component of conservation activities. We then explain the benefits that healthy ecosystems provide for human beings and show that increasing biodiversity conservation within agroecological landscapes can significantly contribute to our conservation efforts.

In the Physical theme, we focus on air and water as elements that are negatively affected by humans and, in turn, cause critical problems to our health and threaten our future daily lives. We describe the composition and dynamics of the airborne particles that impact the greenhouse effect and also harm our health. We discuss the role of water as an essential building block for life and focus on methods of water treatment and reuse, such as gray water, to improve our future use of water.

In the human theme, we focus on the built-up environment and the consequences of our life in un-friendly buildings. We show how the green-building concepts and solutions can save energy and materials, as well as improve our well-being and reduce health problems. We demonstrate how particular activities can reduce our carbon use and ecological footprint. We give an overview of the emerging field of sustainability, which strives to connect different disciplines and offers ways to reduce energy and material waste, improve our well-being, and minimize our negative environmental impact on the next generations.

- ❖ **The course is designed for a basic, undergraduate level. No prerequisites are required.**
- ❖ **Time commitment for the course should be considered as 2-3 hours per section (week).**

Course Contact

Due to the high number of students enrolled, we will not be able to reply to individual messages directly. However, you can post questions or problems in the "Discussion" tab (Course's home website). We will make every effort to reply and provide you with the proper assistance as soon as we can.

Key Course Elements

Each of the course's eight sections (see syllabus below) is composed of video presentations, assignments and a final quiz. Video presentations and assignments are inserted one after the other to enhance the interactive experience of the course.

Video presentations play a major role in the information acquired throughout the course.

Assignments mainly include readings, tasks and discussions.

Readings are mandatory and provide essential information to help you thoroughly understand the course material. Each reading is followed by a set of multiple-choice questions (5-10) to help you test your knowledge of the reading material (ungraded).

Exercises are optional. However, they are intended to let you engage actively in the more challenging aspects of the course, by gathering data, analyzing information and sharing it with students like you from all over the world.

Discussions are mandatory and offer a wonderful method to interact with people from different countries and regions that have different experiences. Through the sharing of dilemmas and opinions, many new ideas and perspectives can be raised and widely distributed. Encountering new thoughts and different views can both enrich your knowledge and broaden your point of view. Please interact constructively and respectfully: <https://www.youtube.com/watch?v=tVqWcrMPxfY>

Other assignments are optional and may include movies and additionally optional readings.

The Final Quiz on each section is mandatory. It is composed of 10 multiple-choice questions that cover the video presentations.

Grading

To be eligible for a **Verified Certificate** you have to pass the Final Quiz for each of the eight sections with a grade higher than 80% (you have 3 attempts for each quiz).

Main Learning Objectives

Students will be able to:

- ❖ Become familiar with different aspects of environmental disciplines and directions
- ❖ Understand the complexities of environmental issues and their interactive effects
- ❖ Identify key major points in different fields related to environmental protection
- ❖ Prioritize practices and procedures to enhance ecosystem health and stability
- ❖ Explain to others why we must protect nature in specific ways
- ❖ Practice and apply diverse methods of sustainability

Course Schedule and Deadlines

All course materials will be available from its start, i.e., Sunday, March 8, 2020.

All coursework intended to earn credit towards a Verified Certificate must be completed by July 23, 2020. The course ends on July 30, 2020.

Course Outline

Week 1 (Section 1): Biodiversity and Ecological Determinants (Prof. Yaron Ziv)

General Introduction to the Course (video)

1.1 *The Importance of Biodiversity* (video)

1.A **Reading** - "What is 'diversity'?"

1.2 *Ecosystem Functionality and Stability* (video)

1.B **Reading** - "Biodiversity" + questions

1.3 *Species Richness and Its Scale* (video)

1.C **Exercise** - "Species richness near me"

1.4 *Three Determinants of Species Richness* (video)

1.D **Discussion** - "The dilemma of biodiversity research"

1.5 *Summary* (video)

1.E **Section 1 - Final Quiz**

Week 2 (Section 2): Conservation Biology and Species Reintroduction (Dr. Shirli Bar-David)

Introduction to Conservation Biology (video)

2.1 *Biodiversity and Species Extinction* (video)

2.A **Exercise** - "IUCN Red List"

2.2 *Causes of Species Extinction and Species Conservation* (video)

2.B **Movie** - "TED talk on de-extinctions"

2.3 *Reintroduction (1)* (video)

2.C **Reading** - "The concept of re-wilding" + questions

2.4 *Reintroduction (2)* (video)

2.D **Discussion** - "The dilemma of reintroductions as a conservation approach"

2.5 *Summary* (video)

2.E **Section 2 - Final Quiz**

Week 3 (Section 3): Open Lands and Agroecology (Prof. Yaron Ziv)

3.1 *Introduction to Open Lands and Agroecology* (video)

3.2 *Ecosystem Services* (video)

3.A **Reading** - "How have ecosystem services and their uses changed?" + questions

3.3 *Combining Biodiversity Conservation and Food Production - Agroecology* (video)

3.B **Discussion** - "Land sharing vs. Land Sparing"

3.4 *Land Sharing and Protecting Natural Habitats Within Agricultural Mosaic* (video)

- 3.C **Exercise** - "Analyzing agroecological landscape"
- 3.5 *Case Study: Biodiversity in the Agroecological Landscape of Southern Judea Lowlands, Israel* (video)
- 3.D **Movie** - "Biological control by barn owls"
- 3.6 *Summary* (video)
- 3.E **Section 3 - Final Quiz**

Week 4 (Section 4): Air Quality and Pollution (Prof. David Katoshevski)

Introduction to Air Quality and Pollution (video)

- 4.1 *Air Pollution* (video)
- 4.A **Reading** - "What is PM?" + questions
- 4.2 *Air Pollution Sources, Health-Related Problems and Particle Motion* (video)
- 4.3 *Dynamics of a Smoke Particle* (video)
- 4.B **Exercise** - "Particle motion"
- 4.4 *Dynamics of Particles and How We Can Manipulate It* (video)
- 4.5 *How Can We Reduce the Risk Associated with Smoke Particles?* (video)
- 4.C **Discussion** - "What should a factory do"?
- 4.D **Section 4 - Final Quiz**

Week 5 (Section 5): Water Quality and Greywater Reuse (Prof. Amit Gross)

Introduction to Water Quality and Greywater (video)

- 5.1 *Water, Scarcity and Quality* (video)
- 5.2 *Water Pollution* (video)
- 5.A **Exercise** - "Water quality"
- 5.3 *Microbial Contamination in Water and Its Implications* (video)
- 5.B **Reading** - "Alternative water sources" + questions
- 5.4 *Greywater Characteristics, Opportunities and Challenges* (video)
- 5.C **Discussion** - "Greywater reuse: Opportunity or burden"
- 5.5 *Greywater Reuse and Summary* (video)
- 5.D **Section 5 - Final Quiz**

Week 6 (Section 6): Green Sustainable Building (Prof. Isaac A. Meir)

Introduction to Green Sustainable Building (video)

- 6.1 *Why Are Buildings and Construction of Relevance to this Discussion?* (video)
- 6.A **Reading** - "Apology for architecture" + questions
- 6.2 *What Are Buildings Made of? (Part 1+Part 2)* (video)

- 6.B **Exercise** - "Identify different materials and their properties"
- 6.3 *The User in the Buildings (Part 1+Part 2)* (video)
- 6.C **Reading** - "Green building standards in MENA"
- 6.4 *The Building as Part of the City* (video)
- 6.D **Movie** - "Densification of the city"
- 6.E **Discussion** - "Choose and analyze two urban spots"
- 6.F **Section 6 - Final Quiz**

Week 7 (Section 7): Urban Sustainability (Dr. Meidad Kissinger)

- Introduction to Sustainability* (video)
- 7.1 *The 21st Century Urban World* (video)
- 7.A **Exercise** - "Comparison of urbanization processes"
- 7.2 *The Urban Environmental Problem and Challenges* (video)
- 7.B **Reading** - "Cities and the environment" + questions
- 7.3 *The Urban Sustainability Potential* (video)
- 7.C **Reading** - "Approaches to urban sustainability"
- 7.4 *The City as an Ecosystem* (video)
- 7.5 *Cities as Part of Ecosystems* (video)
- 7.D **Discussion** - "The urban dilemma"
- 7.6 *Summary - Can Cities Pave the Way towards Global Sustainability?* (video)
- 7.E **Section 7 - Final Quiz**

Week 8 (Section 8): World Sustainability (Dr. Meidad Kissinger)

- 8.1 *Changing Socio-Environmental Interactions* (video)
- 8.2 *The Demographic Factor* (video)
- 8.A **Reading** - "Human ecology - basic concepts for sustainable development" + questions
- 8.3 *The Environmental Implications of Poverty and Affluence* (video)
- 8.B **Exercise** - "Nations' 'Environmental Performances'"
- 8.4 *Another Shaping Factor - Technology* (video)
- 8.C **Discussion** - "Can technology solve the problems"?
- 8.5 *Other Shaping Factors* (video)
- 8.D **Reading** - "Coadaptation of human social systems and ecosystems"
- 8.6 *The Way Forward* (video)
- 8.E **Section 8 - Final Quiz**

Instructor Bios



Yaron Ziv, PhD., completed his undergraduate studies in the Faculty of Life Sciences at Tel-Aviv University (1988) and earned his MSc in Ecology from Ben-Gurion University (BGU) of the Negev (1991), Israel. He received his PhD in Ecology and Evolutionary Biology from the University of Arizona (1998), USA. During his PhD studies and postdoctoral training at the University of New Mexico, USA, he specialized in community ecology, macroecology and conservation biology.

Dr. Ziv joined the faculty of BGU in 1988 and he is currently an Associate Professor in the Department of Life Sciences and the Chairperson of BGU's Green Campus Initiative.

Dr. Ziv's research deals with the effect of spatial organization of physical and biological entities on dynamics and diversity of ecological units, from genes, through individuals and populations, to communities and ecosystems. In addition to studying basic scientific questions, his lab is involved in various conservation endeavors, such as ecological restoration, agroecology, and applied biodiversity distribution.

Dr. Ziv also engages in environmental educational activities, by serving on national and international committees. He is currently a member of the managing committee of the Israel Society of Ecology and Environmental Sciences and a member of the managing committee of the Society for Protection of Nature in Israel. He serves also as a member of the Man and Biosphere Committee of the Israel National Commission for UNESCO and as a Israeli delegate to the European Platform for Biodiversity Research Strategy.

http://in.bgu.ac.il/en/natural_science/LifeSciences/Pages/staff/Yaron_Ziv.aspx



Shirli Bar-David, Ph.D., completed her undergraduate studies in the Faculty of Life Sciences (1992) and earned her MSc. in Genetics (1995) at the Hebrew University of Jerusalem, Israel. She obtained her PhD in Ecology (2003) from Tel-Aviv University, studying the reintroduction of the Persian fallow deer in Israel. During her postdoctoral training at UC Berkeley, she studied disease dynamics in natural and colonizing wildlife populations, and at the University of Haifa, she integrated ecological and genetic data to study space use patterns of the endangered fire salamander.

Since 2007, Dr. Bar-David has been a faculty member at the Mitrani Department of Desert Ecology, Jacob Blaustein Institutes for Desert Research, Ben-Gurion University of the Negev. She is currently a Senior Lecturer and the head of the Conservation and Ecological Genetic Lab.

Her research focuses on the field of spatial ecology and spatial genetics and their implications for conservation biology and wildlife management. Specific topics of interest include the spatial and genetic structure of populations, wildlife reintroductions as a conservation tool, factors affecting range expansion of populations, and movement patterns of individuals under different landscape scenarios.

<http://in.bgu.ac.il/en/Labs/caegl/Pages/default.aspx>



David Katoshevski, Ph.D., studied at the Technion- Israel Institute of Technology, where he earned a BSc and an MSc degree in Aerospace Engineering and a PhD in Applied Mathematics. He completed two postdoctoral projects, spending one year at RWTH-Aachen in Germany, where he dealt with Diesel spray combustion, and 2.5 years at CALTECH where he worked on Atmospheric Aerosols.

Since 1998, Dr. Katoshevski has been a member of the Environmental Engineering faculty at Ben-Gurion University of the Negev, Israel, where he is currently a Professor. He conducts research on various subjects, including dynamics of particles and droplets, atmospheric modelling, combustion, bio-fuels, air pollution control, aerosol inhalation/exhalation and recently also water treatment.

He currently serves as the Chairman of the Israeli Association for Combustion Research, and heads the program for Safety Engineering.

<http://in.bgu.ac.il/engn/enviro/Pages/staf.aspx>



Amit Gross, Ph.D., completed his undergraduate studies in the Faculty of Agriculture of the Hebrew University of Jerusalem, Israel, in 1993. He earned his MSc. (1996) and PhD (1999) from Auburn University, USA, studying nutrient cycles in earthen ponds. During his postdoctoral training in Australia and Ben-Gurion University of the Negev, Israel, he studied various environmental issues related to water treatment and reuse and was recruited in 2003 to join the faculty of BGU.

He is currently a Professor and the head of the Department of Environmental Hydrology and Microbiology, Zuckerberg Institute for Water Research, Jacob Blaustein Institutes for Desert Research, Ben-Gurion University of the Negev, Israel.

Dr. Gross' research areas include treatment and efficient use of marginal water, remediation techniques, and the environmental risks associated with contaminated water resources and sludge (i.e., agricultural effluents, wastewater, and contaminated groundwater).

<http://in.bgu.ac.il/en/bidr/ziwr/ehm/Pages/staff/gross.aspx>



Isaac A. Meir, Ph.D., studied at the Technion - Israel Institute of Technology, from which he received BSc and MSc degrees in Architecture and Town Planning. He earned a Ph.D. in archaeology from the Ben-Gurion University of the Negev, focusing on the building technologies used in Byzantine settlements in the desert. He joined the faculty of the Blaustein Institutes for Desert

Research, Ben-Gurion University of the Negev, in 1986. He is an Associate Professor and has served as the Chair of Desert Architecture & Urban Planning and of the Bona Terra Department of Man in the Desert (2005-2010). He lectures in Israel and abroad, e.g., at the Architectural Association School of Architecture, London (1992); Oxford Brookes University (2000-1); Aristotle University of Thessaloniki (2010-2011); Donau Universitaet, Krems (2012-3); and the International Hellenic University (2012-2017).

Dr. Meir participates in the design of environmentally conscious and experimental projects in the Israeli deserts and acts as consultant to and member of various institutions, NGOs, and professional organizations. His research interests include sustainable design in arid zones; energy conservation in buildings; post occupancy evaluation and indoor environment quality; the life cycle energy analysis; retrofit and upgrade of vernacular prototypes with low-tech materials and details; microclimate of open spaces; and proactive contingency planning.

In 2014, in recognition of his research, educational outreach activities, and involvement in promoting green sustainable architecture, an experts' panel named him among the 100 most prominent contributors to Israel's environmental policy (in the infrastructure and construction sector). Among other prizes and awards, he received the Israel Green Building Council Award for Leadership in Green Building (2016).

http://in.bgu.ac.il/en/bidr/SIDEER/MID/Pages/staff/Sakis_Meir.aspx



Meidad Kissinger, Ph.D., is a geographer and a sustainability scientist specializing in bio-physical accounting and sustainability policy and planning. He holds an MSc in Natural Resource Management from the University of Haifa, Israel and a PhD in Urban and Regional Planning from the School of Community and Regional Planning at the University of British Columbia, Canada.

Dr. Kissinger is an Associate Professor at the Department of Geography and Environmental development at the Ben-Gurion University of the Negev, where he leads the Sustainability and Environmental Policy research group and heads the Negev Center of Sustainability.

Dr. Kissinger's professional interests and academic background are interdisciplinary. His research explores a variety of linkages between human activities and the natural environment (dependence and impact). He uses and develops bio-physical (i.e., land,

energy, water, waste) and sustainability-accounting tools, and examines the policy implications of human–environment interactions at several spatial and cross spatial scales. His research in recent years covers a wide range of sustainability research themes, including urban sustainability, food systems sustainability, energy society nexus, and behavior and the environment.

<http://in.bgu.ac.il/humsos/geog/Pages/staff/meidad.aspx>