

**Development Project Design and Evaluation**  
**HOD 3610**  
**Syllabus**

Spring Semester 2011

R 1:10-4:00

Payne 108

Co-Instructors: Josh Bazuin  
301G Mayborn  
[josh.bazuin@vanderbilt.edu](mailto:josh.bazuin@vanderbilt.edu)  
Office Hours: Thursdays 11:30-12:50 (in suite 102), or by appointment

Jim Fraser  
102B Mayborn  
[james.c.fraser@vanderbilt.edu](mailto:james.c.fraser@vanderbilt.edu)  
343-7638  
Office Hours: Thursdays 11:30-12:50

### **I. Course Description**

Development project design and evaluation represent a set of core skills and competencies required for all people who wish to work as professional in the field of community development. In that context, this course is designed to help students develop those skills for professional practice with an emphasis on grant proposal writing, evaluation plan development, and professional presentations. Theory around the nature of participation, the mechanics of social change, and the measurement of change will be discussed to provide context for and strengthen the application of the practical skills that form the core of the course.

This course is designed for masters students in the Community Development and Action program, though other types of students may also benefit. Ideally, students will have completed the *Proseminar* and *Theories of Development* coursework, one course on organizations, and a substantial number of hours doing community work prior to enrollment, though there are no formal prerequisites to the course. CRA doctoral students should consult with the instructor(s) to see how the course content can be adapted to meet their needs.

### **II. Course Goals**

By the end of this course, we expect you will be able to do the following:

- (1) Understand, at least on a surface level, some of the features of development projects across different fields and disciplines including public health, infrastructure development, economic development, peace and human rights, community organizing, environmental protection, etc which are initiated, funded, implemented, and evaluated by various actors (governments and government-supported agencies, international non-governmental organizations, grassroots organizations and national NGOs, and informal community groups).
- (2) Understand the nuances of participation in the context of development, and be able to apply that understanding when designing projects to promote development

- (3) Articulate key theories of development, and identify how those theories are understood and deployed by development practitioners in the context of development projects
- (4) Design a development project and write a fundable-quality grant proposal around the design
- (5) Develop a comprehensive evaluation plan for a development project

An overarching goal for this course is to prepare students to be professionals in the development “industry” by enhancing their skills in project design, grant writing, and evaluation.

We are hoping that these skills will be more than theoretical; we aim to provide concrete examples whenever possible, and we will endeavor to invite staff from local organizations to share their perspectives on project design, management, and evaluation. In addition, students are encouraged to use practicum settings or other opportunities to complete their assignments.

### **III. Course expectations and policies**

#### ***Participation***

This course is designed as a participative seminar and workshop in which student presentations will occupy a substantial portion of our time. There will be some lecture time, but it will be minimal. We hope to foster a spirit of collaboration and constructive criticism that will help us all grow and develop skills as development professionals. To that end, there are a set of expectations that need to be followed if this format is to be successful:

- (a) Attendance is mandatory. If a student misses class two times or more over the course of the semester, their participation grade adjustment will automatically lose four points. If a student is unable to attend, he or she should communicate the reason for the absence well in advance of the start of class; in such cases, the absence may be excused at the discretion of the instructor and may not count to the missed class limit. Absences justified after the fact will not be excused without appropriate documentation.
- (b) Active participation is expected.
  - i. In order to participate adequately, students must come to class prepared, having completed the assigned reading for the week. We expect that preparation for this course will require up to 100 pages of reading in any given week. Project work will be required in excess of this time.
  - ii. Participation will be assessed on several levels: active participation in class discussions, questions asked of presenters, and good collaboration in group work.
- (c) On weeks that students present, they will be responsible for providing appropriate reading and background materials:
  - i. Where these materials are prepared by an external author (articles, chapters, websites), they should be provided no later than 96 hours in advance of the class session in which the material will be used.
  - ii. Where these materials are prepared by the students (grant proposals, logic models, etc), they should be provided no later than 48 hours in advance of the class session.
  - iii. Violations of these expectations will be penalized at the same rate as other late assignments.

### ***Technology Use***

Effective participation also means not distracting yourself or others. Please devote your full attention to the class. Use of computers, phones, or other material not related to course work is not permitted. Playing video games, checking e-mail, surfing the web, texting, and other such activities during class time will result in reductions in your final grade consistent with the participation grading policy.

### ***Late Assignments***

Assignments submitted late will be penalized at a rate of 5 percent per day. Weekends do not count towards this penalty except in the case where materials need to be presented to the class in advance of a class session. If a student has difficulty meeting course deadlines, please contact an instructor well in advance of the due date to make arrangements.

### ***Honor Code***

Students are required to abide by the tenets of the Honor Code for all work in this course.

### ***Disabilities and Equal Opportunity***

Students who may require disability-related accommodation are encouraged to liaise with the Equal Opportunity, Affirmative Action, and Disability Services Department as soon as possible. The EOAADS Department will contact the instructor regarding appropriate supportive services.

## **IV. Course Assignments**

The major assignment for the course is the production of a fundable-quality grant proposal, which, ideally, will be completed with and for a local nonprofit agency. The assignment, as well as others, will be more successful if the student(s) writing the proposal already have an existing relationship with any organization they may choose to partner with. The Center for Community Studies' matching program also has a list of local agencies that are interested in having some assistance writing a grant proposal. However, it is not optimal to enter into a partnership with an organization solely for the purposes of completing one semester's worth of course work. If you find yourself in a situation with no appropriate pre-existing community relationships, in many ways, it would be preferable to develop a proposal for a fictitious organization. In either case, it is important to be thinking about how you will complete this aspect of the course requirements from the very beginning of the course and to communicate regularly with the instructors on how the project is going.

All assignments in the course should be submitted electronically through OAK.

### ***Assignments***

1. **Participation paper:** Each student will individually write a four to five page critical analysis paper, citing course texts and another information relevant to the paper in question, on participation in the context of development projects as practiced by an organization with which the student is familiar (ideally an organization where the student has done some practicum hours). The paper will be evaluated primarily for the student's development of a nuanced view of what participation looks like in the context of development, the advantages and disadvantages of participation, and the nature of promoting and enhancing participation.

2. **Theories of development response paper:** Using the theories of development discussed in the readings and in class, each student will analyze a problem area of his or her choice (ideally linked to their proposal topic), explaining how the problem and potential solutions to it can be understood from multiple theories of development. Students should also evaluate the explanatory/descriptive power of each theory and explain which, or which combination, they think is most useful to practitioners in the field. Alternately, students could describe the operative theories used by a project or program with which they are affiliated, evaluate the adequacy of those theories, and suggest alternate theories which may lead to better interventions. Four to five double spaced pages. Individually written.
  
3. **Presentation on a domain/field of development programs:** In groups of two or three people, students will develop a presentation, to take up 35 minutes in length (including set-up and questions), on one of the following broad fields of development. The presentation should highlight at least three development projects, based either domestically or internationally, that work at the level of grassroots communities or organizations, formal non-governmental organizations, and national governments or intergovernmental agencies (at least one project per level). As part of the requirement for the presentation, presenters will be responsible for selecting one or several short readings for the class to read in preparation for the presentation. The presentation should touch on the following points:
  - What did participation (in planning, implementation, and evaluation) look like in each of the projects?
  - What were some of the key activities?
  - What were some of the theories of development that underlay these activities or the projects in general? How have the projects articulated their understanding of social change?
  - How was success defined? How was success evaluated?
  - What are the features internal to the project or organization (management style, leadership, capacity, etc) which contributed to the success or failure of the project? What are the features of the external environment (legal, political, structural, financial, etc) which contributed to success or failure?
  - What are some of the key differences between the different kinds of projects (projects designed, implemented, or funded at different levels)? Similarities?
  - What are some of the strengths and weaknesses of such approaches?
  - A personal evaluation of the projects (what project would you fund or donate money to? Why?)

The following domains are all domains of development that would be appropriate for the presentation: water, sanitation; public health education, disease prevention/treatment, health promotion/disease prevention; public safety, peace, human rights; infrastructure development (roads, electricity); environmental protection/remediation; civic capacity building/democracy promotion; entrepreneurship development; job training; housing/refugees; informal/formal education for adults or children; food security.

If students wish to choose another domain, that choice should be cleared with the instructors first.

4. **Logical framework / logic model:** Logframes and logic models are an incredibly important tool in the development and design of any kind of project. We will spend some time talking about social change and social intervention theory, and at least one session on how to develop a logic model, after which students will be required to write two logic models on their own. The first will be a practice model based on one of the projects presented in class (students may choose any project that was presented either by their own group or another, as long as a pre-existing logic model on the project is not included in the literature that informed the presentation). The instructors will provide feedback on this assignment to prepare students for the more important logframe or model that will form the basis of their grant proposal.
5. **Grant Proposal:** In teams of two to four people, students will design a development project and develop a grant proposal around the project. The proposal will follow the requirements of and be based around a template obtained from a real funding agency (to be provided). The proposal should include the following items:
  - a. Literature review on the need, region, and/or similar projects
  - b. Goals and objectives
  - c. Project Narrative (project activities and implementation)
  - d. Expected project outputs, results
  - e. Budget
  - f. Budget narrative and justification
  - g. Statement of grantee's capacity as an organization
  - h. Logical framework or logic model
  - i. Evaluation plan
    - i. Theoretical justification
    - ii. Detailed evaluation measures and indicators
    - iii. Data collection plan
    - iv. Analysis plan
  - j. List of ten funders / funding programs to which the proposal could be submitted for consideration, including a justification for how the project fits in with the grantors' stated priorities
  - k. Sample two page letter to a potential grantor to persuade them to consider your full proposal
6. **Proposal Presentation:** Students will do a 25 minute (including set-up and questions) presentation to a mock donor board to persuade them to fund the project they have outlined in the grant proposal. This presentation should summarize the information in the grant proposal into a polished, professional presentation--there are potentially millions of mock-dollars at stake! Before the presentation, draft copies of the following documents must be provided to the class via OAK: a detailed logic model, a brief (two-page) narrative summary of the project, preliminary evaluation indicators if not included in the logic model, and a preliminary budget.

## V. Grading and Assessment

Theories of Development Paper	15%
Participation Paper	15%
Development Projects Presentation	15%
Logic Model	5%
Written Grant Proposal and Evaluation Plan	40%
Grant Proposal Presentation	10%
<b>Total</b>	<b>100%</b>

***Attendance and Participation*** (can adjust your grade by up to seven percent in either direction) Rather than being a portion of your final grade, participation presents an opportunity for the instructor to adjust your grade up or down to reflect the frequency of your attendance and the quality of your participation. Initially, all students have a baseline adjustment of zero, meaning that their grade will be determined solely by performance on course assignments. However, students who make excellent contributions to class discussions, demonstrate consistent evidence of being prepared for class by regularly turning in discussion questions, and otherwise help foster an atmosphere of respectful discussion and learning could receive up to seven additional points over the grade earned by course assignments. Conversely, students who are absent, demonstrate lack of preparedness for class, or inappropriately use technology during class time could receive up to a seven point penalty to the coursework grade. We expect the median adjustment to remain at or near zero. Rather than a pleasant or unpleasant surprise at the end of the semester, the instructor will communicate reasons for any participation-related grade adjustments as they occur over the course of a semester.

## VI. Reading

A reading list is attached. In addition to chapters or articles provided electronically, the following books should be purchased. The books have been selected to provide you with handbooks on project design that should remain relevant to your work after you leave Vanderbilt.

### ***Grantwriting***

Geever, Jane C. (2007). *The Foundation Center's guide to proposal writing* (fifth edition). Washington: The Foundation Center.

*Optional Supplement* (contains sample successful proposals)

Collins, Sarah. (2003). *The Foundation Center's guide to winning proposals*. Washington: The Foundation Center.

### ***Evaluation***

Wholey, Joseph S., Hatry, Harry P., and Newcomer, Katherine E. (Eds). (2010). *Handbook of practical program evaluation*, (third edition). Jossey-Bass.

Date & Theme	Readings	Learning Objectives	Deliverable
January 13  <b>Introduction to the Course;</b> <b>Introduction to the Project Cycle</b>	<p>Mosse, David. (2004). Framing a participatory development project. In <i>Cultivating development: An ethnography of aid policy and practice</i>, pp. 21-46. London: Pluto Press.</p> <p>Biggs, Stephen &amp; Smith, Sally. (2003). A paradox of learning in project cycle management and the role of organizational culture. <i>World Development</i>, 31(10), 1743-1757.</p> <p>Island Time (Episode 408). <i>This American Life</i>. Public Radio International. [Especially 3:00-47:00]</p>	<p>Get to know one another</p> <p>Understand standard definitions of a project</p> <p>Understand the complexity of development interventions</p> <p>Understand the political nature of development projects</p> <p>Understand the centrality of a negotiated text in development interventions</p>	

Date & Theme	Readings	Learning Objectives	Deliverable
<p>January 20</p> <p><b>Participation in Development</b></p>	<p>Arnstein, Sherrie. (1969). A ladder of citizen participation.</p> <p>Mosse, David. (2004). The goddess and the PRA: Local knowledge and planning. In <i>Cultivating development: An ethnography of aid policy and practice</i>, pp. 74-102. London: Pluto Press.</p> <p>Craig, D. &amp; Porter, D. (1997). Framing participation: Development projects, professionals and organizations. <i>Development in Practice</i>, 7(3), 229-236.</p> <p>Beard, Victoria A. (2005). Individual determinants of participation in community development in Indonesia. <i>Environment and Planning C: Government and Policy</i>, 33(1), 21-39.</p> <p>Handley, Donna Milam &amp; Howell-Moroney, Michael. (2010). Ordering stakeholder relationships and citizen participation: Evidence from the Community Development Block Grant Program. <i>Public Administration Review</i>, 601-609.</p> <p><i>Recommended additional reading</i> Kumar, Somesh. (no date). <i>Methods for community participation: A complete guide for practitioners</i>.</p> <p>Stephenson, Paul, Gourley, Steve, &amp; Miles, Glenn. (2004). <i>Child participation</i>. Teddington, UK: Tearfund.</p> <p>Taylor, Peter. (2008). Where crocodiles find their power: Learning and teaching participation for community development. <i>Community Development Journal</i>, 43(4), 358-370.</p> <p>Botes, Lucius &amp; van Rensberg, Dingie. (2000). Community participation in development: Nine plagues and twelve commandments. <i>Community Development Journal</i>, 35(1), 41-58.</p>	<p>Understand various conceptualizations of participation in the context of development, and how participation can be considered a politically useful tool from a variety of perspectives</p> <p>Understand various models of participation in the context of development</p> <p>Understand which type of people would be most likely to take part in a participatory process, what motivates them, and how others might be involved in</p> <p>Understand how “participatory development” may obscure existing and entrenched power relations and inequalities, as well as potential means for overcoming these difficulties</p>	

Date & Theme	Readings	Learning Objectives	Deliverable
<p>January 27</p> <p><b>Critical Perspectives on Participation</b></p>	<p>Cornwall, Andrea. (2003). Whose voices? Whose choices? Reflections on gender and participatory development. <i>World Development</i>, 31(8), 1325-1342.</p> <p>Kapoor, Ilan. (2002). The devil's in the theory: A critical assessment of Robert Chambers' work on participatory development. <i>Third World Quarterly</i>, 23(1), 101-117.</p> <p>Hickey, Sam &amp; Mohan, Giles. (2001). Toward participation as transformation: Critical themes and challenges. In Hickey, Samuel &amp; Mohan, Giles (Eds.), <i>Participation: From tyranny to transformation? Exploring new approaches to participation in development</i>, pp. 1-15. London: Zed Books.</p> <p>Cooke, Bill &amp; Kothari, Uma. (2001). The case for participation as tyranny. In Cooke, Bill &amp; Kothari, Uma (Eds.), <i>Participation: The new tyranny?</i> pp. 1-15. London: Zed Books.</p> <p><i>Recommended additional reading</i></p> <p>Williams, Glyn. (2003). Towards a repoliticization of participatory development: Political capabilities and spaces of empowerment. In Hickey, Samuel &amp; Mohan, Giles (Eds.), <i>Participation: From tyranny to transformation? Exploring new approaches to participation in development</i>, pp. 92-107. London: Zed Books.</p> <p>Cornwall, Andrea. (2003). Spaces for transformation? Reflections on issues of power and difference in participation in development. In Hickey, Samuel &amp; Mohan, Giles (Eds.), <i>Participation: From tyranny to transformation? Exploring new approaches to participation in development</i>, pp. 75-91. London: Zed Books.</p> <p>Cleaver, F. (2001). Institutions, agency and the limitations of participatory approaches to development. In Cooke, B. &amp; Kothari, U (Eds.), <i>Participation: The New Tyranny?</i> pp. 36-55. London: Zed Books.</p>	<p>To understand the importance of claims about the centrality of gender and women's involvement in development</p> <p>To think critically about power in the context of participation and development...who has power? What form does it take? How is it deployed? How is it contextual?</p> <p>What are the political goals of participation? [Think about that question from different stakeholders' perspectives.] What strategies can make participation more effective?</p> <p>Is participation sufficient? Why or why not?</p>	<p>Participation paper</p> <p>[by Sunday, 30 January]</p>

Date & Theme	Readings	Learning Objectives	Deliverable
February 3  <b>Theories of Development I</b>	<p>Eyben, R., Kidder, T., Rowlands, J., and Bronstein, A. (2008). Thinking about change for development practice: A case study from Oxfam GB. <i>Development in Practice</i>, 18(2), 201.</p> <p>Weiss, Carol Hirschon. (1995). Nothing as practical as good theory: Exploring theory-based evaluation for comprehensive community initiatives for children and families. In J. P. Connell, A. C. Kubisch, L. B. Schorr and C. H. Weiss (Eds.), <i>Concepts, Methods, and Contexts, New Approaches to Evaluating Community Initiatives</i>. Washington, DC: Aspen Institute.</p> <p><i>Supplemental additional reading</i></p> <p>Guijt, Irene. (2008). Critical reflections on assessing and learning for social change: A review. Sussex, UK: IDS Publications.</p> <p>Cornwall, Andrea. (2005). <i>Critical stories of change: Love of the Heart: Tales from Raizes Viva, Brazil</i>. Brighton: IDS.</p> <p>Guijt, Irene. (2007). <i>Assessing and learning for social change: A discussion paper</i>. Brighton: Institute for Development Studies.</p>	<p>Why do both Eyben and Weiss think that theories of change are important in development practice? How do you see theories of change operative in your own contexts?</p> <p>How do some of the theories Eyben et al. outline reflect current development practice? Are some more popular than others? Why do you suppose that is?</p> <p>What are some of the critiques of the “diffusion of innovation” model that Eyben et al. briefly describe? How prevalent is this theory in development practice? How problematic or useful is it in the contexts you know?</p> <p>Do you find Eyben et al.’s assertion that our politics and values should influence our articulation of theories of change convincing? Why or why not?</p>	

Date & Theme	Readings	Learning Objectives	Deliverable
February 10  <b>Theories of Development II</b>	<p>Bradshaw, Ted K. (2007). Theories of poverty and anti-poverty programs in community development. <i>Journal of the Community Development Society</i>, 38(1), 7-25.</p> <p>Strier, Roni. (2009). Community anti-poverty strategies: A conceptual framework for a critical discussion. <i>British Journal of Social Work</i>, 39, 1063-1081.</p> <p>Stark, Barbara J. (2009). Theories of poverty/ The poverty of theory. <i>Brigham Young University Law Review</i>, 381-425.</p>	<p>Be able to summarize in one sentence the theories of poverty and their related interventions as characterized by both Bradshaw and Strier; from your own experience and knowledge, it might be helpful to find examples of programs or interventions which are premised on each of the theories outlined by Bradshaw.</p> <p>Think through answers for some of the following questions: Which theory(ies) do you find most compelling? Why? Which do you find least compelling? Why? What role do your personal political / moral / ethical / religious orientations play in your assessment of the theories? What are the consequences of constructing theory or describing problems only from our own perspectives and values, as Eyben suggested in the reading last week? Be able to discuss how the discursive constructions of poverty, community, and other key ideas in community development shape development practice. Moreover, think through Strier's assertion that material reality shapes discourse. How might these ideas come through in development practice?</p> <p>Stark is not necessarily presenting theories about how poverty came to be but rather thoughts derived from political theory about what should be done about poverty, why, and by whom. Focus on the essentials of the three liberal theories she presents as well as their critiques. The challenge is to relate her theories to the theories of Bradshaw and Strier (which can be difficult) as well as to development practice (which is easier).</p>	Theories of Development paper

<b>Date &amp; Theme</b>	<b>Readings</b>	<b>Learning Objectives</b>	<b>Deliverable</b>
February 17  <b>Development project presentations</b>	Readings to be supplied by presenters		Presentation

Date & Theme	Readings	Learning Objectives	Deliverable
February 24  <b>Translating theory into action (or relating action to theory): Logframes and Logic Models</b>	<p>McLaughlin, John A &amp; Jordan, Gretchen B. (2010). Using logic models. In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i>, (pp. 55-80). San Francisco: Jossey Bass.</p> <p>Nancholas, Sue. (1998). How to do (or not to do)...a logical framework. <i>Health Policy and Planning</i>, 13(2), 189-193.</p> <p>Anderson, Andrea A. (no date). The community builders' approach to theory of change: A practical guide to theory development. New York: Aspen Institute.</p> <p>Rogers, Patricia J. (2008). Using programme theory to evaluate complicated and complex aspects of interventions. <i>Evaluation</i>, 14(1), 29-48.</p> <p>Gasper, D. (2000). Evaluating the 'logical framework approach' towards learning. <i>Public Administration and Development</i>, 20(1), 17–28.</p> <p>Hummelbrunner, R. (2010). Beyond logframe: Critique, variations, and alternatives. In Fujita, N. (Ed.), <i>Beyond logframe: Using system concepts in evaluation</i> (pp. 1-34). Tokyo: Foundation for Advanced Studies on International Development.</p> <p><i>Recommended additional readings</i>            Odame, Helen Hambly. (2001). <i>Engendering the logical framework</i>. International Service for National Agricultural Research.</p> <p>Bakewell, O. and A. Garbutt (2005) <i>The Use and Abuse of the Logical Framework Approach</i>. Stockholm: SIDA.</p> <p><i>Additional references</i>            Davies, R. (2004). Scale, complexity and the representation of theories of change (Part I). <i>Evaluation</i>, 10(1), 101–121.</p> <p>Renger, Ralph &amp; Hurley, Carolyn. (2006). From theory to practice: Lessons learned in the application of the ATM approach to developing logic models. <i>Evaluation and Program Planning</i>, 29(2), 106-119.</p> <p>Pasteur, Kath, Chambers, Robert, Pettit, Jethro, &amp; Scott-Villires, Patta. (2001). Thinking about logical frameworks and sustainable livelihoods: A short critique and a possible way forward.</p> <p>Simpson, Robert. (2007). Design for development: A review of emerging methodologies. <i>Design for Development</i>, 17(2), 220-230.</p>	<p>Establish the importance and utility of creating and working with logic models in the context of development</p> <p>Learn how to develop various logic models, including logframes and the Theory of Change (Renger and Hurley outline an additional method, the ATM approach)</p> <p>Work through some of the complexities and challenges of representing change in very prescriptive ways</p> <p>Develop a critical perspective on logical models</p>	

Date & Theme	Readings	Learning Objectives	Deliverable
March 3  <b>Grant writing workshop I:</b> Needs assessments; project planning	<i>The Grantseekers' Guide to Winning Proposals</i> —Chapters two through five (inclusive) [read chapter one if you have time, but it's not critical]  Glance over the Calls for Proposals on OAK.	Learn about the general requirements of a grant proposal  Learn how to read a Call for Proposals	Logic Model
March 10	<b>March break; no class</b>		
March 17  <b>Grant writing workshop II:</b> Budget bootcamp; Fundraising & identifying funding sources; Being realistic: Organizational capacity and the appropriately scaled project	<i>The Grantseekers' Guide to Winning Proposals</i> , chapters 6-12.  Schuh, Russell G. & Leviton, Laura C. (2006). A framework to assess the development and capacity of non-profit agencies. <i>Evaluation and Program Planning</i> , 29(2), 171-179.  Glickman, Norman J. & Servon, Lisa J. (2003). By the numbers: Measuring community development corporations' capacity. <i>Journal of Planning Education and Research</i> , 22, 240-256.  <i>Additional reading</i> Frederickson, Patricia & London, Roseanne. (2000). Disconnect in the hollow state: The pivotal role of organizational capacity building in community-based development organizations. <i>Public Administration Review</i> , 60(3).	Learn how to construct a budget for a grant proposal (it's more complicated than it seems!)  Understanding the importance of organizational capacity when applying for a grant, and understanding means by which capacity is evaluated	

Date & Theme	Readings	Learning Objectives	Deliverable
<p>March 24</p> <p><b>Evaluation I: Monitoring &amp; Process-oriented evaluation</b></p>	<p>Love, Arnold. (2004). Implementation evaluation. In In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i>, pp. 63-97. San Francisco: Jossey Bass.</p> <p>Poister, Theodore. (2010). Performance measurement: Monitoring program outcomes. In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i>, pp. 100-124. San Francisco: Jossey Bass.</p> <p><i>Recommended additional reading</i></p> <p>Valadez, Joseph &amp; Bamberger, Michael. (1994). Monitoring and project implementation to ensure efficient and timely production of outputs. In <i>Monitoring and evaluating social programs in developing countries: A handbook for policymakers, managers, and researchers</i>, pp. 111-158. Washington: World Bank.</p> <p>Poole, D. L., Nelson, J., Carnahan, S., Chepenik, N.G. &amp; Tubiak, C. (2000). Evaluating performance measurement systems in nonprofit agencies: The program accountability quality scale (PAQS). <i>American Journal of Evaluation</i>, 21, 15-26.</p>	<p>Learn some of the information development projects must collect as part of effective performance monitoring; consider some of the structures and techniques which make such data collection more effective</p> <p>Consider different definitions of cost-benefit analysis</p>	
<p>March 31</p> <p><b>Evaluation II: Outcome oriented evaluation</b></p>	<p>Henry, Gary T. (2010). Comparison group designs. In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i>, pp. 125-143. San Francisco: Jossey Bass.</p> <p>Torgerson, Carole J., Torgerson, David J., &amp; Taylor, Celia A. (2010). Randomized controlled trials and non-randomized designs. In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i>, pp. 144-162. San Francisco: Jossey Bass.</p> <p>Maritson, Karin &amp; O'Brien, Carolyn. (2010). Conducting case studies. In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i>, pp. 163-181. San Francisco: Jossey Bass.</p> <p>Krueger, Richard A. (2010). Using stories in evaluation. In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i>, pp. 404-424. San Francisco: Jossey Bass.</p>	<p>TBA</p>	

Date & Theme	Readings	Learning Objectives	Deliverable
<p>April 7</p> <p><b>Evaluation III: Participation in the context of evaluation; (Re)Thinking project sustainability</b></p>	<p>Hatry, Harry P. &amp; Newcomer, Kathryn E. (2010). Pitfalls in evaluations. In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i>, pp. 557-580. San Francisco: Jossey Bass.</p> <p>Murtagh, Brendan. (2001). The politics and practice of urban policy evaluation. <i>Community Development Journal</i>, 36(3), 223-233.</p> <p>Cousins, J. Bradley &amp; Whitmore, Elizabeth. (1998). In E. Whitmore (Ed.), <i>Understanding and Practicing Participatory Evaluation</i>. New Directions for Evaluation, no. 80. San Francisco,</p> <p>Brown, Deryck R. (1998). Evaluating institutional sustainability in development programmes: Beyond dollars and cents. <i>Journal of International Development</i>, 10(1), 55-69.</p> <p><i>Suggested additional reading</i></p> <p>Grob, George F. (2010). Providing recommendations, suggestions, and options for improvement. In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i>, pp. 581-593. San Francisco: Jossey Bass.</p> <p>Grob, George F. (2010). Writing for impact. In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i>, pp. 594-619. San Francisco: Jossey Bass.</p> <p>Bell, James B. (2010). Contracting for evaluation products and services. In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i>, pp. 620-650. San Francisco: Jossey Bass.</p> <p>Fetterman, David M. (2005). A window into the heart and soul of empowerment evaluation: Looking through the lens of empowerment evaluation principles. In Fetterman, D.M., Wandersman, A., &amp; Millett, R.A. (Eds.), <i>Empowerment evaluation principles in practice</i>, pp. 1-26. New York: Guilford Press.</p> <p>Wandersman, Abraham et al. (2005). The principles of empowerment evaluation. In Fetterman, D.M., Wandersman, A., &amp; Millett, R.A. (Eds.), <i>Empowerment evaluation principles in practice</i>, pp. 27-41. New York: Guilford Press.</p> <p>Valadez, Joseph &amp; Bamberger, Michael. (1994). Monitoring and evaluating project sustainability. In <i>Monitoring and evaluating social programs in developing countries: A handbook for policymakers, managers, and researchers</i>, pp. 183-208. Washington: World Bank.</p>	<p>To develop an understanding of the role of beneficiaries in evaluation processes, and to recognize the strengths and weaknesses of participatory (empowering) approaches to evaluation</p> <p>To start thinking about what project sustainability means, how it can be measured, and how projects might be structured to do a better job at assuring sustainability</p> <p>To identify common pitfalls to evaluation, and to recognize evaluation as a process in which both power and politics are inherently involved</p>	

Date & Theme	Readings	Learning Objectives	Deliverable
April 14	No class; work on grant proposals		
April 21  <b>Wrap up: Thinking beyond development-as- projects</b>	<p>Kothari, U. (2005). Authority and expertise: The professionalisation of international development and the ordering of dissent. <i>Antipode</i>, 37(3), 425-446.</p> <p>Wagner, David. (2000). The sanctified sector: The “nonprofit”. In <i>What’s love got to do with it? A critical look at American charity</i>, pp. 116-146. New York: The New Press.</p> <p><i>Suggested additional reading</i></p> <p>Wagner, David. (2000). Philanthropy: For the greater glory of the rich. In <i>What’s love got to do with it? A critical look at American charity</i>, pp. 89-115. New York: The New Press.</p> <p>Kenny, Sue. (2010). Towards unsettling community development. <i>Community Development Journal</i>, not yet in print.</p> <p>Srinivas, Nidhi. (2009). Against NGOs? A critical perspective on non-government action. <i>Nonprofit and Voluntary Sector Quarterly</i>, 38(4), 614-626.</p> <p>Kivel, Paul. (2007). Social service or social change? In INCITE: Women of Color Against Violence (Ed.), <i>The revolution will not be funded: Beyond the non-profit industrial complex</i>, pp. 129-148. Southend Press.</p>		
April 28	Grant Presentations		Peer evaluations of presentations (e-mail by 30 April)