

# **Global Perspectives of Development Experience in Morocco**

## **Course Curriculum**

### **Summer Session in Marrakech, Morocco**

**Class:** Days/Times TBD  
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#### **Course description:**

During the process of fulfilling the following three course objectives, students will utilize social theories to gain contextual understanding of development actions undertaken by local communities and the consequences that result. Moreover, by directly facilitating community development in Morocco, students will test theories' validity of their explanatory causes of social problems through their up-close observation of unfolding real-world projects and results.

First, students will explore social theories that have informed development policies and movements around the globe since World War II. These theoretical perspectives are: modernization; dependency / world-systems; Marxism; structural adjustment; feminisms; and alternative development approaches--the participatory, sustainable, decentralized, and human.

Second, students will explore Moroccan approaches to social change and meeting the development needs of the people. Morocco's laws, policies, programs, and projects will be evaluated in relation to their global theoretical underpinnings, goals, and outcomes. As students promote Moroccan communities' development, directly relevant topics that will be experientially and critically examined are conditions of systemic rural poverty; universal women's liberation in the Moroccan-Islamic context; connections between development and human fulfillment; the integration of environmental protection and economic growth; multiculturalism as a bridge for sustainable development; decentralization of development administration; South-South solidarity and regionalism; and experiential learning as a means to youth empowerment.

Finally, students, as themselves a community, will experience--and then facilitate with Moroccan communities--participatory methods for planning projects. These group activities assist participants in analyzing together their socioeconomic and environmental situations, identifying projects that address their self-described needs, and creating action plans for initiatives to help achieve lasting benefits. By students first facilitating for their own selves the democratic planning procedures, they strengthen their capacities to then assist the same activities with local communities. The objective is to both build students' skills in, and knowledge of, participatory development approaches, and to help achieve development results with Moroccan people.

In sum, students will together: 1) explore theories of social development that have shaped development worldwide over recent generations; 2) learn about Morocco's chosen frameworks for development, that are also informed by global theoretical paradigms; and finally 3) experience as both participants and facilitators participatory methods to promote development, an approach that is now ascending and arguably the most viable to achieve sustainability.

**Course Objectives:**

- Understand major social theories and utilize them to highlight potential explanatory causes of social phenomenon and as guides to advance productive, empowering, and equitable development actions and consequences in our world;
- Analyze Morocco's approaches to promote development in consideration of how they are informed by global theoretical perspectives;
- Engage in experiential learning and develop the facilitative skills in order to promote sustainable community initiatives as part of students' professional lives;
- Write observations and reflections on course themes and material, such as: Moroccan society and development, the role of individuals and organizations in creating growth that also preserves the environment, and other professional- and personal-related thoughts that emerge from the course experience;
- Write a: 1) newspaper length article that will be sent for publication and 2) research paper, on development-related topics in Morocco with their themes resonant worldwide, and therefore also appealing to a global audience; and
- Experience an Internship at HAF that gives the opportunity for students to sharpen their skills in organizational and project development, and gain a realistic perspective of the day-to-day work involved in being part of a team dedicated to sustainable development.

**Teaching Philosophy:**

The pedagogical approach to teaching a course should reflect the goals of the course itself. In this case, we seek to build our capacities as development practitioners including significant knowledge of both theories and methods. Therefore, dialogue, real-world application, and opportunities to evaluate and analyze processes and outcomes, are integral to our learning experience. Furthermore, if it is indeed the case that peoples' participation in development is the most significant determinant of projects' sustainability, then we must too participate ourselves as colleagues and give honest expression in both verbal and written forms to the thoughts, ideas, and queries that we have. As an instructor, and considering the goals that are herein set forth, I feel bound to do my utmost to draw out from all participants their immeasurable understanding and capacities that are within each of us, and therein help further all of our growth opportunities.

**Course Requirements:**

Course evaluation and grades are based on the following three equally weighted assignments:

1. A journal statement is due each Thursday of each of the eight weeks of the course. Journal statements should be double spaced with 1" margins, 12" font size, and Times New Roman script. They should be one page in length; the first line of the page should include the name of the writer, title of the statements, and the week number of the course it is submitted; and the statement should be uploaded to the course drive. Poignant passages will: either be compiled and presented (anonymously) to the class, or students will randomly select journal statements from the class pool and read them (authors remaining anonymous) aloud to the class. In this way, we will share your written expressions and receive reactions from class colleagues. Journals may describe personal experiences and genuine reflections on course topics. Journals will receive marks of either a check, check plus, or check minus. The reason that the precise length and format are necessary is because written work in the development field is required to be exact regarding its number of words and format. Journaling enables students to practice the skill of using an economy of words within a standardized presentation to creatively convey complex and important ideas.

2. Articles for publication will be written on a course-related topic of the student's choice, and are required to be between 750-850 words, which is a typical length requirement of newspapers worldwide (see links below to publications of articles written by previous HAF interns). Articles should examine a local development-related situation or project in Morocco (perhaps comparatively with an experience observed in another country), and describe its implications or occurrence within broader national and international contexts. This conceptual approach potentially makes the articles relevant to people most everywhere, and therefore also improves the chances for the articles to be published. Drafts of your articles will be posted on google docs, and students, the course instructor, and guest experts will review and offer edits to the articles. Once students address all feedback and the articles are complete, they will then be sent to the mailing list of HAF, which includes 4,000 publications in English, Arabic, French, and Spanish around the world. Articles will be translated into other languages to increase their visibility.
3. Students will research and write a paper on a development topic they chose and that will be eight pages in length and include a minimum of 16 citations. Students will present their papers outlines during week three. Final papers will be presented by the students during the last class. Paper presentations are five minutes in length. Research papers should describe: a) a development-related socio-economic or environmental opportunity, challenge, and/or problem, b) explanations of its root causes, and c) practical ways it is or can be addressed or achieved.

Papers will be developed in stages according to the following timetable:

**Week Three:** Paper outline (two pages and at least four citations): This outline should include an explanation of your development issue (in education, politics, the economy, environmental management, gender relationships, etc.) and your research design, including methods for data collection.

**Week Six:** First draft of paper (five pages and at least eight citations): This should be a developed draft of your final paper, including its headings and sections.

**Week Eight:** Final paper (ten pages and at least 16 citations) and presentations

4. Work Internships with HAF are 31 hours each week. They are not graded or calculated as part of your final grade. The Internships, however, are essential in order to effectively meet the course objectives due to the direct exposure to development issues that they provide. Work assignments are identified during conversations with the Program Director (course Instructor), where we seek to advance both the Interns' professional skills and interests while meeting the programmatic needs of HAF. To ensure satisfying Internships and course experience, three individual check-in meetings will be scheduled with Dr. Ben-Meir during the beginning, middle and concluding periods.

### **Required Reading:**

There are Readers for this course that have been compiled according to the weekly topics, and that are composed of articles, essays, and passages from books. The intention is that the students will be exposed to a broad range of authors and perspectives, without incurring the financial cost of purchasing texts. The required reading is available on the course webpage and linked below.

## Course Outline (sample from a previous year):

### Week 1: May 27-31

- Course overview and introductions
- Definitions of development (i.e., community, participatory, and sustainable)
- Moroccan frameworks, laws, policies, and programs to promote development
- Basic Features of the Participatory Development Method, Morocco's Chosen Pathway
- Reader: **Guiding parameters of community and international development**; Read development related definitions [here](#): pages 30-35; 44-48; 182-188; and 300-310.

### Week 2: June 3-7

- Modernization Theory: Major Tenets, Comparative Advantage, and Import-Export
- Alternative and Post-Development
- Developing Morocco's Agricultural Economy: A National Imperative
- *Participatory Development Method: Community and Dream Mapping*
- Reader: **Critical perspectives on global development and participatory approaches**

### Week #3: June 10-14

- Dependency-World-Systems Theories: Monocultivation and International Trade and Aid
- Alienation (a Marxist View) and Aligning People's Production with Self-Satisfaction
- Self-reliance, Federalism, and Morocco's Decentralization Roadmap and Charter
- *Participatory Development Method: Pairwise Ranking*
- Reader: **Implications from simultaneously meeting individual and community needs**

### Week #4: June 17-21

- Globalization, Free Trade, Protectionism, and Financial Crises
- The Regional Integration Approach (Blocs) and Morocco's Push for South-South Unity
- *Participatory Development Method: Options Assessment Chart*
- Reader: **Globalization, structural adjustment, regionalism, and economic stimulus**

### Week #5: June 24-28

- Feminisms: Global Theories and Actions
- *Empowerment: The Imagine, Rights-Based (Moudawana), and Cooperative Approach*
- Reader: **Feminist action and theory (Islamic, Liberal, Socialist, Marxist, & Radical)**

### Week #6: July 1-5

- Ethnic Identities and Conflict Management
- Moroccan Multiculturalism as a Bridge for Dialogue and Development
- *Participatory Development Method: Community-Based Dialogue for Reconciliation*
- Reader: **Multiculturalism as a bridge for sustainable development**

### Week #7: July 8-12

- Education and Participatory Action Research
- The Role of the Facilitator-Researcher in Sustainable Development
- Youth Empowerment and Experiential (Service) Learning – Moroccan Opportunities
- Reader: **Intersections between educational pedagogies and sustainable development**

### Week #8: July 15-19

- Successful Nature Conservation-Development Programs in Morocco
- Adaptive Civil Society Organizations and Scaling-Up Their Programs
- *Participatory Development Method: Participatory Evaluation*
- Reader: **Methods and purposes of program evaluation**