

# COURSE SYLLABUS

## COURSE: SOCIAL PROJECT PLANNING

### COURSE INFORMATION

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|--------------------------------|---|
| <b>Program</b>                 | Empowering Community Engagement: Soft Skills Micro-Courses for Students and Staff |
| <b>University</b>              | University of West Bohemia in Pilsen  |
| <b>Department</b>              | Department of Anthropology  |
| <b>Course name</b>             | Social project planning   |
| <b>Course code</b>             | ECE2.6  |
| <b>Credits/hours</b>           | 4 ECTS / 104 hours  |
| <b>Language of instruction</b> | Czech   |
| <b>Mode of instruction</b>     | On-campus/In-person   |
| <b>Course dates</b>            | Academic year 2026/27 (October/November 2026)                                     |
| <b>Course schedule</b>         | Tuesday, 8:15 am to 11:00 am  |
| <b>Target audience</b>         | Students, faculty, staff  |
| <b>Course coordinator</b>      | Tereza Slehoferova, Ph.D.   |
| <b>Course instructor</b>       | Tereza Slehoferova, Ph.D.   |
| <b>Contact details</b>         | <a href="mailto:tzikova@ff.zcu.cz">tzikova@ff.zcu.cz</a>                          |

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## SHORT DESCRIPTION

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The course aims to familiarize students with selected roles and possibilities of applied anthropology within project and evaluation activities. Students will be introduced to the roles that anthropologists/social scientists play in various types of projects aimed at addressing local societal challenges. The course focuses on introducing community, development, and integration projects, as well as skills related to project planning and the creation of a specific development (integration/social) project. The course is based on "challenge-based learning," where students develop solutions based on real social problems; it moves from abstract problem ideas to concrete engagement (from ideas to challenges), exploration (questioning social problems from different perspectives), and action (developing and implementing evidence-based solutions through project planning). Attention will also be paid to methods and ways of evaluating/auditing social projects and risk management. Through guided work in seminars and homework, students will learn and experience particularly the analytical role (with reference to policy analysis), the planning role (including problem definition and problem analysis), and the evaluation role (including performance audit techniques).

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## LEARNING OUTCOMES

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By the end of the course, students will be able to:

### Knowledge

- Define and characterize the role of applied social science in the planning, creation, and evaluation of social projects.
- Describe basic approaches and techniques for social projects planning.
- Identify appropriate techniques for identifying stakeholder needs and planning a social project.
- Describe basic approaches to social project risk management.
- Identify basic social project evaluation and audit procedures, including methods for measuring project impact

### Skills

- Use appropriate methods (problem analysis, goal tree analysis, logical framework, etc.) for analytical, planning, and evaluation roles in social projects.
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- Create a project plan for a social, educational, or integration project within the logical framework structure.
  - Apply situational analysis (SWOT) in various contexts.
  - Use appropriate methods to formulate SMART objectives, outputs, and project activities.
  - Formulate the basic risks of a social project.
  - Apply basic performance audit techniques and social project impact evaluation procedures.
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## COURSE CONTENTS

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### 1. Problem Analysis & Identification

- **Problem Definition:** Understanding the core issue within the context.
- **Structuring Methods:**
  - **Situation Analysis:** Mapping the current state of affairs.
  - **SWOT Analysis:** Identifying Strengths, Weaknesses, Opportunities, and Threats.
- **The Problem Tree:** A visual tool used to break down the causes and effects of a specific social issue.

### 2. Strategic Planning & Stakeholder Management

- **Stakeholder Analysis:** Identifying and assessing the influence/interests of people or groups affected by the project.
- **The Logical Framework Approach (LFA):**
  - **Logical Framework Matrix (LFM):** The 4x4 grid used to summarize project design, assumptions, and monitoring.
- **Objective Analysis:** Transforming "problems" into "objectives" (defining the purpose, goals, and desired outputs).

### 3. Operational & Financial Planning

- **Activity Planning:** Defining specific tasks and creating a project schedule (timeline).
- **Financial Planning:** Input analysis and determining the budget required to execute activities.
- **Risk Analysis:** A basic approach to identifying potential bottlenecks or external threats to project success.

### 4. Monitoring, Evaluation, and Audit

- **Output & Impact Analysis:** Developing measurable indicators for results of social project.
    - Assessing the long-term impact on the target population.
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- **Evaluation Methods:** Specific techniques for assessing social, educational, and integration programs.
- **Performance Audit:** A basic approach to checking the efficiency, effectiveness and impact of the project's execution

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## TEACHING METHODOLOGY

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- Project-based learning
  - Challenge-based learning
  - Cooperative learning
  - Group consultation
  - Interactive lectures
  - Peer feedback cycles
  - Systems thinking activities
  - Lecture with student activation,
  - Independent student work
  - Presentation of student work
  - Demonstration of skills
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## ASSESSMENT AND GRADING

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| Assessment type         | Assessment criteria   | Overall weight |
|-------------------------|---|----------------|
| Presentations           | Presentation of ongoing progress in a selected social project created on the basis of abstract problem topics, leading to a specific solution to a challenge/problem (within individual lessons, students will present partial tasks completed during the semester that follow on from the topics of individual lessons). | 30%            |
| Demonstration of skills | During the lessons, students are assessed on their active involvement in working on examples from the field of social projects.   | 30%            |
| Final project           | At the end of the course, the social project is evaluated (students work in groups of 2-3 during the semester and   | 40 %           |



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|  | work on one of the topics they choose based on the problems of a fictional city - they can address issues such as homelessness, children from socially excluded areas, children from children's homes, etc.). The progress of the project is continuously consulted with the teacher and presented in individual lessons of the course. |  |
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### ACADEMIC INTEGRITY & AI POLICY

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To develop your skills as a project planner, all submitted work must be your own.

Policy on Generative AI:

**Prohibition:** The use of AI (e.g., ChatGPT) for generating text, matrices, or analysis is strictly prohibited.

**Plagiarism:** Submitting AI-generated content as your own is a violation of academic integrity.

**Responsibility:** Per the course readings (e.g., Strathern's *Audit Cultures* - see reading list below), you are responsible for the logic and ethics of your plan.

**Consequences:** Unauthorized AI use will result in a failing grade for the assignment and potential disciplinary action.

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### STUDENT WORKLOAD (in hours)

| Contact hours | Independent learning | Overall |
|---------------|----------------------|---------|
| 40            | 64                   | 104     |

Student working hours: 104

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### READING LIST / RELEVANT REFERENCES

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Aune, J. B. (2000). Logical framework approach and PRA – mutually exclusive or complementary tools for project planning. *Development in Practice*, 10(5), 687–690.

Dwyer, J., Liang, Z., & Thiessen, V. (2019). *Project management in health and community services*. Taylor & Francis.

Ervin, A. M. (2000). *Applied anthropology: Tools and perspectives for contemporary practice*. Allyn and Bacon.



Graan, A. (2022). What was the project? Thoughts on genre and the project form. *The Journal of Cultural Economy*, 15(6), 735–752.

Gwynne, M. A. (2003). *Applied anthropology: A career-oriented approach*. Prentice Hall.

Halili, T. (2022). Between applied and practicing anthropology: A case study of intentional community making. *Különleges Bánásmód*, 8(1), 23–33.

Kedia, S., & van Willigen, J. (Eds.). (2005). *Applied anthropology: Domains of application*. Praeger.

Örtengren, K. (2003). *The logical framework approach*. SIDA.

Shore, C., & Wright, S. (Eds.). (1997). *Anthropology of policy: Perspectives on power and governance*. Routledge.

Strathern, M. (2000). *Audit cultures: Anthropological studies in accountability, ethics and the academy*. Routledge

