As part of compensation to Chiquitano indigenous communities for social and environmental impacts caused by the Cuiabá gas pipeline, constructed in Bolivia, multinational oil corporations Enron and Shell implemented various “top-down” community development projects, including a cattle ranching project that failed in this community. The community continues to pressure the companies to resolve the situation (Professor’s photo)

Course Description
Like many topics you have studied, the term “International Community Development” is both socially and historically constructed in that it has different meanings for different individuals and institutions, depending on their underlying world views, or ideologies. For instance, stimulating so-called “development” of public forest lands in Oregon for the benefit of local communities might be envisioned differently by timber workers as opposed to grassroots environmental groups. As you might imagine, the underlying assumptions of such groups bear heavily on the way in which they define “community development” as well as the manner in which they carry it out. During the infamous “Water War” in Bolivia, which culminated in the year 2000, urban communities and grassroots non-governmental organizations articulated a “bottom-up” populist vision of community development based on the notion that water is a fundamental human right, a public good. In contrast, the World Bank and San Francisco based Bechtel Corporation employed what might be labeled a “top-down,” technocratic view of community development, based on privatization of water delivery services and implementation of costly infrastructure and technology to achieve this goal.
If coming up with a definition of “international community development” is so challenging, then we might begin to formulate an operational definition by evaluating existing ones. For instance, the U.K.-based non-governmental organization Community Development Exchange (CDX) states "Community development is about building active and sustainable communities based on social justice and mutual respect. It is about changing power structures to remove the barriers that prevent people from participating in the issues that affect their lives." This definition differs greatly from those that equate "community development" with business development, infrastructure development and planning.

As you can gather from these examples, “International Community Development” has multiple meanings that are hotly contested. This course aims to introduce you to such views by selecting case studies from around the world, including the U.S. and Oregon. In the first part of the course we will analyze various views on “International Community Development” and explore theoretical frameworks for contextualizing the various case studies we encounter. Then we will move on to a variety of topics, as reflected in the readings, including geographic scale as it relates to community development; alternative community development; gender and community development; community-based conservation; community mobilization and transformation; and common pool resource management.

Learning objectives

Through this course you will learn about:

- competing paradigms or approaches for understanding “development,” and “community development” in particular
- root causes of social and environmental problems, focusing on links between environment and development and the nexus of culture, technology, economy, politics, and environment
- how internal politics within communities affect community development
- be able to critically evaluate ways in which NGOs involved in community development have navigated politics and governments
- methods of mobilization and outcomes of cases of community activism and resistance
- hybridizing contrasting forms of community development in a manner that meets local communities’ needs
- cultural sensitivity in relation to community development
- the significance of “scale” and “community” in development
- how local people “invent tradition/identity” to negotiate “development” imposed from the outside; competing “knowledges” or “discourses” (e.g. how locals appropriated conservationists’ discourse, e.g. the importance of “local knowledge” as compared to “expert” knowledge (e.g. of western conservationists); the issues of “authenticity” and “representation”
- impacts of mainstream development on women, as well as gender implications (e.g. changes in gendered divisions of labor, differences in wages earned by women vs. men, criticism of microcredit etc.)
- how micro-credit functions, and critically assess its ability to achieve what proponents (e.g. Yunus) claim.
- community-based environmental conservation as compared to other forms of environmental conservation (e.g. fortress style conservation)

Course Requirements and Grading:
The success of this course depends on your attendance and participation. The following is the breakdown for your course grade:

Undergraduate Students
10% Attendance and participation
15% Weekly 1 page summary and analysis of readings (based on 1 reading per week, except not the week of the midterm nor week 10). See below for details (credit/no-credit)
15% Group Debates / Consensus Building (1-2 total, details TBA)
20% Research paper (15% paper, 5% presentation)
   A detailed description will be posted on the course website.
20% Midterm Exam
20% Final Exam (on material since the midterm; non-cumulative)

Graduate Students
10% Attendance and participation
15% Weekly summary and analysis of readings (based on 1 reading per week, except not the week of the midterm nor week 10). See below for details
15% Group Debates / Consensus Building (5 total, details TBA). Graduate students will be asked to evenly distribute themselves across debates and facilitate debate development
60% Research paper (tailored towards developing your thesis or dissertation, incorporating course readings, 80% paper, 20% presentation). A detailed description will be posted on the course website.

There will be various discussions and debates that will help you develop a critical understanding of disparate viewpoints. Since we will be discussing the readings each week, you will need to have done them prior to class (readings are listed in the course schedule below). This will work to your own benefit, because you will get more out of the lecture, and will divide your workload evenly throughout the quarter, thereby avoiding “surprises” come exam time. Please focus on major concepts. You might skim each reading rapidly, extract the major points, and then read the piece more carefully with the major points in mind. The class suffers if you’re not prepared and don’t participate to your fullest. In addition, you’ll understand lectures and discussions better.

In addition to the required readings, I encourage you to keep informed of current affairs so as to further ground the knowledge you gain through this class. A variety of resources are listed at the end of the syllabus. Throughout the course, please feel free to express your ideas and enter into dialogue with myself and your fellow students. Although I do not want to discourage you from expressing your view, I expect that you will be courteous to others, respect different views, and refrain from personal attacks. Through this dialogue, you will encounter perspectives that are different from your own, which will enable you to explore new ideas, challenge your own assumptions, and develop a well-informed position. As a result of such discussion and assignments, you will improve your critical thinking and writing skills--tools that you will carry with you beyond this class.

***Please visit me in office hours within the first three weeks to finalize a topic for your research paper. Come prepared having done some preliminary research. Please be sure to email me a rough outline of your paper, with a list of five academic sources you’ve perused before the meeting.

I prefer that you come to office hours or see me after class rather than emailing me.

I look forward to working with all of you throughout the course, and encourage you to give me feedback at any time. I will do my best to incorporate your suggestions.

Write-ups
Weekly write-ups are always due prior to the first class meeting of each week, except for the first write-up, which is due by Friday of week 1. However, during the first week please complete the week’s readings by the second class meeting. For week 2, for example, you should have done all the readings and finished your write-up on them by the first day of class of week 2, before class meets. The idea is to have you read the readings before we discuss them. Please just email me electronic copies, and save paper. Label the subject of your email according the week # of the write-up, e.g. “Week 1 Write-up” Please type the write-up within the
body of your email message rather than as an attachment. Formatting is not critical, just content. **Please keep them to a maximum of 1 page, single spaced, 12 point font, 1 inch margins, and a minimum of 300 words. Each week choose at least one of the week’s readings for your write-up.** This does not imply that you are to gloss over readings you don’t choose, but simply gives you a chance to focus on two. Detailed written feedback will be provided on your first write-up. Subsequently, if you would like feedback please feel free to stop by office hours anytime. **Please use the following structure for your write-ups:**

1. First section: **Summary**

   Simply write a short summary of the key points raised in the readings you selected. Don’t get lost in the details. Think big picture. This can be essay format or in understandable bullet points.

2. Second section: **Critical analysis and your own assumptions**

   Critically analyze the readings. The easiest way to do this is to re-read what you wrote for the summary, and then ask yourself whether or not you agree with arguments put forth, and why. Base your analysis on facts. Consider the authors’ deeper, underlying assumptions. These are usually unstated, and implicit. A good way of getting at these deeper assumptions is by figuring out the author(s)’ approach, or paradigm. Include a sentence describing your own underlying (deeper) assumptions. As with the summary paragraph, this can be essay format or in understandable bullet points.

**Course Policies:**

- **Course Expectations:** As mentioned, I expect each of you to do assigned readings before class, and turn in all writeups on time (you will not be permitted to work on them during class).
- **Attendance Policy:** I expect you to attend class regularly and participate in the class discussion. If you miss a class it is your responsibility to obtain notes from a fellow student. Credit for missed classes will only be granted if documented and if you do an additional writeup on a reading of your choice for the topic of that day.
- **Academic Integrity:** Cheating and plagiarism will not be tolerated. You may check the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty. Plagiarism software “SafeAssign,” provided by University of Oregon, will be used to ensure compliance.
- **Due Dates/Make Up Work:** Examinations must be taken as scheduled. Make-ups will be allowed only if you have contacted me before the scheduled date, with a documented serious excuse.

**Required Materials:**

- All readings will be posted to the course website on Blackboard, under “Course Documents”: [blackboard.uoregon.edu](http://blackboard.uoregon.edu)

**Online Collaboration Tools**

Using Blackboard you can set up a group under 'tools' and invite specific members. It allows you to collaborate online with one another, hold meetings, and share files.

**Laptop and Texting Policy:**

It is fine to bring laptops, just please be courteous to me and classmates and refrain from non-class use. No checking social media websites like Facebook. No texting etc.

**Classroom Etiquette:**

- Please treat our class as you would a small seminar. Talking, texting, Facebooking, etc are very visible and distracting for the other students, the professor and us. It’s an hour and 20 minutes, twice a week. Please just be present in the class.
- Cell phones should be tucked away, not laying out on the desk in front of you.
- If you need to leave lecture early, please tell us before class. It should be a rare occurrence if ever.
Packing up before class ends sends the message that you’ve stopped listening, and it also creates a lot of noise and distraction. Your notebook should be open until the class is over.

**Students with Special Needs:**
Any student with a documented disability who would like to request accommodations should contact the Disability Services Office (346-1155; http://ds.uoregon.edu/) as early in the quarter as possible. Students with physical or learning disabilities should see me to discuss what modifications are necessary.

**Additional Resources**
Also, always feel free to come to office hours if you need additional help. That said, I do expect that you attempt to learn the material on your own first and come prepared to office hours.

Below, I have pasted a number of online resources to help you keep informed. Beyond this, I encourage you to peruse the library’s physical and online holdings related to the course. In addition there are also some excellent multimedia resources available at the Library as well (videos, DVDs, and CDs).

**COURSE SCHEDULE AND READINGS**
- once again, all readings will be posted on Blackboard under “Course Documents”: blackboard.uoregon.edu
You are expected to have done the readings for each week prior to our first class meeting (except for Week 1, by our second class meeting).

* Weekly discussion groups are indicated by G1, G2 etc. These are NOT the same as the debate groups. We will divide the class into discussion groups that will be used for small group activities throughout the course. You are expected to pay extra attention to the reading that appears next to your discussion group each week. You can choose to do your weekly write-up on the same reading, although you do not have to. This makes for more substantive discussions. YOU MUST bring notes from the readings your discussion group is assigned to in order to jog your memory. Also, each time you meet in discussion groups YOU MUST appoint a spokesperson(s) to report what your group comes up with, and decide who will say what when the group reports their findings back to the class. However, please note that you are expected to do all readings each week.

**WEEK 1 (1/5, 1/7):** Introduction; Paradigms and Approaches to International Community Development; Community at the Center and the Turn to Localism

**WEEK 2 (1/12, 1/14):** Theory & Ideology of Community

**WEEK 3 (1/19, 1/21):** Overview to Underdevelopment

**WEEK 4 (1/26, 1/28):** Poverty & Equity; Engendering Community Development
  • Debate #1 out of 5: 1/28

**WEEK 5 (2/2, 2/4):** Sustainability/Resource Management/Community-Based Conservation; Common Pool Resource Management: Development without Privatization?
  • Debate #2 out of 5: 2/4

**WEEK 6 (2/9, 2/11):** Mobilizing Support Within a Community

**no writeup due this week**
  • Midterm: 2/9
  • Debate #3 out of 5: 2/11
WEEK 7 (2/16, 2/18): Community Activism and Resistance; Managing Unsavory Alliances with States, Markets, Civil Society and Aid Donors

- Debate #4 out of 5: 2/18

WEEK 8 (2/23, 2/25): Fostering (or Preventing?) Cultural & Community Transformation; Hybrid Forms of Community Development

In class we’ll view a segment on appropriate design, education and hybrid community development in Ladakh (Design E2, Season 2, Episode 1): [http://vimeo.com/37135957](http://vimeo.com/37135957)

- for updates on the school see [http://www.dwls.org/News/](http://www.dwls.org/News/)

- Debate #5 out of 5: 2/25

WEEK 9: (3/1, 3/3): Syncretism and Alternative Forms of Community Development; Research Presentations Begin 3/3

** Final Research Paper due 11:59pm Friday of week 9 by email only. No hardcopies will be accepted. Please email me.

WEEK 10 (3/8, 3/10): Research Presentations

-You do not need to do a write-up this week

-Final exam: 8:00am Fri., March 18

Online Resources
- an interesting project documenting and mapping short video clips about stories of positive change
  [www.RespectfulRevolution.org](http://www.respectfulrevolution.org) (a national, not-for-profit advocacy project seeking to document positive action and inspire change.)

University of Oregon guide to International Studies resources (subject dictionaries and encyclopedias; yearbooks; directories of organizations; finding articles; finding books and government publications; statistics; news and analysis; web resources):
[http://libweb.uoregon.edu/guides/intlstudies/general.html](http://libweb.uoregon.edu/guides/intlstudies/general.html)
UO Latin American Studies guide [https://libweb.uoregon.edu/guides/intlstudies/latinamericanguide3.html](https://libweb.uoregon.edu/guides/intlstudies/latinamericanguide3.html)

Jobs/Internships
[http://people.emich.edu/rstahler/](http://people.emich.edu/rstahler/)

Community economies: [www.communityeconomies.org](http://www.communityeconomies.org) “The Community Economics project is a place where new visions of community and economy can be theorized, discussed, represented and enacted. The project grew out of J.K. Gibson-Graham's feminist critique of political economy that focused upon the limiting effects of representing economies as dominantly capitalist. Central to the project is the idea that economies are always diverse and always in the process of becoming. This project developed as a way of documenting the multiple ways in which people are making economies of difference and in the process building new forms of community.
The project involves an ongoing collaboration between academic and community researchers and activists in Australia, North America, and South East Asia.”

International News
- You’re probably familiar with mainstream media outlets, such as the New York Times or BBC. Here are a few others:

Manchester Guardian Weekly (international news): [http://www.guardian.co.uk/](http://www.guardian.co.uk/)
National Public Radio: [www.npr.org](http://www.npr.org)
Pacific Network News: [www.kpfk.org](http://www.kpfk.org)
The Nation: [www.thenation.com](http://www.thenation.com)
IRC Americas Program [http://americas.irc-online.org](http://americas.irc-online.org)

The Ecologist: [www.ecologist.org](http://www.ecologist.org) (provides broad analysis on politics and economics, as well as social and environmental issues worldwide)

Directory of non-governmental organizations (NGOs)

Non-governmental organizations
New Seed (Grassroots sustainable agricultural community development, Guatemala)
IFOAM, the International Federation for Organic Agriculture Movements. [http://www.ifoam.org/](http://www.ifoam.org/)
The Center for Agroecology and Sustainable Food Systems at UCSC (where Steve Gliessman and Miguel Altieri are based): [http://www.agroecology.org/](http://www.agroecology.org/)
Maitreya Ecovillage (5 minute bike ride from Eugene city-center): [www.maitreyaecovillage.org](http://www.maitreyaecovillage.org)
EcoLogic Development Fund (sustainable community development in Latin America)
[http://ecologic.org/en/who-we-are/results](http://ecologic.org/en/who-we-are/results)
Rare: Resource Assistance for Rural Environments (does Oregon community dev. projects) rare.uoregon.edu
Aprovecho: non-profit based in Cottage Grove, OR; does appropriate technology, sustainable forestry, organic agriculture, permaculture: [http://www.aprovecho.net/](http://www.aprovecho.net/)
CISCAP-Committee in Solidarity with Central American People (now LASC). There are also links on this page to country-specific solidarity groups and news links: [http://www.efn.org/~ciscap/](http://www.efn.org/~ciscap/)
Flowers of Hope (Eugene, OR): non-profit dedicated to community development in 5 communities in Esteli, Nicaragua, led by local women: [www.flowersofhope.org](http://www.flowersofhope.org)
Partners in Solidarity - A Eugene-based nonprofit doing work in Guatemala:
Grupo Fenix - A nonprofit working with land mine survivors and renewable energy in northern Nicaragua.
Centro Latino Americano (Eugene): [http://www.cla1.org/abouteng.htm](http://www.cla1.org/abouteng.htm)
Amazon Watch [www.amazonwatch.org](http://www.amazonwatch.org)
Green for All: national organization dedicated to building an inclusive green economy strong enough to lift people out of poverty: [www.greenforall.org](http://www.greenforall.org)
Mobility International (Eugene, OR): Empowering people with disabilities around the world to achieve their human rights through international exchange and international development: www.miusa.org/

Bring Recycling (Eugene, OR): non-profit organizations dedicated to reuse, reduction and recycling: www.bringrecycling.org

Oregon Toxics Alliance http://www.oregontoxics.org/

Technical Resources
EPA Environmental Justice Mapping Tool http://www.epa.gov/enviro/ej/

EnviroAtlas is an online decision support web-based tool that communities can use to help inform their policy and planning decisions.

Decision Analysis for a Sustainable Environment, Economy, and Society (DASEES) is a web-based decision analysis application that helps decision-makers and stakeholders evaluate science and technical information with an economic and societal values context to support sustainable decision making.

National Stormwater Calculator and Climate Adjustment Tool
Watershed Management Optimization Support Tool (WMOST)
Green Infrastructure Wizard (GIWiz)
Managing and Transforming Waste Streams -- A Tool for Communities

Village Green Stations are real-time air monitoring stations designed to increase community awareness of local air quality conditions.