INTL 420/520: Global Community Building (AKA “Development”), Online
Fall 2020

Live Meeting Time: TuTh 12:15pm-1:45pm

Class attendance is highly encouraged. Those who miss live classes can makeup attendance by doing an extra write-up on a reading from the week and get notes from a classmate.

Professor Derrick Hindery, Ph.D. (Geography)
Email: dhindery@uoregon.edu

PLEASE DO NOT SEND MESSAGES THROUGH THE CANVAS MAIL SYSTEM.

Office phone: 346-6106
Office hours: W 1-2pm and Th 2-3pm through Zoom. The Zoom link and meeting ID will remain the same:
https://uoregon.zoom.us/j/7684792837
Meeting ID: 768 479 2837
I don’t use the Zoom App in Canvas so that students who are not taking my current courses can also access my office hours through Zoom.

GE: Ingrid Ambriz-Mata
Email: iambrizm@uoregon.edu
Office hours: Th 2-4 (Please access Ingrid’s office hours on Zoom through Canvas)
(Instead of office hours during office hours or after class preferred. Please put “GLBL 420/520 in the subject line”)

Social/community time 😊: It is important to build community, support and interact with others in a relaxed setting, particularly during these turbulent times. We’re therefore saving the last 20 minutes of each of our office hours for relaxed “social/community time”. Please feel free to drop by!

Course webpage: all course materials will be posted on Canvas under “Modules”, including all readings, powerpoints, assignments etc.

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. (Professor’s photo)

Course Description

Like many topics you have studied, the terms “Global Community Building” or “International Community Development” is both socially and historically constructed in that they have 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

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. (Professor’s photo)
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,” or what I prefer to term “Global Community Building,” 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 better your attendance and participation the more you’ll learn, plus you’ll earn a higher grade! You will be held responsible for all material covered in lectures and the readings. Studies show that you will do better if you take notes and review them within 24 hours after lecture, readings and discussion. This will also help you avoid last minute studying. 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 weeks 1, 6, 9 and 10, so 6 total). See below for details (credit/no-credit)
20% Group Debates (5 total, details to be announced)
20% Final Exam: format will be short answer/essay. The best way to prepare is to take notes and review them throughout the course, while keeping up on the PowerPoint presentations and readings.

• ProctorU will be used. Using a webcam and browser extension, ProctorU video records the student and records their screen while they take an exam. ProctorU’s artificial intelligence system monitors for possible signs of academic misconduct. If signs of academic misconduct are detected, ProctorU flags the video. After the exam, the instructor can review any recordings that ProctorU has flagged.
• Any students who experience technology problems during a proctored exam can take a makeup exam
• Alternative exam approaches will be offered for students who have AEC-approved accommodations
• We will accommodate exceptions to ProctorU for students who do not have access to reliable technology
• Details on ProctorU can be found here:

15% Service Learning Project (due Week 6)
20% Research paper (80% paper, 20% presentation)
A detailed description will be posted on the course website.
5% Extra credit 5 minute presentation on current affair (see google docs signup. If there isn’t enough time you can submit your presentation on Canvas)

Graduate Students
10% Attendance and participation
15% Weekly 1 page summary and analysis of readings (based on 1 reading per week, except not weeks 1, 6, 9 and 10, so 6 total). See below for details (credit/no-credit)
20% Group Debates / Consensus Building (5 total, details TBA). Graduate students will be asked to evenly distribute themselves across debates and facilitate debate development
15% Service Learning Project (due Week 6)
40% 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.
5% Extra credit 5 minute presentation on current affair (see google docs signup. If there isn’t enough time you can submit your presentation on Canvas)
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.

I prefer that you attend office hours or meet with 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.

Research Paper

- Please visit the GE or me in office hours within the first 3 weeks to finalize a topic for your research paper.
- Come prepared having done some preliminary research and having re-read the research paper guidelines.
- Prior to the meeting submit on Canvas a proposal for your paper, with a clear central research question, what you plan to do for your primary research and a list of five academic sources you’ve perused (in the section in Modules under “Assignments”.)

Write-ups (based on 1 reading per week, except not weeks 1, 6, 9 and 10, so 6 total).

- Weekly write-ups are always due prior to the first class meeting of each week
  - 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 submit your write-ups through the link in Canvas for that week.
- Bring a copy of your writeup and notes on other readings for the week when we discuss them. That will help discussions
- Label your write-up according to the week # of the write-up, e.g. “Week 1 Write-up”
- 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 one.
- Detailed feedback will be provided on your first write-up. All students are welcome to attend office hours for feedback on subsequent write-ups.

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 write-ups 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 write-up on a reading of your choice for the topic of that week.

- **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 “Vericite,” provided by University of Oregon, may be used to ensure compliance. The [University Student Conduct Code](https://www.uoregon.edu/academic/student-conduct) defines academic misconduct, which includes unauthorized help on assignments and exams and the use of sources without acknowledgement. Academic misconduct is prohibited at UO. All suspected cases of academic misconduct will be reported to the Office of Student Conduct and Community Standards. Consequences can include failure of the course. In our remote class I will ask you to certify that your exams/papers are your own work. Exams are timed. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don’t panic. Take a photo to document the error message you’re receiving and then contact me.

- **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.

**Technical Requirements:**

Log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat:

541-346-4357 | livehelp.uoregon.edu

If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options visit Information Services’ web page on going remote.

**Required Materials:**

- All readings will be posted to the course website on Canvas, in the “Modules” section. [https://canvas.uoregon.edu/](https://canvas.uoregon.edu/)

**Online Collaboration Tools**
Using Canvas you can set up a group under 'groups' and invite specific members. It allows you to collaborate online with one another, hold meetings, and share files. I will set up some groups for you, and you can also create your own.

Laptop and Texting Policy:
It is fine to use 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. If there is something urgent please step out of class.

Classroom Etiquette, even on Zoom:
- Please treat our class as you would a small seminar. Even in an online setting, talking, texting, using social media, etc are very visible and distracting for the other students 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 in front of you.
- If you need to leave 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.

General Guidelines for Remote Class Participation

1. **Participate and Contribute**: Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.

2. **Use Proper Netiquette**: Please use good “net etiquette”: identify yourself with your real name and use a subject line that clearly relates to your contribution. Write or speak in the first person when sharing your opinions and ideas but when addressing other students or discussing their ideas, use their names (e.g. "I think red is the most important term in the poem, but I also think Kate is correct that blue is important, too"). Respect the privacy of your classmates and what they share in class. Understand that we may disagree and that exposure to other people’s opinions is part of the learning experience. Good netiquette also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Be aware that typing in all capital letters indicates shouting. Certain breaches of netiquette can be considered disruptive behavior.

3. **Interact Professionally**: Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities to practice the kind and quality of work expected for assignments. Moreover, seize the chance to learn from others and develop your interpersonal skills, such as mindful listening and awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?).

4. **Expect and Respect Diversity**: All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.
5. **Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Specific guidelines for best practices using Canvas Discussion:**
1. Use subject lines that clearly communicate the content of your post
2. Write clearly and concisely and be aware that humor or sarcasm often doesn’t always translate in an online environment.
3. Be supportive and considerate when replying to others’ posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don’t create a new or duplicate post that corrects your error).
6. Contribute and interact often!

**Specific guidelines for best practices using Zoom:**
1. Please test your video and audio prior to joining a live class session. You can learn more about testing your audio and video by visiting the UO Service Portal.
2. Try to be on time when the meeting starts. It can be distracting to have participants join late.
3. All of us occasionally need to hide video, but know that seeing your faces is a joy to me and, I believe, enriches our ways of relating—when you can, I value video on.
4. That said, please be mindful that others can see you and your surroundings if your video is on. Try to find a quiet setting without lots of noise or busy activities in the background. Please minimize distractions like eating or multitasking.
5. Use a microphone or speak closely to your computer microphone so that others can hear you. If you have video on, try to look at your camera, not the screen, when you are contributing.
6. Mute your audio when you are not actively contributing. When contributing, avoid making other noises such as typing or eating or having side conversations with others that might be present with you.
7. Use chat to pose questions or offer insights “on the side” while others are contributing. The chat can be read by all and should reflect a high standard of respect for our class community.
8. For help and troubleshooting with Zoom, visit the UO Service Portal.

**Digital Materials from UO Libraries’ Collection**
UO Libraries offers these guides and repositories if you seek to replace print materials:
- eBooks (limit material type to eBook)
- Online Journals
- Open Educational Resources
- Streaming Video Databases
- Digital Collections

If you don’t find your course materials in its current digital collection, UO Libraries may be able to purchase them. To learn more, see the Library Services for Remote Teaching page reach out to your Subject Specialist Librarian for help finding alternate formats and options.

**Physical Materials from UO Libraries**
The UO Libraries are providing both physical pickup locations (Knight Library Pickup Window, Law Library
for law materials) and home delivery services of general collection materials for faculty and students. Materials can be returned either via the Knight Library book drops or via mail. Faculty and students can also request scans of portions (no more than 20%) of printed material. For more information email ecirc@uoregon.edu, or contact the library’s chat reference service.

**DuckStore Materials**
Textbooks and digital course materials may be purchased or rented in-store or online through UODuckStore.com; print materials will be shipped free within the United States to UO students.

**Adjustments during the Pandemic:**
As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, and grading percentages are subject to change. I will be mindful of the many impacts the unfolding events related to COVID-19 may be having on you. During this unusual time, I encourage you to talk with us about what you are experiencing so we can work together to help you succeed in this course.

**Basic Needs**
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: https://blogs.uoregon.edu/basicneeds/food/

**Feed the Flock – Services for Students Facing Food Insecurity**
The following is a list of services and programs that offer free food, meals, and support for accessing resources. Their availability and operation remain fluid and subject to change without notice. We will do everything we can to ensure that we are communicating as quickly as possible. We are working to shift our resources and efforts to ensure that students facing food insecurity have multiple avenues of support. Program descriptions can be found out at: foodsecurity.uoregon.edu

The Student Sustainability Center (@uo_ssc) will try to aggregate changes and information for all programs via facebook and Instagram. For food security specific resources, follow @feedtheflockuo. Please follow for the most up to date information regarding program changes.

- **ECM Student Food Pantry** – Open 4-6pm Wednesdays and Thursdays. 710 E. 17th Ave. Eugene, OR 97401. Check the Student Food Pantry facebook for updates including the possible addition of Saturday hours.
- **Produce Drops** – Free, fresh produce for students every Tuesday of the month from 3-5pm during the academic term (ie, not during Winter Break). Produce Drops take place in the EMU amphitheater rain or shine.
- **SNAP Enrollment help** – The Student Sustainability Center and the Duck Nest are working to ensure continuity in SNAP enrollment help. SNAP enrollment drop-in hours with the Duck Nest are posted on the Duck Nest Instagram (@uo_ducknest). The SSC also has SNAP drop-in hours which are updated on their Instagram (@feedtheflockuo). Please follow the Duck Nest and the Student Sustainability Center on social media to stay up to date.
- **Ducks Feeding Ducks** – Emergency meal dollars will remain available and can be used wherever Duck Bucks are accepted. To qualify, students must not have more than $4 in their Duck Bucks account and may not have used the program already this term. Additional funds can be received upon meeting with the Dean of Students office.
- **Hearth to Table Meals** – Free community meals and meal preparation with professional Chef. Hearth to Table will not hold meals during finals week or Winter Break. Starting week 1, kitchen teams will be reduced to 4 people. Student volunteers must sign up in advance by emailing sisterclare@welcometocentral.net. Communal meals will continue being served with increased distance between tables and only 4 seats at each table. Total number of diners will be capped at 32. Meals are served 6:30 pm to any student for free. Check Hearth & Table facebook and Instagram for updates. Check the @feedtheflockuo Instagram for Hearth and Table updates.

**Accessibility**
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or uoaec@uoregon.edu.

**Regarding the Dreamers Working Group:**
I support all students, regardless of national origin or immigration status. For more information on campus resources for undocumented or Dreamer students, see: [https://www.uoregon.edu/dreamers](https://www.uoregon.edu/dreamers). International student support services are available at: [https://isss.uoregon.edu/current-students](https://isss.uoregon.edu/current-students).

**Your Well-being:**
Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Additional Resources**
Also, always feel free to attend office hours (mine or the GE’s) 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 and on Canvas, 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 Canvas, in the “Modules” section (canvas.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. listed in front of the reading in the Modules section of Canvas.

- 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. These discussion groups are meant to build a supportive community, foster engagement and dynamic interaction.
- 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.
- Please note that you are expected to do all readings each week.

WEEK 1 (9/29, 10/1): Introduction; Paradigms and Approaches to International Community Development; Community at the Center and the Turn to Localism

** no writeup due this week

WEEK 2 (10/6, 10/8): Theory & Ideology of Community

WEEK 3 (10/13, 10/15): Overview to Underdevelopment

*meet with the GE or me about your research paper by this week (see above and research paper guidelines)

WEEK 4 (10/20, 10/22): Poverty & Equity; Engendering Community Development

  - Debate #1 out of 5 on Th

WEEK 5 (10/27, 10/29): Sustainability/Resource Management/Community-Based Conservation; Common Pool Resource Management: Development without Privatization?

  - Debate #2 out of 5 on Th

WEEK 6 (11/3, 11/5): Mobilizing Community Support

** no writeup due this week

  - Debate #3 out of 5: Th

WEEK 7 (11/10, 11/12): Community Activism and Resistance; Managing Unsavory Alliances with States, Markets, Civil Society and Aid Donors

  - Debate #4 out of 5: Th

WEEK 8 (11/17, 11/19): 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
Backup (with ads): http://video.pbs.org/video/1093965696/

- for updates on the school see http://www.dwls.org/News/

- Debate #5 out of 5: Th

WEEK 9 (11/24, 11/26 Holiday): Syncretism and Alternative Forms of Community Development; Research Presentations Begin 11/24

** Final Research Paper due 11:59pm Friday of week 9 by submission on Canvas only. No hardcopies will be accepted.**

** no writeup due this week

WEEK 10 (12/1, 12/3): Research Presentations

** no writeup due this week

Online Resources

-an interesting project documenting and mapping short video clips about stories of positive change
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

UO Latin American Studies guide https://libweb.uoregon.edu/guides/intlstudies/latinamericanguide3.html

Jobs/Internships

http://www.idealist.org/
http://people.emich.edu/rstahler/

Community economies: www.communityeconomies.org “The Community Economies 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:

Servindi: Indigenous oriented news outlet (“intercultural communication for a more humane and diverse world): https://www.servindi.org/
Yes! Magazine: positive stories, quarterly magazine. “YES! Media is a nonprofit, independent publisher of solutions journalism. Through rigorous reporting on the positive ways communities are responding to social problems and insightful commentary that sparks constructive discourse, YES! Media inspires people to build a more just, sustainable, and compassionate world: https://www.yesmagazine.org
Democracy Now! www.democracynow.org
Manchester Guardian Weekly (international news): http://www.guardian.co.uk/
National Public Radio: www.npr.org
Pacific Network News: www.kpfk.org
World News Network: http://www.wn.com/
The Nation: www.thenation.com
Common Dreams Newscenter: http://www.commondreams.org/
IRC Americas Program http://americas.irc-online.org

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

Directory of non-governmental organizations (NGOs)
http://www.wango.org/resources.aspx?section=ngodir

Non-governmental organizations
New Seed (Grassroots sustainable agricultural community development, Guatemala)
http://www.semillanueva.org/
IFOAM, the International Federation for Organic Agriculture Movements. http://www.icoam.org/
The Center for Agroecology and Sustainable Food Systems at UCSC (where Steve Gliessman and Miguel Altieri are based: http://www.agroecology.org/
Maitreya Ecovillage (5 minute bike ride from Eugene city-center): www.maitreyaecovillage.org
EcoLogic Development Fund (sustainable community development in Latin America)
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/
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/
Flowers of Hope (Eugene, OR): non-profit dedicated to community development in 5 communities in Esteli, Nicaragua, led by local women: www.flowersofhope.org
Partners in Solidarity - A Eugene-based nonprofit doing work in Guatemala:
http://www.partnersinsolidarity.com/
Grupo Fenix - A nonprofit working with land mine survivors and renewable energy in northern Nicaragua.
http://www.grupofenix.org/
Centro Latino Americano (Eugene): http://www.cla1.org/abouteng.htm
Amazon Watch www.amazonwatch.org
Communities for a Better Environment (Environmental Justice): http://www.cbecal.org/
Green for All: national organization dedicated to building an inclusive green economy strong enough to lift people out of poverty: www.greenforall.org
The Guide to Going Local:
http://startsomegood.com/Venture/center_for_a_new_american_dream/Campaigns/Show/the_guide_to_going_local
South Central Farmers (Los Angeles urban farm/env. justice): http://www.southcentralfarmers.org/story.html
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/
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.