

American University  
School of International Service  
International Development Program

**COMMUNITY DEVELOPMENT**  
**Fall 2008 – SIS 635.001**  
*Second Version*

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Class Seminars: Thursdays 5:30 – 8:00 PM  
Office Hours: Tuesdays & Thursdays 1:30 – 3:30 PM

This course will review various topics, case studies and practical methodologies related to grassroots development, mainly among the poor and other marginalized sectors of society. Its overall focus is based on a “people to people” approach. Instead of treating communities as “target populations” and passive “beneficiaries” in need of external help, it strives to recognize peoples’ own initiatives, skills and particular histories. As such, the goal is not to offer a technical blueprint for dealing with community development issues, but rather to nurture analytic skills and tactical insights that can help a would be practitioner reach a critical, empathetic and practical discernment of the problems faced in the field. The issues covered in this course should enhance awareness of the various dimensions, possibilities and venues for grassroots empowerment. Stakeholder analyzes, advocacy skills, organizing techniques and different methods for engaging community participation will be addressed throughout the semester. A substantial portion of the case studies reviewed will draw on Latin American examples. The course, however, is designed to cover themes and practical skills that are meant to be broadly applicable.

As part of the class, students will have an opportunity to meet with an array of development professionals and gain exposure to real-life practices in community development and grassroots mobilization. For the main course assignment, students will have the option to select from various group projects to be undertaken in the Washington, DC metro area. Possible hands-on group projects would entail: (1) the study of a community development organization; (2) direct engagement in a grassroots initiative; and (3) the preparation and implementation of a relevant participatory experiment. All assignments will be provided and explained in class.

Grading for the course will be based on the following criteria:

Midterm Exam: 20%

Class Project: 40%

Final Exam: 30%

Participation: 10%

Students are required to attend class and read course materials *before* each session.

The university's Code of Academic Honesty will be strictly followed. In other words, you must do your own work. Plagiarism will *not* be tolerated.

***Recommended Books for Purchase:***

Healy, Kevin. Llamas, Weavings, and Organic Chocolate: Multicultural Grassroots Development in the Andes and Amazon of Bolivia. (Notre Dame: University of Notre Dame Press, 2001)

\*\* All other readings will be available through Blackboard.

\*\* Any questions or problems concerning the readings posted on Blackboard should be directed to my assistant, Enrique Carrillo Gomez, at: [ec8430a@american.edu](mailto:ec8430a@american.edu)

*January 22*

## **Introduction**

Class integration and agenda setting

*September 4*

## **What is Community Development?**

Jean Drèze and Amartya Sen, India: Development and Participation. 2<sup>nd</sup> edition (Oxford: Oxford University Press, 2002), pp. 1-33.

Robert Chambers, Ideas for Development. (London: Earthscan, 2005), pp. 184-220.

Mae Shaw, “Community development and the politics of community,” Community Development Journal, 43: 1 (January 2008), pp. 24-34.

Henry Veltmeyer, “The Quest for Another Development,” Transcending Neoliberalism: Community-Based Development in Latin America, edited by Henry Veltmeyer and Anthony O’Malley. (Bloomfield: Kumarian Press, 2001), pp. 1-34.

Erhard Berner and Benedict Phillips, “Left to their own devices? Community self-help between alternative development and neo-liberalism,” Community Development Journal, 40: 1 (January 2005), pp. 17 – 29.

*September 11*

## **The Context, Civil Society & Community Participation**

Gary Craig, “Community Development in a Global Context,” Community Development Journal, 33: 1 (January 1998), pp. 2-17.

Michael Edwards, Civil Society (Cambridge: Polity Press, 2004), pp. 1-17.

Miguel Carter, “Democracy and Civil Society: Can They Deliver? Concepts, Interactions and Implications for Grassroots Participation in Latin America.” Unpublished Manuscript, American University, 2006.

Rosemary Thorp, Frances Stewart and Amrik Heyer, “When and How Far is Group Formation a Route Out of Chronic Poverty?” World Development, 33: 6 (2005), pp. 907-920.

Miu Chung Yan and Jian Guo Gao, “Social engineering of community building: Examination of policy process and characteristics of community construction in China,” Community Development Journal, 42: 2 (April 2007), pp. 222-236.

Smith, B.C. "Participation without power: Subterfuge or development?" Community Development Journal, 33: 3 (July 1998), pp. 197-204.

*September 18*

### **Drug Trafficking, Substance Abuse & Community Life**

\*\* *Guest Lecturer, Sanho Tree, Fellow and Director of the Drug Policy Project at the Institute for Policy Studies in Washington, DC.*

Schlosser, Eric. Reefer Madness: Sex, Drugs, and Cheap Labor in the American Black Market. (Boston: Houghton Mifflin Company, 2003), pp. 13-74.

The Economist. High Time: A Survey of Illegal Drugs. (28 July 2001).

Peter Reuter. "The Limits of Supply-Side Drug Control," Milken Institute Review (March 2001), pp. 15-23.

Sanho Tree. "The War at Home," Sojourners Magazine, 32:3 (May-June 2003).

\* Film, Traffic, directed by Steven Soderbergh (2000). Students are required to see this award-winning film about the drug trade and its crippling effects on community development *before* class.

*September 25*

### **The World Bank's Community-Driven Development**

\*\* *Guest Lecturer, Daniel Owen, Coordinator, Community-Driven Development, Social Development Department, The World Bank*

Jean-Philippe Platteau and Frédéric Gaspart. "The Risk of Resource Misappropriation in Community-Driven Development." World Development, 31: 10 (2003), pp. 1687-1703.

M. Das Gupta, H. Grandvoinnet and M. Romani. "State-Community Synergies in Community-Driven Development." The Journal of Development Studies, 40: 3 (February 2004), pp. 27-58.

Other readings to be announced.

\* Website you can visit: [www.worldbank.org/cdd](http://www.worldbank.org/cdd)

October 2

## **Sustainable Development & Communities**

*\*\* Guest Lecturer, Stephan Schwartzman, Environmental Defense Fund*

Stephan Schwartzman and Barbara Zimmerman. "Conservation Alliances with Indigenous Peoples of the Amazon." Conservation Biology, 19: 3 (June 2005), pp. 721-727.

Stephan Schwartzman, Adriana Moreira and Daniel Nepstad. "Rethinking Tropical Forest Conservation: Perils in Parks." Conservation Biology, 14: 5 (October 2000), pp. 1351-1357.

Arun Agrawal and Clark C. Gibson. "Enchantment and Disenchantment: The Role of Community in Natural Resource Conservation." World Development, 27: 4 (1999), pp. 629-649.

Chetan Kumar. "Revisiting 'Community' in Community-Based National Resource Management." Community Development Journal, 40: 3 (July 2005), pp. 275-285.

\* Website you can visit: [www.edf.org/](http://www.edf.org/)

*\*\* Discussion with Sunil Joy, Direct Action Research Training (DART).*

October 9

## **NGOs & Capacity Building at the Grassroots**

Michael Edwards, "NGO Performance: What Breeds Success? New Evidence from South Asia," The Earthscan Reader on NGO Management, edited by Michael Edwards and Alan Fowler. (London: Earthscan, 2002), pp. 275-292.

Peter Uvin, Pankaj S. Jain and L. David Brown, "Think Large and Act Small: Toward a New Paradigm for NGO Scaling Up," World Development, 28: 8 (2000), pp. 1409-1419.

Deborah Eade, Capacity-Building: An Approach to People-Centered Development (Oxford: Oxfam, 2003), pp. 23-35; pp. 77-105; pp. 146-159.

Kevin Healy, "Digging for Indigenous Potato Knowledge in the Highlands of Rayqaypampa," Llamas, Weavings, and Organic Chocolate, pp. 327-360.

October 15

**\*\* Midterm Essay Due**

October 16

## **Grassroots Empowerment of Women**

*\*\* Guest Lecturer, Carrie Wilson, Cross-Regional Coordinator, Just Associates*

Valerie Miller, Lisa VeneKlassen, Molly Reilly and Cindy Clark. Making Change Happen: Power. Concepts for Revisioning Power for Justice, Equality and Peace. (Washington, DC: Just Associates, 2006).

Kevin Healy, “Piloting Women’s Popular Education,” Llamas, Weavings, and Organic Chocolate, pp. 225-247.

Helen Epstein and Julia Kim, “AIDS and the Power of Women,” New York Review of Books, 54: 2 (February 15, 2007).

Anchita Ghatak, “Sex Workers’ Rights: A Struggle for Acceptance.” (Unpublished manuscript, Just Associates, 2007).

Ela R. Bhatt, We Are Poor but So Many: The Story of Self-Employed Women in India. (New York: Oxford University Press, 2006), pp. 3-22.

### *Recommended Reading*

Srilatha Batliwala, “Women’s Empowerment in 21<sup>st</sup> Century India: Changing Meanings, Contexts and Strategies,” Draft chapter for Wellbeing of India’s Population. (Unpublished manuscript, Just Associates, 2007).

\* Website you can visit: [www.justassociates.org/](http://www.justassociates.org/)

October 23

## **Community Organizing & Popular Education**

*Guest Lecturer, Amy Stapleton, United Methodist Federation for Social Action.*

Saul D. Alinsky, Rules for Radicals: A Pragmatic Primer for Realistic Radicals. (New York: Vintage Books, 1989), pp. 81-97; pp. 126-164.

Marty Branagan, “The last laugh: humor and community activism,” Community Development Journal, 42: 4 (October 2007), pp. 470-481.

Paulo Freire. Pedagogy of the Oppressed. Revised edition. (New York: Continuum, 2000), pp. 25-67.

James Blackburn, "Understanding Paulo Freire: reflections on the origins, concepts, and possible pitfalls of his educational approach," Community Development Journal, 35: 1 (January 2000), pp. 3-15.

*October 30*

### **Grassroots Economic Development**

*\*\* Guest Lecturer, Dr. Kevin Healy, Program Officer, Inter-American Foundation*

Kevin Healy, "Cacao Bean Farmers make a Chocolate-Covered Development Climb," "The Quinoa Trail: From South American Salt Flats to Western Health Food Stores," "An Artisans Journey from the Rural Backlands to the Regional Capital," Llamas, Weavings, and Organic Chocolate, pp. 123-188; pp. 290-326; and, pp. 396-417.

#### *Recommended Reading*

Kevin Healy, Llamas, Weavings, and Organic Chocolate, pp. 64-122 (for a background on Bolivia's current development trends).

\* Website you can visit: [www.iaf.gov/](http://www.iaf.gov/)

*November 6*

### **Collective Action, Social Energy & Intangible Sources of Power**

Albert O. Hirschman. Getting Ahead Collectively: Grassroots Experiences in Latin America. (New York: Pergamon Press, 1984), pp. 42-68.

Other readings to be announced.

\* Film, War/Dance, directed by Andrea Nix and Sean Fine (2007). Students are required to see this award-winning film about refugee children in Northern Uganda and the inspirational power of music and dance *before* class.

*November 13*

### **From Communities to Social Movements**

Branch, Taylor. Parting the Waters: America in the King Years, 1954-63. (New York: Simon and Schuster, 1988), pp. 105-205.

Miguel Carter, "The Landless Rural Workers Movement and the Struggle for Social Justice in Brazil," Rural Social Movements in Latin America: Alternative Visions for

Sustainable Livelihoods, edited by Carmen Diana Deere and Fredrick Royce. (Gainesville: University of Florida Press, 2009).

Miguel Carter, “Origins and Consolidation of the MST in Rio Grande do Sul,” Challenging Social Inequality: The Rural Workers’ Landless Movement and Agrarian Reform in Brazil, edited by Miguel Carter. (Durham: Duke University Press, 2009).

*November 20*

**Class Presentations**

*December 1*

**\*\* Project Report & Analyzes Due**

*December 4*

**Class Presentations**

*December 11*

**\*\* Final Exam Due**