

University of Oregon
Department of Global Studies

GLBL 420/520: Global Community Building (AKA “Development”)
Join us in SUMMER 2024!!! (1st summer session, June 24-July 21)
ASYNCHRONOUS / ONLINE

Open to all majors. Global Studies elective for: Environmental Justice and Resilience, Development Studies, Diplomacy Peace and Conflict Studies, Business Trade Tourism Arts and Identity, Gender Race and Equality, Law and Human Rights, Food Studies, Global Health, Arts & Identities. Counts for these Global Studies Geographic Areas: Africa, Southeast & East Asia, South & Central Asia, Latin America & Caribbean, North America

***Though it still appears as a prerequisite, GLBL 240 is no longer required. Please simply email gslundergrad@uoregon.edu for an override to enroll in GLBL 420/520**

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Office hours: by appointment on Zoom:

<https://uoregon.zoom.us/j/7684792837>

Sign up to meet on the Google Doc on Canvas

Meeting ID: 768 479 2837

I don't use the Zoom App in Canvas so

students who are not taking my current courses

can also access my office hours through Zoom.

Please put “GLBL 420/520” in the subject line of your emails to me

contrast, the World Bank and San Francisco-based Bechtel Corporation employed a “top-down,” technocratic view of community building, based on privatization of water and costly infrastructure. This course will cover various topics on “Global Community Building” from cases around the world, including sustainable and empowering forms of community building, gender justice, community-based conservation, the Global Movement for Black Lives, transnational indigenous and grassroots solidarity, community mobilization and transformation, hybrid approaches synthesizing indigenous and other views, and communal resource management.

If coming up with a definition of “international community development (or community building)” 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.

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 classes and the readings. Studies show that you will do better if you take

notes and review them within 24 hours after class, readings, and discussion. This will also help you avoid last minute studying. The following is the breakdown for your course grade:

- 25% Participation,
-including peer reviews (see below)
- 25% brief summary and analysis of readings (based on just 1 reading per topic, except you can skip 3 topics, so 6 total). See below for details (credit/no-credit)
- 50% Service-Learning Research Paper
A detailed description will be posted on the course website.
 - Please visit me in office hours 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".)

There will be various discussions and debates that will help you develop a critical understanding of disparate viewpoints. Keeping up will work to your own benefit, because you will get more out of class, and will divide your workload evenly throughout the course. 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 classes 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 online 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.

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

- You are required to read all the required readings posted on Canvas, but not the ones that are optional.
- Please **submit your write-ups through the link in Canvas** for that topic.
- Bring a copy of your writeup and notes on other readings for the topic when we discuss them. That will help discussions
- Label your write-up according to the topic # of the write-up, e.g. "Topic 2 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 topic choose at least one of the topic'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.
- **PEER REVIEWS:** You are required to complete 5 peer reviews of other students' writeups on Canvas. This will give you the opportunity to read other classmates' write-ups and provide them with your feedback. For each peer review please write a short paragraph (3 to 5 sentences) commenting on their writeup.

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 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.

Academic Disruption

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

Good Classroom Citizenship

- Wear your **mask** and make sure it fits you well
- **Stay home** if you're sick
- **Get to know your neighbors** in class, and let them know if you test positive
- **Get tested** regularly
- Watch for **signs and symptoms** with the daily symptom self-check
- **Wash your hands** frequently or use hand sanitizer

Complete the UO COVID-19 [case and contact reporting form](#) if you test positive or are a close contact of someone who tests positive.

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.
- **Attendance and Participation Policy:** I expect you to participate fully in class discussions and activities.

- **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 provided by University of Oregon may be used to ensure compliance. The [University Student Conduct Code](#) 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 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](tel: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 course readings and materials are free and will be posted to the course website on Canvas, in the "Modules" section. <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/Tablet/Phone and Texting Policy:

It is fine to use devices for class purposes like taking notes. However, please be courteous to classmates and me and refrain from non-class use. No checking social media websites. No texting etc. If there is something urgent, please step out of class.

Specific guidelines for best practices using Canvas Discussion and Peer Review Feedback:

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!

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>. International student support services are available at: <https://iss.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 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

All course materials, including readings, lectures and assignments are free and will be posted to Canvas, in the "Modules" section: canvas.uoregon.edu

TOPIC 1: Introduction; Paradigms and Approaches to International Community Development; Community at the Center and the Turn to Localism

**** no writeup due this topic**

TOPIC 2: Theory & Ideology of Community

TOPIC 3: Overview to Underdevelopment

TOPIC 4: Poverty & Equity; Engendering Community Development

TOPIC 5: Sustainability/Resource Management/Community-Based Conservation; Common Pool Resource Management: Development without Privatization?

TOPIC 6: Mobilizing Community Support

**** no writeup due this topic**

TOPIC 7: Community Activism and Resistance; Managing Unsavory Alliances with States, Markets, Civil Society and Aid Donors

TOPIC 8: Fostering (or Preventing?) Cultural & Community Transformation; Hybrid Forms of Community Development

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 <https://www.dwls.org/>

TOPIC 9: Syncretism and Alternative Forms of Community Development;

**** no writeup due this topic**

TOPIC 10: Research Presentations

** no writeup due this topic

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 Global Studies resources (subject dictionaries and encyclopedias; yearbooks; directories of organizations; finding articles; finding books and government publications; statistics; news and analysis; web resources):

<https://researchguides.uoregon.edu/global-studies>

UO Latin American Studies guide <https://researchguides.uoregon.edu/latin-american-studies-guides>

Jobs/Internships

<http://www.idealists.org/>

<http://people.emich.edu/rstahler/>

<https://globalpdx.org/job-listings/>

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."*

Global 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.ifoam.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/

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

www.bringrecycling.org

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

Indigenous Environment Network: <http://www.ienearth.org/nativeenergy.html>

International Work Group for Indigenous Affairs: <http://www.iwgia.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.