

# DS 1800: Participatory Development

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**Course syllabus, Brown University, Spring 2014**

**Instructor: Patricia Agupusi**

## **Course overview**

Participatory Development (PD) is an alternative holistic approach to development that emerges from the critique of what is viewed as a narrow top-down hegemonic developmental model. It involves orientation and practices of developmental actors in relationship with local communities. PD is an inclusive process that promotes active participation by local community members in the decision-making processes that directly affect them. This approach encourages self-reliance, which gives communities feelings of ownership that come from shared responsibilities and accrued benefits. PD encompasses a confluence of political, social and economic aspects of development. Hence, the theoretical approach to PD spans various perspectives and includes diverse institutions, social movements, environmentalism, critical pedagogy, and political movements. The philosophy of PD has changed the thinking and practice of development.

This core Development Studies seminar will provide students with the opportunity to think critically about power relations within various contexts of development; more specifically, in relation to the condition of how development projects work in practice. The course will take a multilevel approach to the analysis of developmental interactions. We'll look at the power relations between the global south and the global north. We will examine crucial issues having to do with local communities, gender, the state/citizen paradigm and interaction between NGOs and communities. We will connect PD to other concepts, such as empowerment, civic engagement and inequality.

Students will learn what PD is all about, how it became a mainstream approach to developmental practice and how it has been put into practice by developmental agencies. Students will also learn about PD's benefits and limitations.

## **Course Objectives**

1. To understand the historical background of development practices in the current globalized world
2. To critically explore the theoretical backgrounds of PD as they pertain to the many factors involved in community development.
3. To understand the orientation and practices of various development actors such as UNDP, WHO, NGOs (such as Save the Children and Oxfam) and bilateral agencies like DFID and USAID; and also to critically examine the relationship between PD activities of those of the above mentioned actors.
4. To examine the power relations between bilateral and multilateral institutions and developing countries

5. To learn specific skills that will benefit students in their research and careers, which include Participatory Action Research (PAR), Participatory Research (PR) and in the methodologies of PD evaluation.
6. The above research skills will also help students develop their critical writing skills.

Students, by the end of this course, will have obtained practical experience that will improve their essay writing, participatory research skills and their ability to conduct participatory development projects.

**Readings:** Readings for this course involves 1.) Selected texts. 2.) Selected book chapters, 3.) Journal articles. 4.) Suggested readings from International development organizations' PD manuals. There will also be videos and audios resources. Teaching tools and resources will be made available on the Brown University canvas.

### **Evaluation and Course Requirements**

**Course Expectations:** Regular attendance, active participation, and critical engagement of the readings are all necessary in order for students to complete this course. Thus, each student is expected to dutifully prepare for each class, attend all classes, and actively participate in class conversations.

**Response Papers:** Students will submit four two pages double spaced critical response paper that engages the readings, and demonstrates the student's understanding of the issues and ideas engaged in the course.

**Mid-Term Examination:** Each student will complete a mid-term essay examination of six to eight pages on the assigned date. The mid-term examination will cover the material engaged in the course up to the point of the examination and is designed to assess each student's knowledge and understanding of the readings, and course discussion.

**Group Presentation:** Students will participate in a group presentation to be delivered in class on a selected topic and theme of the course designated by the instructor. The presentation along with a collaboratively authored three to five page document will form the assessment criteria for this assignment.

**Final Research Essay:** Students are required to complete and turn in twelve to fifteen pages critical applied theory essay exploring a selected theme, argument, or question related to the areas covered in the course. The paper should reflect the student's ability to clearly articulate and logically develop a thesis and reference relevant scholarly literature to support the thesis of the essay.

These are exams and deadlines will be enforced. Late papers will only be accepted under extraordinary circumstances. All essays are double spaced and take-home

#### **Course Evaluation Criteria:**

Participation 15%

Periodic Response Papers 15%

Mid-Term Examination 20%

Group Presentation 20%

Final Research Essay 30%

## **Class structure and themes**

This is a seminar course that will comprise structured debates, discussions and presentations. It is framed to be a very interactive class. As a result, students are expected to be well prepared before the class. As an applied theory course, the class involves critical analysis of major theoretical approach to participatory development; this is followed by exploring various applications of PD.

This class will be broadly divided into three stages. The first stage gives a general introduction of the class with a brief history of development and evolving of PD as development orthodoxy. The second stage will critically examine key connecting theories of (PD). With the understanding of theoretical discourses of PD, stage three of the class will delve into multilevel analysis cases of PD practices starting from the community level to the international level that explore the multilateral and bilateral practices of PD.

## **Course Schedule**

### **Stage A: Modern day development discourse and practices**

#### **Week one: Course Introduction**

This is a general introduction to the understanding of the course and debates about the theory and practice of PD in the development process.

#### **Guiding question:**

What is PD?

What is its relevance in development discourse and practice?

What are the challenges and limitations of PD?

#### **Core reading:**

Chambers, Robert E. (1997) *Whose Reality Counts? Putting the First Last*. London: Intermediate Technology Publishing.

Freire, P., (1968), *Pedagogy of the Oppressed*, Seabury Press, New York.

#### **Week two: Under-developing or developing the third world? How it all began.**

We will explore the history of development and how it has evolved in the last century to the current globalized world. This is to give understanding of the paradigm shift in conceptualization and practice of development that led to the PD discourse.

#### **Guiding question:**

What is development?

How did the western development hegemony evolved?

What led to the PD discourse?

**Core reading:**

Arturo Escobar (1995) *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press pp. 212

**Stage 2: Connecting theories of PD**

**Week three: The interaction between power and PD**

Obviously PD does not exist independently as an abstract term in development; but as a discursive construction. It can be understood in term of balance of power between different groups or actors in development processes. It is this balance of forces that led to the introduction of alternative approach in form of PD. Hence, here we examine these power relations.

**Guiding questions:**

What is power relation?

How is power relations constructed within participatory development discourse and practice?

**Core reading:**

Escobar, A (1984) Discourse and power in development: Michel Foucault and the relevance of his work to the Third World, *Alternatives*, 10, pp 377–400.

Nelson, N. and S. Wright (1995) 'Participation and power', in Nelson, N. and S. Wright (eds.) *Power and Participatory Development: Theory and practice*, Intermediate Technology Publications, London, 1-18

Mohan G. Samuel Hickey & Giles Mohan (Eds.) (2004). *Participation: From Tyranny to Transformation?* New York: Zed Books Pp. 75-91

Dahl R. (1957) 'The Concept of Power' *The Behavioral Science* 2, pp.201-215

Marc DuBois (1991) *The Governance of the Third World: A Foucauldian Perspective on Power Relations in Development: Alternatives: Global, Local, Political*, Vol. 16, No. 1, pp. 1-30

**Week four: Empowerment**

Theoretically, PD is embedded in balancing the power relations in development process through empowerment. In follow-up with discussion on the relations between power and PD, this class explores how empowerment is theorized within PD discourse through youth empowerment, community empowerment and gender empowerment.

**Guiding questions?**

What is empowerment?

How does empowerment conceptualized within PD?

**Core reading:**

Rowlands, J. (1997). Questioning empowerment: working with women in Honduras. pp. 1-27

'Community Participation and Empowerment. PP.1-32

Mayo, M. and Craig, G. (eds) (1995) *Community Empowerment: A Reader in Participation and Development*. Zed Books. PP. 1-32

Mohan, G. and Stokke, K. (2000) 'Participatory Development and Empowerment: The Dangers of Localism', *Third World Quarterly*, 21, 2, 247-268. Enquiry, EDIAIS

Narayan, D. (2002). Empowerment and poverty reduction: a sourcebook. Washington, World Bank. PP. 1-27  
Deepa Narayan-Parker (ed) (2002) *Measuring Empowerment: Cross-disciplinary Perspectives*. World Bank Pp, 1-103

Mayoux, L. (2003). 'Empowering Enquiry: A new Approach to Investigation. Empowering Enquiry', EDIAIS. Pp. 1-18

M Cargo, GD Grams, JM Ottoson et al (2005) 'Empowerment as Fostering Positive Youth Development and Citizenship' *American Journal of Health Behavior*, Volume 27, Supplement 1, May 2003 , pp. S66-S79(14)  
Jennings, Parra-Medina et al. (2006), 'Toward a Critical Social Theory of Youth Empowerment' *Journal of Community Practice* pp. 31-56

### **Week Five: Participatory democracy**

Democracy is spreading in the global South but the process still lacks adequate participation of the citizens given that in practice, political system is still centralized. The dichotomy between the political elites and the citizenry in decision that affects them continue to exist. Hence, the tripod relationship between public institutions, political elites and the citizenry in political process has remained the center of PD discourse. This class goal is to explore these relationships within the confluence of participatory democracy.

#### **Guiding questions:**

What is participatory democracy?

What is the different between Participatory democracy and representative democracy?

Where is the public?

To what extent does the public have power in decisions and policies that affect them?

#### **Core readings**

James S. Fishkin (2011). *When the People Speak: Deliberative Democracy and Public Consultation*. Oxford University Press. Pp. 32-94

Jurgen Habermas (1991); *The structural Transformation of the public sphere: An Inquiry into a Category of Bourgeois Society* MIT Press PP. 1-42,

Baiocchi; Heller and Silver, (2011), *Bootstrapping Democracy Transforming Local Governance and Civil Society in Brazil*. Stanford University Press, Pp. 1-17

Robert Dahl (1989) *Democracy and Its Critics*. Yale University Press, pp. 106-118.

Sherry R. Arnstein, (1969) "A Ladder of Citizen Participation," *American Institute of Planning Journal* (July 1969): 216-224

Amartya Sen. Chapter 6 "The Importance of Democracy" in *Development as Freedom* (New York: Anchor Books, 1999): 146-60.

Jon Elster (editor) (1998). *Deliberative Democracy* (Cambridge Studies in the Theory of Democracy. Cambridge University Press. PP 97-122

### **Week six: Participatory institutions**

While it is important in PD discourse to concentrate on the local participation of individuals or community, it should not be forgotten that the wide analysis of PD discourse is within the context of institutions. This class will critically examine the role of institutions in PD and how PD could also change institutional development.

#### **Guiding questions:**

What is institution?

What is the role of institution in development process and specifically in application of PD model?

#### **Core readings**

North, Douglass C. 1990. "Institutions", *The Journal of Economic Perspectives*, Vol. 5, No. 1. (Winter, 1991), pp. 97-112.

Parsons, Talcott 1934/1990. "Prolegomena to a theory of social institutions," *American Sociological Review* 55:319-39.

Archon Fung and Erik Olin Wright, eds. *Deepening Democracy: Institutional Innovations in Empowered Participatory Governance* (London: Verso Press, 2003). Pp. 1-44, 259-290

James Creighton (2005) *The Public Participation Handbook: Making Better Decisions Through Citizen Involvement* San Francisco: Jossey Bass, 2005: 27-83.

Cooke & U Kothari (eds), *Participation: The New Tyranny?*, London: Zed Books., pp 1–15;35-55

### **Stage 3: Putting theory into practice: how is PD practiced?**

#### **Week Seven: Community participatory development**

PD is widely viewed from the perception of how development agencies and actors carry out projects in different local communities. Here, the practice of community/rural PD is critically examined with some cases. The goal is to understand the practices of PD at local level

#### **Guiding questions:**

How is PD implemented at the local level?

What is the role of the communities in development process?

What is the perception or view of the community members in development activities within their community?

**Core readings:**

Robert Chambers. *“What Works and Why?” and “Poor Peoples’ Reality” in Whose Reality Counts? Putting the First Last* (Intermediate Technology Publications, London, 1997): pp. 130-187.

Ferguson (1994), *The Anti-Political Machine: development, Depoliticization, and Bureaucratic*. Cambridge University Press pp. 1-167

Ilan Kapoor (2002) “The devil’s in the theory: a critical assessment of Robert Chambers’ work on participatory development” *Third World Quarterly*. Vol. 23, No. 1, p. 101-117.

Cornwall A (2003) Whose Voices? Whose Choices? Reflections on Gender and Participatory Development *World Development* Vol. 31, No. 8, pp. 1325–1342,

**Week eight: Participatory Development among indigenous community**

Community development in general has its challenges but indigenous communities are known to face far more challenge linked to land, resources, autonomy, and protection of traditional values. These trajectories have been very conflictual in some region. Week seven addresses community participatory development in general. In this class however, we will focus critically on indigenous community development approaches.

**Guiding questions**

What makes indigenous communities unique in the development process?

How does culture and tradition affect development activities in an indigenous community?

To what extent do development actors consider local cultures in their orientation and actions?

**Core reading:**

Dean Howard Smith (2000), *Modern Tribal Development: Paths to Self-Sufficiency and Cultural Integrity in Indian Country* Walnut Creek: Alta Mira Press, pp. 1-145

Lindsay Redpath and Marianne O. Nielsen (1997), “A Comparison of Native Culture, Non-Native Culture and New Management” *Canadian Journal of Administrative Sciences* 327, pp. 327–339

Lester-Irabinna Rigney (1999), “Internationalization of an Indigenous Anti-Colonial Cultural Critique of Research Methodologies: A Guide to Indigenist Research Methodology and Its Principles” (1999): *Journal of Native American Studies* 109 pp. 109-121

Stephen Cornell and Joseph P. Kalt (1990), "Pathways from Poverty: Economic Development and Institution-Building on American Indian Reservations" *American Indian Culture and Research Journal* 89, pp. 89-125

Schnarch B., (2004) "Ownership, Control, Access, and Possession (OCAP) or Self-determination Applied to Research" (2004) 1:1 *Journal of Aboriginal Health* 80 pp.

### **Week nine: Multilateral and Bilateral agencies activities** (UNPD, World Bank, USAID, DFID JIDA)

This class will examine the orientation and practices of major international agencies in various countries specifically bilateral and multilateral agencies. It is understandable that countries approach could differ, thus, there will be a comparison of development practices of these countries in different region. For example, how does development practice of JIDA differ from that of the USAID? Some of the organizations to be studied are: USAID in Afghanistan, Canada in Ghana, China in Zambia and Kenya; MDG DFID, World Bank Japan international development agency (JIDA).

#### **Guiding questions:**

What do these agencies do?

How do they disburse their money and where does it go?

What is their operational approach to PD?

#### **Core reading:**

Reading materials will be selected from various multilateral and bilateral institutions' PD manuals, frameworks and other resource materials.

### **Week ten: International Non-governmental Organizations**

Having studied multilateral and bilateral organizations in week nine this week we 'll look at the orientations and practices of major international NGOs such as Red Cross, Save the Children, Oxfam, Christian Aids etc. Like the previous class, it will be mainly case studies class that examines the activities of these agencies in the global south with some comparison to their activities in the global north

#### **Guiding questions**

Who are key INGOs?

What is the relationship between INGOs, the state and local communities?

What are the guiding principles of INGOs development practices?

Does the operation of INGOs vary from country to country?

What is INGOs view on PD?

#### **Core readings:**



Stubbs P. (2003), "International Non-State Actors and Social Development Policy" *Global Social Policy* December 2003 vol. 3 no. 3, pp. 319-348

Aouba Y. and Shumate M, (2010) "Inter-organizational Networking Patterns Among Development Organizations" *Journal of Communication* Volume 60, Issue 2, pp. 293–317,

Bradshaw W. and Schafer, Mark (2000), "Urbanization and Development: The Emergence of International Nongovernmental Organizations Amid Declining State": *Sociological Perspectives*, Vol. 43, No. 1 (Spring, 2000), pp. 97-116

Schafer, MJ. (1999) "International Nongovernmental Organizations and Third World Education in 1990: A Cross-National Study." *Sociology of Education*, Vol. 72, No. 2 (Apr., 1999), pp. 69-88

Thomas GM. (1999) *Constructing World Culture: International Nongovernmental Organizations Since 1875*. Stanford University Press PP. 1-49, -168

In addition to the above, reading materials will be selected from INGOs resources

### **Week eleven: Academics doing development**

Many scholars' involvement in development process has moved beyond academic research and consultation to carrying out some practical projects in different countries. Given that the PD was developed within the academic environment, we examine in this class activities of various development scholars both in research and implementation of development projects.

#### **Guiding question:**

Who are these actors?

What is their role in development process?

What type of projects are they involved with?

Are they using PD approach?

How is their orientations and action different from other development actors?

#### **Core readings**

Abhijit Banerjee and Esther Duflo (2011) *Poor Economics : A Radical Rethinking of the Way to Fight Global Poverty*. Published by Public Affair

### **Week Twelve: Civil society in PD**

Civil society is generally interpreted within the prism of NGOs and both are integral part of development process and practices. Here we critically examine the orientation and relationships of NGOs with local communities they are involved with

### **Guiding questions:**

What is the role of civil society in development process?

What is the relationship between civil society and external development actors?

How does the relationship between civil society and development actors shape development outcomes?

### **Core readings:**

Gianpaolo Baiocchi, Patrick Heller, and Marcelo K. Silva, (2011) *Bootstrapping Democracy Transforming Local Governance and Civil Society in Brazil* Chapter 1 pp. 18-38.

Howell, Jude and Pearce, Jenny (2001) *Civil society and development: a critical exploration*. Lynne Rienner Publishers, Boulder pp. 1-176

Fox, Jonathan and L. David Brown, eds. (1998). *The Struggle for Accountability: The World Bank, NGOs, and Grassroots Movement*. Cambridge, Mass.: MIT Press. Chapter 8 pp. 267-302

Hulme, D., 2008, 'Reflections on NGOs and development: the elephant, the dinosaur, several tigers, but no owl', in: A. Bebbington, S. Hickey and D. Mitlin (eds.), *Can NGOs Make a Difference? The Challenge of Development Alternatives*, London and New York: Zed Books, pp. 337-345.

White, S. C., (1999) "NGOs, civil society, and the state in Bangladesh: the politics of representing the poor", *Development and Change* 30: 307-326.

### **Week thirteen: Participatory development action research and PD method of evaluations**

Two distinct groups have been known as participatory research models – Participatory Action Research and Participatory Research. This class will explore this two related approach to find their differences and similarities; how they could be applied and in what context each approach will be more suitable.

### **Guiding questions:**

How is participatory development measured?

What is participatory research and how is it carried out?

### **Core readings:**

Gaventa, J. and Lewis, H. 1991. *Rural development in the highlands of North America:*

[http://learningforsustainability.net/research/action\\_research.php](http://learningforsustainability.net/research/action_research.php)

Robert Chambers (1994) "The Origins and Practice of Participatory Rural Appraisal" *World Development*, Vol. 22, No. 7, pp. 953- 969, 1994

Smith, Linda Tuhiwai (2005), 'On Tricky Ground: Researching the Native in the Age of Uncertainty' in N.K. Denzin and Y. Lincoln, eds., *The Sage Handbook of Qualitative Research*, 3rd Ed. (Thousand Oaks: Sage Publications, 2005) 85

McIntyre (2008) *Participatory Action Research* Sage University Papers pp.1-60

## **Week fourteen: Reviews and reflections**

Final Papers Due at 12:00noon

Nifemi, your essay titled 'Conflicts between Institutions and the Cultures behind them' began by noting the conflicts between traditional and modern institutions and argued that this is due to 'dissonance between already established ways of living within 'underdeveloped' communities and what locals often perceive as selfish foreign incentives masked behind supposedly progressive development schemes'. These differences between traditional and modern in development process sometimes pose a serious obstacle to progress.

In an attempt to decouple this, you first explain that 'institutions take the idiosyncrasies of the cultures to which they apply and incorporate them into a system of order and regulative norms.' This helps to explain the importance of culture in institution building. You also attempts to explain what culture means using Parson Analogy of culture norm. With these understandings, you explain the implication of running parallel institutions and further argue that it is possible to incorporate local traditional institutions to the modern one. To buttress your point you used the case of 'Community Development and Local-Level Democracy in Thailand: The Role of "Tambol" Councils', Chaichana.

In your conclusion you stated 'I firmly believe that for true participatory development to occur, local culture and traditional institutions must operate in accord with modern approaches and institutions.

Nifemi, there is no doubt that you write very well and I am glad that your writing technique is getting more academic. This essay show that you have a good grasp of the question and you addressed them alluding to various literatures. I am impressed that you take time to define key terms in a minimal way and aptly link them to your argument.

Grade A