

**COMMUNITY DEVELOPMENT 640:
EDUCATION AND PARTICIPATORY COMMUNITY DEVELOPMENT
COURSE SYLLABUS**

Meeting Time: Mondays, 6:00–9:00 pm

Meeting Place: 204 Kethley Hall

Instructor: Dr. Alan Barton

Telephone: 846-4097

Office: 201A Kethley Hall

E-mail: abarton@deltastate.edu

Webpage: http://ntweb.deltastate.edu/vp_academic/abarton/

Office Hours: The professor holds regular office hours at the following times:

Mondays, 1:00–2:30 pm and Wednesdays 3:45–6:00 pm

If you cannot make one of these times, check the instructor's website for additional office hours or contact the professor for an appointment.

Readings:

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

Freire, Paulo. 1973. *Education for Critical Consciousness*. New York: Continuum Publishing Co.

Freire, Paulo. 2001. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Articles as assigned.

Course Overview:

The purpose of this course is to critically examine various aspects of community-based adult education and participatory development. The course covers educational theory and practice, and the implications of different educational approaches on community and national development, and on educators. Students are encouraged to think practically and reflexively about the role of education and educators, and gain research experience through participation in course projects. Major themes of the course include power, intervention, and change.

Course Web Page:

A link to the course web site is on the instructor's home page (see above). Announcements pertinent to the course will also be posted on the instructor's page. Check the instructor's and the course web pages periodically for changes on the syllabus and other information pertaining to the course.

The URL for the course web page is:

http://ntweb.deltastate.edu/vp_academic/abarton/COD640/COD640Syllabus.htm

Assignments and Grading:

- (1) Reading, attendance and participation in class discussions (10% of course grade)
 - You are expected to do all of the assigned readings and attend all class sessions
 - You are expected to engage in classroom discussions, reflecting on the topic and readings
- (2) Lead class discussion on readings (20% of course grade)
 - You will prepare and lead class discussions on the assigned reading; dates will be determined at the beginning of the semester
 - You are expected to prepare a series of questions that stimulate a productive discussion on the topic of the readings
- (3) Weekly reflection papers (30% of course grade)
 - You will prepare and submit ten two-page (maximum) papers that summarize and reflect on the assigned readings for the week
 - Papers **MUST** be typed, double spaced, 10- or 12-point font, 1 inch margins
 - Due at the beginning of each class
 - You can skip papers for two sessions during the semester without penalty (10 papers total due)
- (4) Group project (30% of course grade)
 - You will join with one other classmate in a working group
 - As a group, you will identify a local organization or agency working in an area that interests you
 - You will collaborate with this organization on an original, practical community development project with an educational component
 - You will prepare and submit a ten-page journal that describes your activities, and a three-to-five page executive summary that describes the purpose and findings of your project
 - You will present your group project on the final day of class (dead week)
- (5) Discretionary (10% of course grade)
 - The instructor will evaluate your contribution to the course, including your interest, motivation, creativity and initiative
 - This course is taught in an interactive style, and you are expected to take an active interest not just in the course material, but in the course itself, making it a success for all participants.

Policies and Expectations:

- (1) **YOU are responsible** for learning the course material and for your progress in the course.
- (2) Missed assignments **CANNOT** be made up
- (3) Illnesses and emergencies **MUST** be documented
- (4) Appropriate accommodations will be made for students with medical problems or diagnosed disabilities. Have Dr. Richard Houston at the Reily Health Center (846-4690) contact the course instructor to make arrangements.
- (5) You must demonstrate **appropriate respect** the opinions and ideas of other students.
- (6) You are expected to **comply with all academic standards and ethics** as defined in the DSU Bulletin and Handbook. In particular, plagiarism and other forms of cheating will **NOT** be tolerated. See the course website if you are unsure what constitutes plagiarism. If it is still unclear, see the instructor. It is **your responsibility** to understand and comply with these guidelines.

Course Outline:

Wk.	Date	Topics	Readings
1	1/12	REGISTRATION	
2	1/19	MARTIN LUTHER KING HOLIDAY	
3	1/26	<i>Review Syllabus and Expectations; Sociology of Knowledge</i>	None
4	2/2	<i>The Development Enterprise and Community Development</i>	Cohen & Uphoff (1980) Van Riezen (1996) Ewert, Yaccino & Yaccino (1994)
5	2/9	<i>Introduction to Paulo Freire</i>	Blackburn (2000) Ramdas (1997) Schugurensky (1998)
6	2/16	<i>Paulo Freire: Critical Consciousness</i>	Freire (1973), pp. 1–58
7	2/23	<i>Robert Chambers: Professional Realities</i>	Chambers, Ch. 1–4, pp. 1–75
8	3/1	<i>Robert Chambers: Learning to Learn</i>	Chambers, Ch. 5–7, pp. 76–161
9	3/8	<i>Robert Chambers: Putting the First Last</i>	Chambers, Ch. 8–10, pp. 162–240
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10	3/22	<i>Paulo Freire: Democracy and Freedom</i>	Freire (2001), pp. 21–48, 85–129
11	3/29	<i>Paulo Freire: Extension Education</i>	Freire (1973), pp. 93–164
12	4/5	<i>Community Development and the State</i>	Meade & O'Donovan (2002) Loughry (2002) Collins (2002)
13	4/12	<i>Community Development and Non-Governmental Organizations</i>	Lammerink / Vergera (1994) Schafer (1999) Burnell / Smith (1992)
14	4/19	<i>Transforming Civil Society</i>	Korten (1995) Rifkin / Murnane & Levy / Karp (1997) Ratliff (1999)
15	4/26	<i>Community Education in a Globalizing World</i>	Hall (2000) Guevara (2000) Korten (1999)
16	5/3	<i>Presentation of Group Projects</i>	None

Additional Readings:

Week 4

Cohen, John M. and Norman T. Uphoff. 1980. "Participation's place in rural development: Seeking clarity through specificity." *World Development* 8(3): 213–235.

Ewert, D. Merrill, Thomas G. Yaccino and Delores M. Yaccino. 1994. "Cultural diversity and self-sustaining development: The effective facilitator." *Journal of the Community Development Society* 25(1): 20–33.

Van Riezen, Karsten. 1996. "Non-formal education and community development: Improving the quality." *Convergence* 29(1): 82–96.

Week 5

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

Ramdass, Lalita. 1997. "The Tao of mangoes, adult education and Freire: The continuing challenges and dilemmas." *Convergence* 30(2-3): 17–26.

Schugurensky, Daniel. 1998. "The legacy of Paulo Freire: A critical review of his contributions." *Convergence* 31(1-2): 17–29.

Week 12

Collins, Tom. 2002. "Community development and state building: A shared project." *Community Development Journal* 37(1): 91–100.

Loughry, Rebecca. 2002. "Partnering the state at the local level: The experiences of one community worker." *Community Development Journal* 37(1): 60–68.

Meade, Rosie and Orla O'Donovan. 2002. "Editorial introduction: Corporatism and the ongoing debate about the relationship between the state and community development." *Community Development Journal* 37(1): 1–9.

Week 13

Schafer, Mark J. 1999. "International nongovernmental organizations and Third World education in 1990: A cross-national study." *Sociology of Education* 72(2): 69–88.

Burnell, Peter. 1992. "Debate: NGOs and poverty. Third world charities in a changing world." *Community Development Journal* 27(3): 290–302.

Smith, Roger. 1992. "The role of the voluntary sector in tackling poverty." *Community Development Journal* 27(3): 303–309.

Vergera, Ricardo. 1994. "NGOs: Help or hindrance for community development in Latin America." *Community Development Journal* 29(4): 322–328.

Lammerink, Marc P. 1994. "People's participation and action research in community development: Experiences from Nicaragua." *Community Development Journal* 29(4): 362–368.

Week 14

Korten, David C. 1995. *When Corporations Rule the World*. West Hartford, CT: Kumarian Press. Chapters 1 (pp. 17–23) and 23 (pp. 293–305).

Rifkin, Jeremy. 1997. "Preparing students for the end of work." *Educational Leadership* 54(5): 30–33.

Murnane, Richard J. and Frank Levy. 1997. "A civil society demands education for good jobs." *Educational Leadership* 54(5): 34–36.

Karp, Stan. 1997. "Educating for a civil society: The core issue is inequality." *Educational Leadership* 54(5): 40–43.

Ratliff, William. 1999. "Development and civil society in Latin America and Asia." *The Annals of the American Academy of Political and Social Sciences* 565(Sep.): 91–112

Week 15

Guevara, José Roberto. 2000. "Rethinking the local-global links in grassroots environmental adult education." *Convergence* 33(4): 74–85.

Hall, Budd L. 2000. "Global civil society: Theorizing a changing world." *Convergence* 33(1-2): 10–32.

Korten, David C. 1999. *The Post-Corporate World: Life After Capitalism*. West Hartford, CT: Kumarian Press. Chapters 7 (pp. 137–150) and 9 (pp. 163–182).