I. COURSE DOMAIN AND BOUNDARIES

This course will build on the topics covered in International Social Development Theory and ISED policy. It is structured as an advanced graduate seminar with each student working toward a practice intervention plan. Particular emphasis will be on developing a deep understanding of development practice strategies with communities, households, and individuals with an overview of the ethics and values, including social and economic justice, that characterize our profession. The course will emphasize current development practice methods with a particular focus on participatory development approaches and techniques for use in low income countries to engage communities and build capacity. Topics covered will include: participatory learning and action methods, project cycle management, applications of participatory approaches for interventions in health, education, natural resource management, civil society strengthening, etc. All the topics will be addressed from the perspective of gender and vulnerable populations.
II. CORE COMPETENCIES AND PRACTICE BEHAVIORS

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

**Student Handbook 2019**

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded
community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [Brown Communications Lab](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns). If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](https://brown.slu.edu/departments/International-Office) to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.
Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkenndy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative
partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Books

Other readings will be on the Canvas course page.

VI. ORGANIZATION OF COURSE

This course will combine lectures, activities, class dialogue and small group discussions, and projects. The quality of class discussion will depend on student preparation, therefore it is imperative that students come to class having read the material assigned for that week and with prepared questions, comments and ideas to contribute. A number of class sessions will be student designed and led.

VII. ROLE OF FACULTY & STUDENTS

This course aims to achieve a fruitful collaboration among students and with the instructor in order to explore topics that are relevant to development practice and that match student interests. Thus, student input will be required throughout the course both in terms of deciding on specific topic areas for your in-class and out-of-class group projects as well as your individual intervention plan. As an instructor, I see my role as facilitating learning, providing background and substantive information, and providing feedback on learning experiences and assignments. As students, I expect that you will attend all class sessions unless there is an unavoidable conflict, in which case you will notify me in advance. This class is highly participatory and requires all students to be active members of the group, to generate ideas and to contribute to group learning activities. In this way, we are modeling the kind of community-engaged work that you will engage in
professionally and building skills in facilitation, motivating others, and progressively learning.

VIII. ASSIGNMENTS AND GRADING CRITERIA

**Participation (10% of the grade):** class attendance, active participation in classroom activities, role in student-led class session.

**Three short papers (30% of the grade):** These are short written assignments (about 3 double-spaced pages) that respond to a prompt that will be provided at the end of each major section of the course.

**Group Project (30% of the grade):** Groups of 4-6 students will be formed at the beginning of the semester to work on a group project focused on improving knowledge in an area of practice, identifying participatory methods and tools used in that area, and sharing the knowledge and methods with the class. Based on research into their topic area, groups will develop a one hour class session that includes an overview of their topic area and facilitation of a participatory method/tool that is relevant to that area. Each group will submit to the instructor a session summary (along the lines of a lesson or training plan) in advance of their class session that specifies the objectives of the session, the activities to be carried out (and the time for each), and the roles played by each group member during the class session. Each member must play a role in facilitation as part of the group session. The group project will be assessed based on the quality of the session summary (e.g. evidence of thorough preparation, detailed plan, appropriate use of materials, sharing of responsibilities in the group, etc.) and the quality of the actual class session (e.g. quality of activities conducted, evidence of preparation, cooperation and coordination among group members, etc.). The class session summary should be uploaded in Canvas through the assignment tab at least one week prior to the class session. One group member can upload the summary on behalf of all group members. In addition, each group will select up to 2 readings for students to complete in preparation for the class session. The readings must be submitted to the instructor for posting one week before the class session.

**Individual intervention plan (30% of grade):** Each student will develop and write an intervention plan for a possible community project using a participatory approach. The intervention plan will include the overall approach to the project, the methods proposed for use and the rationale for each, the sequence of activities proposed, the anticipated outcomes from the plan, likely challenges to be encountered and how these will be dealt with. The plan should be 5-8 pages (double-spaced). Additional information on this assignment will be provided and discussed in class.

**Grading Scale:** 100-94 A, 90-93 A-, 87-89 B+, 84-86 B, 80-83 B-, 77-79 C+, 74-76 C, 70-73 C-
IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments (includes class activities)</th>
<th>Competency(ies)</th>
<th>Dimension(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation—in class group project</td>
<td>C1, C4, C5, C6, C7, C8, C9</td>
<td>Knowledge/skills/values/cognitive and affective processes</td>
</tr>
<tr>
<td>Three short papers on participatory development practice principles and applications</td>
<td>C1, C2</td>
<td>Knowledge/skills</td>
</tr>
<tr>
<td>Group project: class session on application of PLA methods</td>
<td>C1, C2, C5</td>
<td>Knowledge/skills/cognitive and affective processes</td>
</tr>
<tr>
<td>Individual intervention plan</td>
<td>C2, C3, C4, C6, C7, C8, C9</td>
<td>Knowledge/skills/values/cognitive and affective processes</td>
</tr>
</tbody>
</table>

X. COURSE OUTLINE

Session 1. August 27, 2019

Introduction to Course.
Overview of Origins of Participatory Development

Session 2. September 3, 2019

The Participatory Learning and Action (PLA) process—analysis, planning, implementation, monitoring and evaluation
Project cycle management
Analysis stage tools: mapping and diagramming

Reading:
Chambers, Chs. 1-2
Three dimensional mapping (PLA notes)
Communication maps (PLA notes)

In class: social/resource map; transect

Session 3. September 10, 2017

More analysis stage techniques

Reading:
Chambers, Ch. 5

Rainfall calendars (PLA notes)

Interviewing
Cause-effect diagrams
Group project organization

In class: seasonal calendar; interviewing

**Session 4. September 17, 2019**
*First short paper assigned*

**Analysis stage continued**

- Relational methods: matrices, visioning, wealth/well-being ranking
- Samburu PRA video

**Reading:**
Chambers, Ch. 6
Analysis in PRA (PLA Notes 34: Read Special section on analysis starting with Guijt and Braden and then the following readings: 5-12)
Wealth ranking (PLA notes 34: Simanowitz reading #1)

In class: problem tree; matrix scoring

**Session 5. September 24, 2019**
*First short paper due*
*Group Projects Work Session*

**Session 6. October 1, 2019**

**Participatory Planning and Project cycle management**
Participatory PCM video

**Reading:**
Deardon and Kowalski
Biggs and Smith
PCM handbooks: European Union (chs. 2-3, pp: 6-35) and World Bank (pp: 13-48)

In class: visioning; strategy discussion

**Session 7. October 8, 2019**

**Community Planning and Implementation**
**Reading:**
PLA Notes 49 on community planning (Read numbers 1, 2, 5, 9, and 10)
PLA Notes 62 on participation in China (Read #1, 2, Part II #7-12 and Part IV #17-21)

In class: planning

OCTOBER 15TH—NO CLASS, FALL BREAK

Session 8: October 22, 2019
*Second paper assigned*

Monitoring and Evaluation: participatory methods

**Reading:**
Noponen
Bradley et al.
Suggested: Estrella and Gaventa

Session 9: October 29, 2019
*Second paper due*
Participation in Governance

**Reading:**
Participation Reader (#25, #26, #28, #29)

Session 10: November 5, 2019

Participation as social movement

**Reading:**
Participation reader (#31, #32, #34, #35)

Session 11: November 12, 2019
*Third paper assigned*
Using participatory approaches to influence policy

**Reading:**
PLA Notes 53 (Read introduction #1; then read each power tool summary, Nos. 2,4,6, 8, 10, 12, 14; also read at least 3 examples of the power tools in the odd numbered readings)

Session 12: November 19, 2019
*Third paper due*
Whither participation: critiques, challenges, new directions

Reading:
Participation Reader (#21, #22, #23, #24)

Discuss in class project

Note: groups will post reading assignments at least one week prior to their group led session. Readings in electronic format will be uploaded to the instructor in Canvas. The instructor will post the readings in the course materials area for each week.

Session 13: November 26, 2019

Group led sessions 1, 2, 3

Session 14: December 3, 2019

Intervention Plans due

Group led sessions 4, 5, 6

Session 15: December 10, 2019

Course summary and review.
Possible Topic Areas for Group Projects:

agriculture (technical interventions to improve productivity, genetically modified crops, land tenure issues, gender, marketing)

community driven development (practices, experiences, effectiveness, critiques)

decentralization programs/policies (rationale, experiences, results)

development work in conflict areas

disaster/relief interventions (refugees, IDPs, value conflicts, coordination, links to development)

education (early childhood, primary, secondary, quality, mobile)

employment and job creation (approaches, successes/failures)

health (community health, HIV/AIDS, insurance, water/sanitation, reproductive health, nutrition)

human rights and development work (advocacy, cultural issues, approaches)

microfinance (debates over approaches, effectiveness studies, limitations)

natural resource management (forestry, fisheries, pastoral areas, approaches, effectiveness)

non-governmental organizations (pros/cons, effectiveness, autonomy, organizational issues)

participatory development (critiques, challenges, measuring success, scaling up)

participatory poverty assessments (experiences with, results of, effectiveness)

social safety nets (policies and programs in developing countries, scale, effectiveness)

urban area development (slum development, urban services provision, interventions, experiences, challenges)

Relevant Journals (just a sampling)

Development in Practice
Development and Change

Economic Development and Cultural Change
World Development

The Journal of Development Studies

Journal of Political Economy

Third World Quarterly

Foreign Affairs

**Other Resources**


