

GEOGRAPHY 528
GFC HOURS (3-1T)

Development and Participation

Section	Days	Time	Location
LEC 01	Tu	14:00 – 15:15	Web Based Course
TUT 01	Mo	13:00 – 13:50	Web Based Course

Instructor: Adeniyi Asiyambi	Office: ES 310
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Course description

This course engages with the critically important yet deeply contested idea of participation in development. It critically engages with development studies through the examination of key concepts, theoretical underpinnings and the practical ramifications of participation across various sectors of development, the course grapples with the key questions at the heart of participation in development.

The course asks: What is participation? Why participate? Who should participate? On what basis? What are the assumptions underpinning participation in development? Is participation an aspirational utopia or tyrannical pursuit? Is it a technical process in need of management or a political process requiring negotiation of unequal power relations? Does participation also entail exclusion? What is effective participation? Why do participation processes fail? What forms does participation take in practice? What are some critiques and limits of participation in development? How can effective participation be fostered in specific programs? These are some of the questions that this course seeks to engage, drawing on experiences and case studies from across the global South (mainly) and the global North.

Learning objectives

The goal of this course is help students develop and deepen their capacity to critically reflect on various aspects of participation in development, while equipping them with the tools to both evaluate claims of participatory development and foster more effective forms of participation in particular programs.

By the end of the course, successful students will be able to:

- Discuss the meanings of participation in development
- Critically examine the various assumptions and imperatives of participation
- Critically evaluate and apply different theories of participation
- Critically analyze various forms that participation takes, their strengths and their limitations
- Evaluate the participatory claims of any development program
- Develop strategies for enhancing participation in specific development programs

Online Meeting Schedule

Section	Meeting Time	Meeting Days/Dates
LEC 01	14:00 - 15:15	Sep 08, Sep 15, Oct 6, Oct 27, Nov 24
TUT 01	13:00 - 13:50	Sep 21, Sep 28, Oct 19, Nov 2, Nov 16, Nov 30

Course Learning Outcomes

Course Learning Outcomes	PLO(s)	Level(s)
Explain, assess, and critique socio-political processes of globalization in relationship to development	1,2,3,4,5,7,	3
Explain, critique and apply theoretical concepts and perspectives of inquiry critical to the understanding and management of global inequalities of power, access, resources, and livelihoods	1,2,3,4,5,7	3
Conceptualize and analyze development policies, practices and impacts in applied contexts around the world, including through regular news analysis and independent case study analysis	1,2,3,4,5,7,	3
Explain, apply, and compare concepts of international and national development goals and development indicators with respect to efficacy, approaches and practice	1,2,3,4,5,7	3
Transfer skills of evaluation and analysis of development problems and opportunities to other geographical contexts around the world	1,2,3,4,5,7	3

**PLOs = Program Learning Outcomes: 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills.*

***Levels: 1 = Introductory, 2 = Intermediate, and 3 = Advanced.*

Evaluation and Assignments

- There will be no final exam for this course.
 - A passing grade on any one assignment is not required to pass the course as a whole.
 - All course components must be completed to pass this course.
 - Late assignment policy: E.g. "Late assignments will be assessed a 10% penalty per day."
1. **Two Short Essays: (40% of final grade, 2 short essays at 20% each)** These short essays will test students' grasp of the key concepts, theoretical basis and some of the key debates around the principle and practice of participation. **First essay due: Oct. 19; Second essay due: Nov. 8.** Submit electronic copy to D2L.
 2. **Final Group Work (40% of final grade)** This group work is based on conducting a detailed desk research on any particular development program, examining 1) the goals(s) and objectives of the program 2) the underlying principles and assumptions of participation 3) form(s) of participation 4) limit(s) of participation 5) proposals for improving participation 6) reflections on the group work. **Presentations Due: weeks of Nov. 16 and Nov. 23; Essay due Nov. 30.** Submit electronic copy to D2L.
 3. **Participation (20% of final grade)** attendance and active participation in class discussions **(10%)** attendance and active participation in class discussions tutorials **(10%)**.

Prerequisites:

3 units from Geography 351, 365, 426, 428, 432, 434, 452, 454, 456, 458

Learning Technologies and Requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology.

- A computer with a supported operating system, as well as the latest security and malware updates
- A current and updates web browser
- Webcam (built in or external)
- Microphone and speaker (built in or external) or headset with microphone
- Broadband internet connection

Grading System

A+ 96-100	B+ 81-85	C+ 65-70	D+ 55-58
A 90-95	B 77-80	C 62-64	D 50-54
A- 86-89	B- 71-76	C- 59-61	F 0-49

If you miss an online quiz, exam or assignment, inform the instructor within 24 hours prior to the deadline. The Instructor will consider a “valid excuse” should you miss a quiz/assignment/exam.

For additional detailed course information posted by the instructor, visit the course Desire2Learn page online.

COURSE READINGS**Core Text**

Cornwall, Andrea. (2011). *The participation reader*. Zed Books.

Other readings

Agarwal, B. (2001). Participatory exclusions, community forestry, and gender: An analysis for South Asia and a conceptual framework. *World development*, 29(10), 1623-1648.

Botes, L., & Van Rensburg, D. (2000). Community participation in development: nine plagues and twelve commandments. *Community development journal*, 35(1), 41-58.

Cooke, B., & Kothari, U. (Eds.). (2001). *Participation: The new tyranny?*. Zed books. Introductory Chapter

Cornwall, A. (2006). Historical perspectives on participation in development. *Commonwealth & Comparative Politics*, 44(1), 62-83.

Hickey, S., & Mohan, G. (2005). Relocating participation within a radical politics of development. *Development and change*, 36(2), 237-262.

Nuesiri, E. O. (2017). Feigning democracy: performing representation in the UN-REDD funded Nigeria-REDD programme. *Conservation and Society*, 15(4), 384-399.

Samndong, R. A. (2018). The participation illusion: Questioning community participation in a REDD+ pilot project in the Democratic Republic of Congo. *International Forestry Review*, 20(3), 390-404.

Schlosberg, D., Carruthers, D. (2010). Indigenous Struggles, Environmental Justice, and Community Capabilities. *Global Environmental Politics*, 10(4), 12-35

Stiefel, M., & Wolfe, M. (1994). *A voice for the excluded: popular participation in development: utopia or necessity?*. Zed Books.

Stiglitz, J. E. (2002). Participation and development: Perspectives from the comprehensive development paradigm. *Review of development economics*, 6(2), 163-182.

Svarstad, H., & Benjaminsen, T. A. (2020). Reading radical environmental justice through a political ecology lens. *Geoforum*, 108, 1-11.

Walker, C., & Baxter, J. (2017). Procedural justice in Canadian wind energy development: a comparison of community-based and technocratic siting processes. *Energy research & social science*, 29, 160-169.

Paloniemi, R., Apostolopoulou, E., Cent, J., Bormpoudakis, D., Scott, A., Grodzińska-Jurczak, M., ... & Pantis, J. D. (2015). Public participation and environmental justice in biodiversity governance in Finland, Greece, Poland and the UK. *Environmental Policy and Governance*, 25(5), 330-342.

Tentative Schedule of Lectures and Readings (subject to change at instructor's discretion)

RED represents synchronous learning days (e.g. Zoom contact days)				
Wk	Lectures	Topic	Objectives and Readings	Tutorials
	Tue			Mon
1	Sep 8 incl TA	Introduction: Development and participation	Chapters 2, 3; Stiglitz (2002)	
2	Sep 15	Imperatives of participation	Chapters 8, 19, 20	Sep 21
3	Sep 22	Theories of participation	Chapters 1, 6; Cooke & Kothari (2001)	Sep 28
4	Sep 29	Forms of participation	Chapters 10, 17, 24, 31	Oct 5
5	Oct 6	Participation, exclusion and environmental justice	Chapter 21; Agrawal (2001); Svarstad & Benjaminsen (2020).	Oct 12
6	Oct 13	Discontents of participation	Chapters 5, 23, 27	Oct 19
7	Oct 20	Participation in practice I	Chapters 18, 25; Samndong (2018)	Oct 26
8	Oct 27	Participation in practice II plus half-time Guest Lecture	Chapters 11, 14	Nov 2
9	Nov 3	Participation in practice III	Chapters 26; Paloniemi et al (2015)	Nov 16
<i>Term break during November 8-14. No classes.</i>				
11	Nov 17	Group Work Prep	Group Work	Nov 23
12	Nov 24	Group Presentation	Group Work	Nov 30

Detailed Schedule of Learning Objectives and Readings (subject to change at instructor's discretion)

Topic	Objectives and Readings
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Wk 1: Introduction: Development and participation	<ul style="list-style-type: none"> - Discuss the various conceptions of development - Trace the evolution of development as a concept - Discuss the meanings of participation in development <p><i>Readings</i></p> <ul style="list-style-type: none"> - Chapter 2: The Many Faces of Participation - Matthias Stiefel and Marshall Wolfe - Chapter 3: What is Meant by People's Participation? - N. C. Saxena - Stiglitz, J. E. (2002). Participation and development: Perspectives from the comprehensive development paradigm. <i>Review of development economics</i>, 6(2), 163-182.
Wk 2: Imperatives of participation	<ul style="list-style-type: none"> - Examine the historical and contemporary imperatives of participation; that is, if participation is the answer, what are the problems? - Discuss the theoretical assumptions underpinning participation - Trace the mixed origins of participation in development <p><i>Readings</i></p> <ul style="list-style-type: none"> - Chapter 8: The Historical Roots and Contemporary Urges in Participatory Research - Rajesh Tandon - Chapter 19: Community Participation: History, Concepts and Controversies - James Midgley - Chapter 20: The Making and Marketing of Participatory Development - David Mosse
Wk 3: Theories of participation	<ul style="list-style-type: none"> - Discuss the various theoretical perspectives from which participation has been approached in development - Evaluate the strengths and weaknesses of each theoretical perspective <p><i>Readings</i></p> <ul style="list-style-type: none"> - Chapter 1: A Ladder of Citizen Participation - Sherry R. Arnstein - Chapter 6: the Ascendancy of a Buzzword in the Neo-Liberal Era - Pablo Alejandro Leal - Cooke & Kothari (2001) <i>Participation: The new tyranny?</i> Introductory Chapter. - Svarstad, H., & Benjaminsen, T. A. (2020). Reading radical environmental justice through a political ecology lens. <i>Geoforum</i>, 108, 1-11.
Wk 4: Forms of participation	<ul style="list-style-type: none"> - Differentiate and characterize different forms that participation takes - Synthesize the commonalities across different participation forms <p><i>Readings</i></p> <ul style="list-style-type: none"> - Chapters 10: Cooperative Inquiry - Peter Reason - Chapter 17: Powerful Grassroots Women Communicators: Participatory Video in Bangladesh - Renuka Bery and Sara Stuart - Chapter 24: Towards Participatory Local Governance: Six Propositions for Discussion - John Gaventa - Chapter 31: Insurgency and Spaces of Active Citizenship: the Story of the Western Cape Anti-Eviction Campaign in South Africa - Faranak Miraftab and Shana Wills

Wk 5: Participation, exclusion and environmental justice	<ul style="list-style-type: none"> - Discuss the relationships between participation and exclusion - Examine the connections between participation and environmental justice <p><i>Readings</i></p> <ul style="list-style-type: none"> - Chapter 21: Whose Voices? Whose Choices? Reflections on Gender and Participatory Development - Andrea Cornwall - Agarwal, B. (2001). Participatory exclusions, community forestry, and gender: An analysis for South Asia and a conceptual framework. <i>World development</i>, 29(10), 1623-1648. - Schlosberg, D., Carruthers, D. (2010). Indigenous Struggles, Environmental Justice, and Community Capabilities. <i>Global Environmental Politics</i>, 10(4), 12-35
Wk 6: Discontents of participation	<ul style="list-style-type: none"> - Discuss the critiques and limits of participation - Examine the limits of participation in principle versus in practice <p><i>Readings</i></p> <ul style="list-style-type: none"> - Chapter 5: Depoliticizing Development: the Uses and Abuses of Participation - Sarah White - Chapter 23: Towards a Repoliticization of Participatory Development: Political Capabilities and Spaces of Empowerment - Glyn Williams - Chapter 27: Participation Without Representation: Chiefs, Councils and Forestry Law in the West African Sahel - Jesse C. Ribo
Wk 7: Participation in practice I	<ul style="list-style-type: none"> - How to pursue participation in practice? - Examine the practical imperatives of participation - Examine the practical/contextual limits of participation - Critically reflect upon measures and indicators of participation <p><i>Readings</i></p> <ul style="list-style-type: none"> - Chapter 18: Managing Local Participation: Rhetoric and Reality - Robert Chambers - Chapter 25: The Politics of Domesticating Participation in Rural India - Ranjita Mohanty - Samndong, R. A. (2018). The participation illusion: Questioning community participation in a REDD+ pilot project in the Democratic Republic of Congo. <i>International Forestry Review</i>, 20(3), 390-404.
Wk 8: Participation in practice II <i>plus</i>	<ul style="list-style-type: none"> - How to pursue participation in practice? - Examine the practical imperatives of participation - Examine the practical/contextual limits of participation - Critically reflect upon measures and indicators of participation
Internal (Half-time) Guest Lecture	<p><i>Readings</i></p> <ul style="list-style-type: none"> - Chapter 11: PRA Five Years Later - Robert Chambers and Irene Guijt - Chapter 14: Tools for Empowerment: Community Exchanges - Sheela Patel

Wk 9: Participation in practice III	<ul style="list-style-type: none"> - How to pursue participation in practice? - Examine the practical imperatives of participation - Examine the practical/contextual limits of participation - Critically reflect upon measures and indicators of participation <p><i>Readings</i></p> <ul style="list-style-type: none"> - Chapter 26: Aiding Policy? Civil society Engagement in Tanzania's PRSP - Elaina Mack - Paloniemi, R., Apostolopoulou, E., Cent, J., Bormpoudakis, D., Scott, A., Grodzińska-Jurczak, M., ... & Pantis, J. D. (2015). Public participation and environmental justice in biodiversity governance in Finland, Greece, Poland and the UK. <i>Environmental Policy and Governance</i>, 25(5), 330-342.
Wk 11: Group Essay Preparation	Students meet to continue preparation for group essay and presentation.
Wk 12: Group Presentation	Group Work (Graded essay and presentation, 40% of total marks); detailed instruction on group task will be provided.

SUPPLEMENTAL INFORMATION

Principles of Conduct

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: www.ucalgary.ca/pubs/calendar/current/k.html.

Plagiarism, Cheating, and Student Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: www.ucalgary.ca/pubs/calendar/current/k-3.html. Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: <https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Instructor Intellectual Property

Information on Instructor Intellectual Property can be found at <https://www.ucalgary.ca/policies/files/policies/Intellectual%20Property%20Policy.pdf>

Freedom of Information and Protection of Privacy

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during

the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

Human subjects

Students in the course are not expected to participate as subjects or researchers when research on human subjects may take place.

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published with the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behavior in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your Zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Posting of Grades and Picking-up of Assignments

Graded assignments will be returned by the instructor or teaching assistant personally during scheduled lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Geography's main office.

Academic Accommodations

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at: https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing to their instructor or the Department Head (email: david.goldblum@ucalgary.ca).

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright <https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>

and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Act.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Contact Information for Student and Faculty Representation

- Student Union VP Academic 403-220-3911, suwpaca@ucalgary.ca
- Students Union Representatives for the Faculty of Arts – 403-220-3913, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca
- Student Ombuds Office information can be found at: www.ucalgary.ca/ombuds/

Campus Safewalk

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.