The contribution of non-governmental organizations from civil society to local development in Latin America has been underappreciated and understudied in much of the development literature. Often such studies lack a longitudinal lens to follow organizations contributing to positive social and economic changes over decades within micro-regions and beyond. This is not to argue that local organizations as such are a panacea for development ills but rather to appreciate the roles they can play and analyze how they contribute to progressive societal change in certain contexts. The course will focus on the case studies/histories of local organizations and the grassroots development projects which propelled them. These cases demonstrate alternative strategies to mainstream approaches to benefit low-income families and micro-regions primarily in the Latin American countries of Bolivia, Peru, Colombia and Mexico. The course will analyze narrative histories of selected organizations which have at least three decades of grassroots development experience and have invariably played pioneering roles in their respective societies while sustaining and expanding important accomplishments.

This professor has had first-hand direct experiences (as both a funder and researcher-disseminator) over many years with all these grassroots development organizations included for in-depth analysis in the course,

The selected case studies come from provincial micro-regions representing small-scale project experiences in community-based tourism, organic agriculture with cocoa, quinoa and coffee, community museums, and community self-managed enterprises, Andean traditional textile revitalization, and diverse indigenous and peasant crafts marketing. The grassroots development features described in these cases include social entrepreneurship, social and cultural capital mobilization, innovative institutional strategies and methodologies for capacity-building, and the replication of organizational capital, know-how and socio-economic gains in the wider community and marketplace.

The analysis will also address the questions of how scaling-up and project replication take place over time. The historical depth of the material analyzed will contribute to shaping our analytical insights and constructs. The readings for the course will include both social science literature and institutional literature from the Inter-American Foundation (IAF), a foreign aid agency which was one of the major funders of the selected organizations. Major social science contributors to the literature on local organizations in the Third World for the course include Carroll, Hirschman, and Tendler.

The case studies will also be used to understand and appreciate the professional skills used in grant-making at the IAF where this professor worked for 36 years as a grant officer.
Class discussions and exercises will also focus also on professional skills for selecting, financing, monitoring, documenting and writing about community development projects. Such skills include project proposal and budget analysis, conceptualizing project socio-economic change processes and the related empowerment of communities, project portfolio development, country-based funding strategies, evaluating institutional capacity, analyzing project socio-economic contexts, approaches for disseminating community development experiences, tracking project replication and scaling-out and up to broaden and multiply project impacts. The class will conduct simulated exercises for reviewing project proposals; create flow charts for pinpointing evolving project trajectories of empowerment, which identify key project actors, resources, methodologies and outcomes.

Class discussions will also cover common small-scale project pitfalls and dead-ends, donor dependency issues and donor practices for capturing lessons-learned and documenting community development processes. The course will utilize visual material documentation though power point slide sets for analyzing project processes and its contexts.

**Course Goals:** This course will provide students with a nuanced understanding of factors, which have contributed to effective grassroots development together with skills and the challenges for evaluating grassroots development project proposals, processes and impacts for varying time periods. The course will enable students to develop analytical tools to critically evaluate the strengths and weaknesses of grassroots development organizations and their potential for innovative action. The course will include simulated exercises of project proposal reviews and didactic flow charts depicting the social process of grassroots development.

**Graded Components:**

- Individual Class Participation (15%)
- Individual Participation in Project Reviews (20 %)
- Flow Chart exercise (15%)
- Take-home Final Exam Essays (50%)

**Instructions of Assignments:**

- Individual Participation: During the main presentation of the class material by the professor (first two hours of each seminar), students will be expected and encouraged to participate in the ongoing flow of class discussions about the innovative local organizations and the related themes.
- Individual Presentation in Group Project Reviews: In the classes where indicated Students will participate in a simulated Project Analysis session used for decisions on funding new grassroots development project proposals. This exercise involves students evaluating the proposal before class (funding criteria established by the professor) and submitting questions which will be used in the review committee discussion of the proposal to determine whether it is fundable.
- Each student will complete a flow chart based on the readings of that class which offers a visual and analytical framework for understanding the time-line, strategies, actors, activities, obstacles locations, donors and achievements and unresolved issues in a historical sequence running three or more decades.
- Take-Home Final Exam: Students will be given 5 questions focused on the grassroots
development issues and material in the course. Students must only answer 3 of the 5 questions. Each answer must be 5 pages long and students will have several weeks to complete this exam assignment.

**Learning Outcomes**

As a result of completing the course, students will:

1. Acquire skills for assessing small-scale grassroots development project proposals and conceptualizing grassroots development strategies of change.
2. Gain knowledge about innovative grassroots development methodologies and processes of social change via the organizational narratives to be examined.
3. Gain skills for identifying and following the use of social and cultural capital in grassroots development processes from our dissection of various pioneering strategies and their long-term impacts.
4. Gain an understanding and appreciation of the important contributions grassroots development organizations can make over various decades in society.

**Week 1 Introduction to the Course**

The first class will introduce general writings on some of the key concepts, actors, institutional forms, trends, and programs of grassroots development in the non-governmental sector in Latin America and the role of foreign aid/small scale projects especially of the Inter-American Foundation (IAF). These introductory readings will help present the overall historical and sectorial context and conceptual focus which will guide our work throughout the case studies examined in the course.

**Required Readings**

The articles and individual chapters from books listed in this class syllabus

**Availability of the Readings for the Course**

The book which I authored, *Llamas, Weavings and Organic Chocolate, Grassroots Development from the Andes and Amazon of Bolivia* will need to be purchased and second hand copies can be found on Amazon. Otherwise the chapters, articles, power points and flow charts we will be using in the course will be available on Canvas.

Bray David, “What Big Development Thinkers Ignore: 40 Years of Getting Ahead Collectively”, in *Grassroots Development* Volume 30 Number 1, 2009

Carroll Thomas F. a *Intermediary NGO’s, The Supporting Link in Grassroots Development* chapter 1 pgs.7-22, chapter 6 pgs.95-114 Kumarian Press


Hirschman Albert,” The Principle of Conservation and Mutation of Social Energy” pgs.7-17 in *Direct to to the Poor: Grassroots Development in Latin America*
Week 2- Community-based Tourism

Acclaimed as the original model for turismo comunitario in Peru, Taquile Island is a good starting point for our case studies in the course. The class examines the grassroots development experience of Taquile Island, located in Lake Titicaca Peru, which has managed its own community-based tourism enterprise on the island for the past 40 years for greater fame and well-being. Our class will focus on the historical and social processes involved in shaping Taquile’s tourism. It will address questions such as the following: how did Taquile strategically deploy its social and cultural capital in shaping its tourism-based economy and creating a wide distribution of socio-economic development benefits in the community? What factors have contributed to Taquile’s success as well as its shortcoming and limitations in benefiting from the growth in Peruvian tourism markets in recent decades? How has Taquile’s community tourism model been replicated elsewhere in the other low-income rural communities of the Lake Titicaca basin?

Kevin Healy and Elayne Zorn, “Taquile’s Homespun Tourism” in Direct to the Poor, 1982

Zorn Elayne Weaving a Future Tourism. Cloth and Culture on an Andean Island chapters, 1-3 pgs. 1-82 University of Iowa Press, 2004

Numerous images of and articles about Taquile tourism from on-line sites as well as for other tourist destinations in Lake Titicaca, Peru

Annelou Ypeij and Elayne Zorn, “Taquile, A Peruvian Tourist Island Struggling for Control” in European Review of Latin American Studies 82 April 2007

Class Exercise: Will conduct an in-class review of a project proposal for community tourism on Lake Titicaca in Bolivia in 2015.

Week 3- Community Self- Managed Enterprise Part 1

El Ceibo is a self-managed chocolate industry and service organization owned and managed by peasant farmers in Bolivia with annual sales today reaching millions of dollars mostly from some 40 chocolate products originating from the cocoa bean farms of over 1,000 peasant members. During its 40 year history, El Ceibo steadily moved up the value-chain from farm to factory and has a rich social process to review in its grassroots development features, and impacts. The questions to be addressed include how El Ceibo has utilized its social and cultural capital to shape its self-managed enterprise? In addition what role did foreign aid play in Ceibo’s socio-economic development? How did its peasant members transition to organic cacao production practices and shape a sui generis cooperative form of self-management and environmental sustainability in the Amazon basin? What can comparisons to other producer
coops in Bolivia with other coops in Latin America? How has its experience impacted on small farmer organic production and ecological interest more widely in Bolivia?

Tendler Judith, “What to Think About Cooperatives, A Guide from Bolivia” pgs.85-117 in Direct to the Poor: Grassroots Development in Latin America

Healy Kevin ”From Import Substitution to Globalization: A Tale of Two Economic Development Models” pgs.39-63 in Llamas, Weavings etc.


El Ceibo Power Point Presentation (from El Ceibo website)


Carroll T. chapter 3 ,Service Delivery pgs.42-66

Recommended (not required)

Healy Kevin “From Field to Factory: Vertical Integration in Bolivia” pgs. in Grassroots Development” 11 (no.2) 1987

Healy Kevin “A Recipe for Sweet Success: Consensus and Self-Reliance in the Alto Beni” pgs.32-35 in Grassroots Development 1988 Volume 12:1

Class Exercise: Will conduct an in-class review of a project proposal for another much smaller community-based chocolate enterprise using native cocoa beans from the Bolivian rainforest.

Week 4  Community Self-Managed Enterprises Part 2

In 1983 the CECAOT cooperative organization from the altiplano Nor Lipez province of Bolivia launched the world’s first quinoa exports. The class will trace CECAOT’s history and social process from its first years of quinoa promotion, production and processing in its evolution as one of Bolivia’s premiere national organic quinoa producers during the nineties. The class will then focus on the challenges it encountered as producers within the context of a global quinoa boom in more recent decades. How did factors of social entrepreneurship, economic aid and social and cultural capital contribute to CECAOT’s pioneering role for quinoa? The class will examine the social entrepreneurship and social capital which led to the revitalization of quinoa from an obscure ancient grain to an international food commodity
In 1992, the Empresa Cooperativa del Sur de Cauca (COSURCA) (The Cooperative Enterprise of Southern Cauca), Colombian cooperative coffee producer association in the Northern Andes broke the grip over local coffee producers held by the National Coffee Federation to begin charting its own institutional autonomy, market strategy with fair trade and organic coffee practices and products to play a pioneering and continuing leadership role for Colombian autonomous coffee producers throughout the country. Our class discussion will also review the institutional history and social process of COSURCA both in Colombia as well as place it within the broader context of agricultural modernization of coffee production in Mexico and Central America. This class also will present a comparative analysis between CECAOT and COSURCA to further probe the important dimensions of these innovative institution-building and game-changing social process and the important role of foreign aid financing.

Week 5  
Recuperation and Revitalization of Traditional Andean Textiles

The Bolivian ASUR Foundation has its roots in the applied research of three anthropologists who studied Andean textiles in the Chuquisaca region of Bolivia in 1986. Their research and subsequent program and institution-building led to the recuperation, revitalization and local development of some of Bolivia’s most spectacular and distinctive traditional Andean weavings among the Jalq’a, Tarabuquenos and Tinquipaya peoples. Our class session will focus on the ASUR organizational experience as a way to reduce rural poverty, social discrimination and racism by the dominant culture and institutions toward marginalized indigenous communities by elevating and revalorizing their artistic talent and unique cultural heritage. The long-term impact also was to alter the image of the Bolivian capital based upon its colonial architecture to one dominated by indigenous textile designs. This case study will also revisit the role of cultural capital for tourist markets similar to the Taquile case history by
examining their socio-economic impacts on indigenous peoples especially women. The class will utilize other Andean textile revival organizations in Peru as well as Bolivia to compare and to further explore the potential of this strategy for empowering and benefitting indigenous rural communities. The case study for this class represents the local development approach of applied anthropology.


Healy Kevin, “Dethroning Monocultures and Revitalizing Diversity” pgs.95-123 in Llamas, Weavings and Organic Chocolate etc.

Meisch Lynn “To Honor the Ancestors: Life and Cloth in the Andes” pgs, 7-10 in Traditional Textiles of the Andes, Life and Cloth in the Highlands edited by Lynne A Meisch Thames and Hudson San Francisco

Conaway Janelle “A Peruvian Textile Tradition and the Challenges of the Marketplace” pgs.29-33 in Grassroots Development Volume 23 2012

Benanav Michael “Hiking in the Home of the Spirits” New York Times Travel Section March 17, 2016

ASUR website and Peruvian website of Center for Traditional Textiles in Cuzco, Peru

**Class Exercise:** Will conduct an in-class simulated review of a project proposal for another Andean textile project with an ethnic group in Bolivia.

**Week 6 Revitalizing Production and Building Markets for Rural Crafts Products with Indigenous and Peasant Communities in Lowland Bolivia**

The Centro de Investigacion,Diseno y Comercializacion de la Artesania Cruceno(Center for Research, Design and Marketing of the Cruceno Artisanry)(CIDAC) together with ARTECAMPO emerged in 1984 to begin recuperating, revitalizing and developing a variety of traditional crafts with indigenous and peasant communities in the Bolivia region of Santa Cruz. Thirty-five years later ARTECAMPO is one of the most successful and renown grassroots product development and crafts marketing organizations in Bolivia. ARTECAMPO products as well as methodologies have been replicated by other Bolivian artisan associations. In a regional society dominated by large agro-business, ARTECAMPO has helped the region to recognize the rich cultural contributions of the regions’s indigenous inhabitants especially women.

Healy Kevin, “An Artisan Journey from the Rural Backlands to the Regional Capital” pgs.290-327 from Llamas,Weavings and Organic Chocolate….

Healy Kevin, “Fashioning Cruceno Crafts for the Marketplace” pgs.2-14 in Grassroots Development Number 29 Number 1 2008

Marion Ritchey Vance and Paula Durbin, “Cecilia Duque: Crafting an Industry” pgs.30-42 Grassroots Development. Volume 30 Number 1 2009

**During the final class hour students will individually or in pairs present**
flow charts developed prior to class for our discussion of social process and history of ARTECAMPO.

Week 7 Mexican Community Museums as a Vehicle for Community Empowerment and Cultural Empowerment and final summary discussion of lessons learned from the Organizations’ case studies discussed throughout the course.

The Asociacion para el Desarrollo Cultural de Comunidades Indigenas de Oaxacca (ADCCIO) (the Association of Cultural Development of the Indigenous Communities of Oaxacca) created a new community-based museum model for protecting local cultural patrimony in Mexico to empower indigenous communities to retain their cultural treasures and create and manage their own museums to benefit the community. The ADCCIO model of community museums emerged in the state of Oaxacca and subsequently spread to become a network within this state and other regions of Mexico and elsewhere in Latin America. Considerable cultural and social capital became mobilized and tourist markets become key venues for support. The class will focus on features of social entrepreneurship, social and cultural capital, innovative training methodologies and other innovative characteristics driving the community museum concept and in facing the many challenges in their historical trajectory.

This final class hour will examine the various models of community change discussed throughout the course in terms of organizational characteristics and the social process involved in empowering communities and the challenges in their varied path.

Healy Kevin, “Mobilizing Community Museums in Mexico and Beyond” pgs.16-25 in Grassroots Development Volume 24 Number 1


Healy Kevin “Blazing a Trail for Multi-Cultural Grassroots Development in Bolivia”, chapter 15 pgs.396-428 in Llamas, Weavings and Organic Chocolate…

Distribution of Final Take-home Essay Exams