

## **SWS-102D: COMMUNITY DEVELOPMENT PRACTICE WITH THE DISEMPOWERED COMMUNITIES**

**(2 Credits/50 marks/24 hours)**

### **Introduction:**

To understand histories, meanings and issues of marginalization, oppression and disempowerment of vulnerable communities such as the Dalits, tribes and the indigenous peoples and women and to build capacity for critical reflection and analysis of community development issues pertaining to the disempowered. The course aims to strengthen skills and capacity for intervention at different levels taking an “empowerment” and anti-oppressive stance.

### **Learning Objectives:**

- To develop understanding of Power, Privilege and Oppression  
Political economy of the Dalit Development
- To understand Specific Identity Constructs and Populations at Risk
- To develop understanding Towards an emancipatory community development practice

### **Pedagogy:**

Classroom teaching with power point presentations, use of video, charts and live projects.

### **Module I: Power, Privilege and Oppression (4 Hours)**

Conceptual Frameworks and Theoretical Perspectives; Critical Theories; Understanding oppression, privilege and oppression.

### **Module II: Political economy of the Dalit Development (8 Hours)**

Social stratification; Caste; Casteism; Colonialism and State; Gandhi and Ambedkar Debate, Ambedkar and the Annihilation of Caste. Dalits in Communal Politics, Land Distribution, Social Sector Expenditure and Development of Dalits. Right to Development, Status and Comparison with Non-Dalits, Dalit Feminism, Globalisation and Dalits, State and Civil Society in Dalit Empowerment, Alternatives to Development. Atrocities in Modern Age, Labour Market Discrimination

### **Module III: Specific Identity Constructs and Populations at Risk (2 hours)**

Gender and Sexism- Gender, Culture, and Society; Race, Sexuality, and Culture (Intersections); Gendered Relations; Health, Sex, and Gender.

### **Module IV: Towards an emancipatory community development practice (10 hours)**

Critical Social Work; Anti-oppressive Approach; Structural Social Work, Advanced practice skills with Individuals, Groups, Communities, Institutions, Systems, Policy, Research and Training, Social analyses; Policy analysis and drafting, Advocacy; Social activism; Networking , Skills of individual and community conscientisation processes;

**Recommended Readings:**

- Freire, A. M. A., and Macedo, D. (Eds.) (1995). *The Paulo Freire reader*. New York: Continuum.
- Freire, P. 1969/1998. *Education for critical consciousness*. New York: Continuum
- Freire, P. 1990. *Pedagogy of the oppressed*. (M. B. Ramos, Trans.) New York: Continuum.
- Freire, P. .1998.. *Pedagogy of freedom: Ethics, democracy, and civic courage*. (P. Clarke, Trans.) Lanham, MD: Rowman and Littlefield Publishers, Inc.
- Freire, P., and Macedo, D. P. 1995. *A dialogue: Culture, language, and race*. Harvard Educational Review, 65(3).
- Fultner, B. (ed.) 2012. *Jurgen Habermas: Key Concepts*. Rawat Publications. Jaipur
- Hollway, W. 1984. 'Gender difference and the production of subjectivity', in Helen Crowley and Susan Himmelweit (eds.) *Knowing Women*, p240 - 275, Oxford: Polity
- Kimmel M. 2000. *The Gendered Society*. Introduction and Chapters 1, 2 and 4
- Moore, H.L. 1988. *Feminism and Anthropology*, Ch.2, Cambridge: Polity Press, pp. 12-41.
- Ortner, S. 1974. —*Is Female to Male as Nature is to Culture?* in M. Rosaldo and L. Lamphere (eds.), *Women, Culture and Society*, Stanford University Press, pp. 67-88.
- Taylor, D. (ed.) 2011. *Michael Foucault: Key Concepts*. Rawat Publications. Jaipur