

**INDIGENOUS STUDIES/INTERNATIONAL DEVELOPMENT
STUDIES 305
ABORIGINAL AND INTERNATIONAL
COMMUNITY DEVELOPMENT
FALL AND WINTER, 2008-2009**

- Instructor:** Lynne Davis
- Course Time:** Wednesdays, 3:00–5:50 p.m.
- Location:** Lady Eaton College EE208
- Office Hours:** Wednesdays – 11:00 a.m.-2:00 p.m.
Other meeting times by appointment.
- Contact:** lydavis@trentu.ca
Enweying 313
748-1011 Ext. 7241; (home) 705-292-6757
- Course Focus:** This course will offer students a set of theoretical concepts and practical tools for engaging in community development and social transformation in different types of community contexts. With a particular focus on Indigenous peoples in Canada and internationally, we will discuss varying approaches to community processes, when they might be appropriate, and how they might be applied. We will consider important aspects of community change, including building sustainability, community economic development, and gender issues. Popular education approaches, inspired by the work of Paulo Freire, will be examined and practiced in the course. Linkages will be drawn between local and global issues, and how ideological, economic, political, and social forces shape and influence them.
- Course Process:** The course process will combine lecturettes, large and small group discussions, group exercises, and creative techniques drawn from popular education. Students' own experiences in social change processes will be an integral part of the analysis in this course. Case studies will be used to illustrate community development principles. Tutorials may be scheduled from time to time to support students in their projects. Guest speakers and field visits may also be scheduled.
- Expectations:** Students are expected to attend class, arrive on time, participate actively in the class process and to have completed the readings for each session.
- Note:** Additional readings may be assigned from time to time. Changes in scheduling specific sessions may be negotiated with the class, if necessary.

**Assignment
Structure:**

Weekly Reflection & Questions	Due Weekly	20%
Community Analysis	Due Nov. 28, 2007	25%
Indigenous Community Activity	As Scheduled	5%
Workshop	As Scheduled	20%
Final Assignment	Due March 29th, 2008	20%
In-class attendance & participation	Weekly	10%
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		100%

Late Penalties: All assignments are due on the due date. Late assignments will be marked with a deduction of two marks per day. No assignment will be accepted late unless the instructor has been consulted and a submission date negotiated.

Academic Dishonesty: Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties and procedures for dealing with plagiarism are set out in Trent University's "Academic Dishonesty Policy" which is printed in the university calendar.

Access To Instruction: It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (BL Suite 109, 748-1281; disabilityservices@trentu.ca) as soon as possible.

**Required
Texts:**

A *Course Pack* will be used in this course. It may be purchased from the Trent Bookstore.

Freire, Paulo. *Pedagogy of the Oppressed*. Harmondsworth, Middlesex: Penguin Books, 1972.

Mander, Jerry and Tauli-Corpuz-Victoria. *Paradigm Wars: Indigenous Peoples' Resistance to Economic Globalization*. San Francisco: International Forum on Globalization, 2005.

Barndt, Deborah. *Naming the Moment: Political Analysis for Action*. Toronto: Jesuit Centre for Social Faith and Justice, 1989.

Recommended Texts: Blaser, Mario, Feit, Harvey and McRae, Glenn. *In the Way of Development: Indigenous Peoples, Life Projects and Globalization*. Zed Books/IDRC: 2004.

Kane, Liam. *Popular Education and Social Change in Latin America*. London: Latin America Bureau, 2001

Hughes, Lotte. *The No-Nonsense Guide to Indigenous Peoples*. Toronto: New Internationalist Publications, 2003.

Complementary Events that are of interest to this course:

- . Curve Lake Powwow (September 20th and 21st, 2008)
- . Elders Conference (week-end beginning Reading Break, February 15, 16,17th, 2008)
- . Indigenous performances, Nozhem Theatre
- . Traditional Teachings, Indigenous Studies Department (schedule to be announced)

Please note:

Visit our website: <http://www.trentu.ca/nativestudies/courses/NAST305>

Native Americas: Hemispheric Journal of Indigenous Issues and Cultural Survival International are excellent journals related to the course materials.

TOPICS

Week 1	September 12	Introduction – What is community?
Week 2	September 19	Who are Indigenous Peoples
Week 3	September 26	Popular Education: the Movement and Class Process
Week 4	October 3	Global Context of CD: Rules of Globalization
Week 5	October 10	Global Context of CD: Impacts on Communities
Week 6	October 17	Analyzing Communities
	October 24	Reading Break
Week 7	October 31	Community Change: Processes and Models
Week 8	November 7	Community Change; Facilitating Group Processes
Week 9	November 14	Building Sustainable Communities
Week 10	November 21	Community Economic Development
Week 11	November 28	Indigenous Lands and Resources
Week 12	December 5	Communities and International Human Rights
Christmas		
Week 13	January 9	Paulo Freire 1
Week 14	January 16	Paulo Freire 2
Week 15	January 23	Healing Individuals, Families, Communities, Nations
Week 16	January 30	Aboriginal Women and Community Change
Week 17	February 6	Indigenous Women, Globalization and Gender Analysis
Week 18	February 13	Conjunctural Analysis
	February 20	Reading Break
Week 19	February 27	Conjunctural Analysis
Week 20	March 6	Social Action
Week 21	March 13	Community Arts and Performance
Week 22	March 20	Becoming An Ally
Week 23	March 27	Open Topic
Week 24	April 3	Synthesis

READINGS

Week 1	September 12	Introduction to the Course What is a community?
Week 2	September 19	Who Are Indigenous Peoples?

Hughes, Lotte. *The No-Nonsense Guide to Indigenous Peoples*. Toronto: New Internationalist Publications, 2003. Chapter 1.

Mander, J. and Tauli-Corpuz, V. Eds. *Paradigm Wars. Indigenous Peoples' Resistance to Economic Globalization*. San Francisco: International Forum on Globalization, 2005. Part 1: Culture Clash:

1. Introduction – Jerry Mander
2. Our Right to Remain Separate and Distinct – Victoria Tauli-Corpuz
3. The People Belong to the Land – Winona LaDuke; Subsistence and Materialism – John Mohawk; The Whole Planet is the Holy Land – Leslie Gray; Indigenous Ecological Knowledge – Darrell Posey
4. Community. Sharing One Skin”- Jeannette Armstrong

Week 3 September 26 Popular Education

Required Readings:

Freire, P. *Pedagogy of the Oppressed*. Chapter 2.

Selected readings from Nadeau, D. *Counting Our Victories. Popular Education and Organizing*. New Westminster, B.C.: Repeal the Deal Productions, 1996.

Kane, Liam. Popular Education and Social Change in Latin America. Chapter 1.

Week 4 October 3 Global Context of CD #2: Rules of Globalization

Required Readings:

Kane, L. Paradigm Wars. Part 2: Rules of the Game:
World Bank and IMF Impacts on Indigenous Economies – Victoria Tauli-Corpuz
How the WTO Diminishes Native Sovereignty - Victor Menotti
High Tech Invasion: Biocolonialism – Debra Harry
TRIPS Agreement – Vandana Shiva

Week 5 October 10 Global Context of CD #3: Impacts on Communities

Required Readings:

Kane, L. Paradigm Wars: Part 3: Diverse Impacts on Indigenous Peoples:
Infrastructure Development in South American Amazon – Lloyd, Soltani and Koenig
Climate Change in the Arctic – Sheila Watt Cloutier
Global Water Wars – Antonia Juhasz
Genetic Pollution of Mayan Corn – Suzanne York
Sacred Objects, Art and Nature in a Global Economy – Terri-Lynn Williams-Davidson
“Conservation Refugees” – Mark Dowie
Mixed Promises of Ecotourism – Suzanne York

Week 6 October 17 Analyzing a Community

Required Readings:

ConservationEconomy.Net. The Patterns of a Conservation Economy.
<http://www.conservationeconomy.net/content.cfm?PatternID=1>

Bowles, Roy. *Social impact assessment in small communities*. Toronto: Butterworth & Co. Ltd., 1981, Chapters 1, 3,4

Warren, Roland. "A community model." Ed. R.M. Kramer and H. Specht. *Readings in community organization practice*. Englewood Cliffs, N.J.: Prentice-Hall

Also: See website for NAST 305: www.trentu.ca/nativestudies Click on courses and go to NAST 305. Look in Webbook from 2000-2001.

Additional Reference: Connor, Desmond. *Understanding your community*. 2nd Edition.

Ottawa: Development Press, 1969.

Reading Break - October 24

Week 7 October 31 Community Change: Processes and Models

Four Worlds Development Project. *Discussion Paper Eight. Community development.* U of Lethbridge, 1984

Natasha Blanchet-Cohen. *Strategies for a Living Earth: Examples from Canadian Aboriginal Communities.* Ottawa: Environment Canada, 1996.

**Week 8 November 7 Community Change: Processes and Models
Facilitating Small Groups**

Required Readings:

Pfeiffer, J.W. and Jones, J. "What to Look For In Groups". *The 1972 Annual Handbook for Group Facilitators.* La Jolla, CA: University Associates, 1972.

Selected Readings on Group Process and Facilitation. "What Is a Facilitator?"

Canadian Institute for Cultural Affairs. Handouts from Manual: *Facilitation Skills: An Introduction to Group Facilitation.* 1995 Edition.

Week 9 November 14 Building Sustainable Communities

Required Readings:

Nozik, Marcia. "An Integrated Development Model for Building Sustainable Communities in Canada." in Galaway and Hudson. *Community Economic Development.* 1994.

Laduke, Winona. "Voices from White Earth: Gaa-waabaabiganikaag" in H. Hannum. Ed. *People, Land and Community.* 1997.

Paradigm Wars. Part 5. LaDuke, Winona. "Indian Country: the Saudi Arabia of Wind".

Week 10 November 21 Community Economic Development

Required Readings:

Cornell, Jorgensen, Kalt and Spilde. "Seizing the Future: Why Some Native Nations Do and Others Don't." Joint Occasional Papers on Native Affairs. Harvard Project on American Indian Economic Development. And Native Nations Institute. 2005. ISBN 0-9743946-8-8

Government of Ontario. *The Power of Partnerships: New Opportunities for Aboriginal Peoples and Ontario Businesses.* Chapter 8: Partnerships in Practice. Toronto: Queen's Printer for Ontario, 2001.

B.C. Working Group on CED. *Statement of CED Principles*.

MacLeod, G. *From Mondragon to America: Experiments in Community Economic Development*. Introduction and Chapter 1.

Sirilli, Ernesto. *Ripples from the Zambezi: Passion, entrepreneurship and the rebirth of local economies*. Gabriola Island, B.C.: New Society Publishers, 1999. Chapters 5 and 6.

Week 11 November 28 Indigenous Lands and Resources
Required Readings:

Paradigm Wars: Part 4: Focus on Extractive Industries
Ogoni People of Nigeria vs. Big Oil – Oronto Douglas and Ike Okanta
Briefing Reports – Tebtebba and IFG

Paradigm Wars: Part 5: Turning Points
Bolivia's Indigenous Revolution – Suzanne York

In Class Film: Power (James Bay Cree)

Week 12 December 5 Communities and International Human Rights

Paradigm Wars. Appendix. Important Declarations.
UN Draft Declaration on the Rights of Indigenous Peoples; Seattle Declaration of Indigenous Peoples; Cancun Declaration of Indigenous Peoples; Mataatua Declaration on the Cultural and Intellectual Property of Indigenous Peoples; Kimberley Declaration.

Amnesty International: Urgent Actions (will be distributed)

Christmas Break

Week 13 January 9 Paulo Freire - 1
Required Readings:

Paulo Freire. *Pedagogy of the Oppressed*. Chapters 1, 3

Barndt, D. "The World in a Tomato: Revisiting the Use of "Codes" in Freire's Problem-Posing Education." *Convergence*. 21 (1 & 2), 1998. pp. 62-73

Additional Reading:

Kane, L. *Popular Education and Social Change in Latin America*. London: Latin American Bureau, 2001. Chapter 2 – The Work of Paulo Freire

Freire, Paulo. *Pedagogy of Hope: Reliving Pedagogy of the Oppressed*. New York: Continuum International Publishing Group, 1994.

Week 14 January 16 Paulo Freire – 2

Required Readings:

Paulo Freire. *Pedagogy of the Oppressed*. Chapter 4

Absolon, K. and E. Herbert. "Community Action as a Practice of Freedom: A First Nations Perspective. in B. Wharf and M. Clague. Eds. *Community Organizing: Canadian Experiences*. Oxford U Press, 1997.

Martínez-Salazar, E. "Freire in the North Under Southern Eyes." *Convergence*. 21 (1 & 2), 1998. pp. 128-135.

Additional Readings:

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom*. Chapter 4 (Paulo Freire).

Week 15 January 23 Healing Individuals, Families, Communities and Nations

Required Readings:

Morriseau, Calvin. *Into the Daylight: A Wholistic Approach to Healing*. Toronto: U of Toronto Press, 1998. Chapter 4.

Ross, Rupert. *Returning to the Teachings: Exploring Aboriginal Justice*. Toronto: Penguin Books, 1996. Chapters 1 and 2.

Warry, Wayne. *Unfinished Dreams: Community Healing and the Reality of Aboriginal Self-Government*. Toronto: U of Toronto Press, 1998. Chapter 6.

Week 16 January 30 Aboriginal Women and Community Change

Guest Speaker: To Be Announced

Required Readings:

Maracle, Sylvia. "The Eagle has landed: Native Women, Leadership and Community Development. In K. Anderson and B. Lawrence. *Strong Women Stories: Native Vision and Community Survival*. Toronto: Sumach Press, 2003. pp. 191-201.

Anderson, Kim. *A Recognition of Being: Reconstructing Native Womanhood*. Toronto: Second Story Press, 2000. See reader for selected readings.

LaDuke, Winona. *I Fight Like A Woman: The U.N. Conference on Women in China*. 1995.

Castellano, M. and J. Hill. "First Nations Women: Reclaiming Our Responsibilities." in J. Parr. Ed. *A Diversity of Women: Ontario 1945-1980*. Toronto: U of Toronto Press, 1995.

Week 17 February 6 Indigenous Women, Globalization and Gender Analysis

Required Readings:

Barndt, Deborah. *Tangled Routes: Women, Work and Globalization on the Tomato Trail*.

Aurora, ON: Garamond Press, 2002. Introduction; Chapters 1.

Martínez-Salazar, E. "The 'Poisoning' of Indigenous Women Workers and Children: From Deadly Colonialism to Toxic Globalization." in D. Barndt. Ed. *Women Working the NAFTA Food Chain*. 1999.

Kimberley Grimes and Lynne Milgram. *Artisans and Co-operatives. Developing Alternative Trade for the Global Economy*. Tucson: University of Arizona Press, 2000.

"Democratizing International Production and Trade by Kimberly Grimes

"Building on Local Strengths: Nepalese Fair Trade Textiles" by Rachel MacHenry

Week 18 February 13 Conjunctural Analysis

Required Reading:

Barndt, Deborah. *Naming the Moment Manual*. Toronto: Centre for Social Faith and Justice.

Reading Break and Elders Conference - February 20

Week 19 February 27 Conjunctural Analysis

Required Readings:

"Bay of Quinte Walleye Fishery Dispute: Fishing for Answers". Native Studies 305 Class. May, 2002. <http://www.trentu.ca/nativestudies> Click on "courses", go to NAST 305, then go to Website 2001-2002.

Additional Readings will be assigned related to the topics that the class has selected to analyze.

Week 20 March 6 Social Action Approaches

Required Readings:

Elizabeth May. "How to Be An Activist". Sierra Club of Canada. <http://www.planetfriendly.net/activist.html>

Conway, Janet. "Civil Resistance and the 'Diversity of Tactics' in the Anti-Globalization Movement: Problems of Violence, Silence and Solidarity in Activist Politics." *Osgoode Hall Law Review*. 41 (2-3). 2003. pp 505-530.

Marjorie Williams and Colleen Johnson. "Minobimaatisiwin -We Are To Care For Her in Wyman, Miriam. *Sweeping the Earth: Women Taking Action for a Healthy Planet*. (Chapter 23). Charlottetown, P.E.I.: Gynergy Books, 1999.

Knockwood, Jean. "Creating a Community-Based School." In K. Anderson and B. Lawrence. *Strong Women Stories: Native Vision and Community Survival*. Toronto: Sumach Press, 2003. pp. 70-80

Week 21 March 13 Community Arts and Performance

Required Readings:

Keeshig-Tobias, Lenore. "The Gift of Celebration". *Ontario Indian*. 1982? pp. 41-48

Hutcheson, Maggie. "Demechanizing Our Politics: Street Performance and Making Change." in D. Barndt. *Wildfire: Art As Activism*. Toronto: Sumach Press, 2006. pp. 79-87

Penner, A. Mack, J. and Bensted, L. "Salmon Tales: Eco-Art Activism." in D. Barndt. *Wildfire: Art As Activism*. Toronto: Sumach Press, 2006. pp. 79-87

Week 22 March 20 Becoming An Ally
Required Readings:

Bishop, Anne. Selected Readings from "Becoming An Ally"

Thomas, Kevin. "Friends of the Lubicon: How A Small Group of Newcomers Can Change the World." <http://www.turning-point.ca/index.php/article/articleview/99/>

Bobiwash, Rodney. "Native People and Environmental Crusaders: Racism, Re-Colonization and Do-Gooders." From *Aboriginal Rights Resource Tool Kit*. Ottawa: Canadian Labour Congress Anti-Racism and Human Rights Department. n.d.

Week 23 March 27 Open Topic
Required Readings:
To Be Assigned

Week 24 April 3 Synthesis
ASSIGNMENTS

1. Weekly Reflection Papers (Worth 20%)

The weekly readings are an integral part of the course. Students will submit a one-page, single spaced reflection paper each week. The reflection paper should address these questions: What are the key themes that cut across the readings? What were key learnings from these readings for me? What issues or unanswered questions were raised for me by the readings?

The reflection paper is brief, and should be well written. It will be submitted to the instructor each week and students will be asked to share their questions in the general discussion session in class. The instructor will review all of the submissions on a weekly basis; however, a mark will not be assigned. No late papers will be accepted, but students have one week's grace on submissions each term i.e. nine papers should be submitted in each term, for a total of 18 papers through the whole course.

2. Community Analysis (about 3,500 words). (Worth 20%) Due November 28, 2007.

A community analysis is an important first step in working with any community. In this assignment, you are asked: to provide a description of a community; to analyze the community using the concepts of "community social vitality", "viability of local economy", and "political efficacy", as described by Bowles.

The purpose of this assignment is to provide class members with the opportunity to apply analytical concepts of "community" to their own "community". In this assignment, you are asked

to choose a community (geographically based) in which you have lived or with which you are otherwise familiar. The class session on October 17th will describe the requirements of this assignment in detail.

Part A:

Describe the community, highlighting demographic characteristics, geography, economic base and social characteristics (similar to social, natural and economic capital). Using Warren's categories, *rate* the community in terms of socialization, social control, social participation, production-distribution-consumption, and mutual support. For example, social control can be described on a five or ten point scale along a continuum from “high” or “low”.

Part B:

Analyze the community, applying the concepts of "community social vitality", "viability of local economy", and "political efficacy", as outlined in Bowles, Chapters 3 and 4. *Rate* the community on these three dimensions, giving examples that substantiate your conclusions about the ratings. For example, community social vitality can be described on a five or ten point scale along a continuum from “high” to “low”.

Part C:

Drawing upon the material on a “conservation based economy”, discuss the sustainability of the community in terms of its social, natural and economic capital. Given the configuration of social, economic and natural capital that you have described in parts A and B, how well is the community ensuring its continuance into the future? What are the strengths and limitations of its strategies, in your view?

THIS ASSIGNMENT SHOULD BE ABOUT A MINIMUM OF 3,500 WORDS. YOU MAY USE ATTACHMENTS E.G. MAPS, CHARTS, PHOTOGRAPHS.

Check the website under community analysis for further descriptions:

<http://www.trentu.ca/nativestudies/> Click on course, go to NAST 305, then select webbook 2000-2001.

References:

Bowles, Roy. *Social impact assessment in small communities*. Toronto: Butterworths, 1981.

Blishen, Lockhart, et al. "Towards a new model for community evaluation". from *Socio-economic impact model for northern development*. Vol. 1. Department of Indian Affairs, 1979; 1984.

Warren, Roland. "A community model." Ed. R.M. Kramer and H. Specht. *Readings in community organization practice*. Englewood Cliffs, N.J.: Prentice Hall

ConservationEconomy.Net. The Patterns of a Conservation Economy.

<http://www.conservationeconomy.net/content.cfm?PatternID=1>

Optional Reference: Connor, Desmond. *Understanding your community*. 2nd Edition. Ottawa:

Development Press, 1969.

3. Workshop/Seminar: (20%) Schedule as assigned

Workshop planning and delivery is one of the skill areas which participants are asked to develop as part of the course. Each student is required to co-facilitate a session on one of the course topics. The workshop should provide an overview of the topic and address one or more case studies. The co-facilitators are not expected to review the readings since class members are expected to have done these. However, exercises should be developed that incorporate the readings. Popular education techniques should be used to stimulate creative engagement with the topic materials. The presentation/facilitation time should be shared equally between the co-facilitators. Please see the "Ideal Workshop" sheet which outlines the instructor's expectations.

4. Indigenous Community Activity (Worth 5% - due no later than the third week in March, 2008)

Attend one of the conferences or special events that have relevance for this course e.g. the Curve Lake powwow, the Elder's Conference, 2 performance events at Nozhem Theatre, 2 Traditional Teachings evenings, or other. Write a reflection paper (at least two single spaced pages), indicating some of the highlights of your attendance, what you have learned from your experience. Locate the event and what you have learned within the themes of this course, critically assessing their significance.

5. Final Paper (about 4,000 - 5,000 words). Worth 20% Due Thursday, March 29th, 2008.

This assignment is intended to provide a medium for a wide range of exploration, according to individual learning priorities.

There are four options for this assignment:

- a. The paper presents a comparative analysis of Indigenous land and resource issues in Canada and internationally. Choose one area for analysis e.g. lands, water, forests. The paper should set out the economic, political, ideological, and ecological forces that are at play in understanding the issue, and then use case examples (in Canada and internationally) to illustrate how the forces come together in actual circumstances. Also discuss arrangements proposed or implemented to resolve or minimize conflict between Indigenous and non-Indigenous stakeholders, and consider their strengths and limitations. What are the implications for building sustainable communities?
- b. Choose a community development theme -- there are many -- e.g. gender and development, Indigenous knowledge applied to development issues, ced and economic development approaches in Indigenous communities, the work of Paulo Freire, building sustainable communities. Provide an overview of the theme (including literature review), highlight key debates, and use case examples from both Aboriginal and international development to illustrate innovations or tensions.
- c. Individuals may become involved in community development projects or activities during the year, and may develop products for community organizations. Examples

would be organizational manuals, policy analyses, strategy papers, funding proposals, and community plans.

If you are the main author of a product, it may be assessed for the major assignment, accompanied by an analysis/reflection paper that highlights community development aspects of the project, the process followed to develop the product, and a reflection on your own learning in the context of doing this work. A proposal to submit such an assignment must be approved by the instructor no later than the beginning of Reading Week in second term and preferably, immediately after the Christmas break.

- d. Individuals may propose a creative project, for example, creating a photostory, a web site, a video, a series of radio shows on themes related to this course. A proposal must be submitted to the instructor no later than the beginning of Reading Week in second term, and preferably, immediately after the Christmas break. An appropriate level of complexity, relative to a final assignment, will be negotiated on a case-by-case basis.

6. Attendance and Participation (Worth 10%)

Students cannot participate in class unless they attend! Therefore, attendance and participation are closely tied. Students are expected to come to class on time and to stay until the end of the class. All class members are expected to participate actively in the class process, including small group and large group discussions.

THE IDEAL WORKSHOP

CONTENT

- . The workshop should not be a repetition of the readings, but incorporate the readings. For example, an exercise can be structured around one or more readings, using the material to help further analysis.
- . You may add materials e.g. case studies, theoretical materials, research that were not part of the readings.
- . Since this is the only chance we have as a class to explore this topic together, the workshop should give a good orientation to the subject matter.
- . Videos or guest speakers may be used, but they should not constitute the whole class.
 - . Please consult with the instructor if you wish to bring in guest speakers because there may be cost implications.

PROCESS

- . The group process should be participatory.
- . You may include a mix of methods including lecturettes and creative methods e.g. drawing, drama, song-writing.
- . The design might take a popular education approach:
 - . start with people's experience
 - . deepen the analysis by adding new perspectives (e.g. theory, other content)
 - . stimulate reflection, synthesis and integration.
- . Leave time for a short introduction and conclusion (so that there is closure).
- . Allow about 15-20 minutes for discussing questions that class members have brought from their readings.

OVERALL

- . The facilitation should be shared between the presenters.
- . Timing should be well paced.
- . Creativity and originality – stimulating learning – these are always a big plus!
- . Presenters should be well-prepared and organized.