CRD/ 240 Community Development Theory
Fall 2016
Tues/ Thurs 10:00-11:50
Olson Hall 207

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Office Hours: Mondays 3-5pm (or by appointment) in 2335 Hart Hall

**Overall Course Framework and Goals**
Community development functions to help community participants influence the direction of important public and private functions including planning, governance, economic development, health and social service provision, responses to poverty, effective transportation, housing for all groups, and improved education and human resources.  Changes in community practices over the last few decades have given increasing importance to region-wide collaboration, complex partnerships, and new forms of public-private organization.  Similarly, the projects that community organizations are involved in are vastly more complex than those of even a few years ago, requiring the creation of networks that encompass technical, financial, legal, and social service expertise.

Effective community development practice requires critical reflection on the social, political, economic, environmental, and historical processes and structures that shape the distribution of opportunities, resources, and risks in and across communities. This critical analysis can be facilitated by applying generalizable understandings of these social phenomena (aka theory). In particular, reflective community development practitioners and scholars should understand the following elements of community development.

- Understanding of the nature of community groups and social solidarities,

- The nature and structures of power in society,

- The function of nonprofit and other community organizations,

- The ways services (e.g. social, environmental, economic) are provided, and

- The networks that tie community groups to each other in their local area, the region and the globe.

This course will:
- Provide an opportunity for students to explore, develop, and apply an interdisciplinary set of theories useful for understanding and acting within the professional and academic field of community and regional development;

- Help build a critical understanding of different theoretical approaches, link development techniques to theory (and vice-versa), and consider examples of community development institutions, organizations, projects and practices.

- Facilitate a critical examination of the strengths and limits of community development in the context of broader social changes efforts.

- Support refining your personal philosophy of community development as well as your understanding of the topics and directions you wish to pursue professionally and ways to do that.

**Community-Building:**

This is the first course in the MS program in Community Development (as well as students from other programs). For this reason, you are encouraged to develop relationships with each other that you can draw upon during the short time that you have here at UC Davis and hopefully after you graduate. Please make suggestions on how the course might be improved, as the quarter progresses.

**Some notes on pedagogy:**
My passion for being an educator derives from the radical alive-ness I feel in the experience of encountering the world in a curious, creative, collaborative and compassionate way. The purpose of education is therefore not merely to obtain knowledge, but to cultivate a way of being based on action and reflection in dialogue with the (human and non-human) world around us.

There are several important implications of this pedagogy that I will bring to my courses. These are commitments that I make to my students and that I ask my students to commit to me and to their classmates.

I position all participants in the course as having unique and valuable insights and experiences to contribute, regardless of age, academic credentials, or other factors. We are all teachers and learners in this classroom, regardless of age, academic credentials, or background. To encourage productive dialogue will require respect for different ways of knowing, speaking and writing. Because learning is a relational process, I highly value dialogue that invites a diversity of perspectives into conversation with each other. This dialogue will be a critical one, but will deploy critique as a tool – not to denigrate a person or the ideas they are expressing-- but as a way to decode the meanings that underlie these ideas, to dig deeper and draw out what is most valuable, to reshape—or when needed – to cut way ideas that are not well-founded or useful to the task at hand. Critique can also be understood as a playful process taking a given set of objects (texts, statements) and animating them in new ways that excite the imagination. It can also be cast as improvisation taking a story line in ways that the originator could not have imagined and that open up new ways of thinking and speaking.

In this understanding of pedagogy, my role will be to share the depth and breadth of my expertise and experience in the field of environmental justice to help frame the discussions and provide definitions of key terms and interpretations of key concepts and theories where helpful. I will also help ensure that the discussions are hitting on the fundamental themes of the course and that students are achieving the courses learning objectives. I will also maintain a focus on how all participants are keeping their commitments to the course and to each other.

Students' roles will be to share their own insights on the course material and their areas of expertise and experiences and clear and concise ways, to listen actively and carefully to each other, to be aware of how they are contributing or detracting from a positive classroom environment, and to be responsible for the achievement of their learning objectives.

**Class Structure:**
There will be assigned readings that must be completed before each class session. These are designed to anchor classroom discussions but they will not limit possible discussion topics. My expectation is that everyone will read thoroughly and come to class prepared to discuss the material. That means reading critically, and having questions, points of disagreement, connections with other readings, and raising those issues during class discussions.

All students will post a short (no more than 1-page) response paper on the key themes of that session readings **by 5pm the day before each class**. These are primarily opportunities for students to prepare their thoughts in advance of the class and for the class facilitators to refer to, but will also count as graded assignments (as described in the assignment section below.)

I will begin each class with some framing remarks about the key terms, concepts, and debates on the broad topics associated with the readings and related issues in the community development field. However, these remarks will not cover the specific readings (this will be facilitated by student teams, as detailed below.) Depending on the session, this will range from 5-10 minutes. This is likely to be on the longer side at the start of the quarter, and be reduced at the class gets more fluent in the course material. This time can also be used for direct questions from students about the course material that may not have been sufficiently addressed in previous sessions.

This will be followed by a presentation by a team of two students who will provide a 15 minute presentation on 1) a brief thematic overview of the readings, 2) the main arguments and most valuable contributions (not a summary) of the readings, 3) an analyses of these arguments relate to (expand upon/ reframe/ contradict) other course readings, 4) critiques of the readings (where are their arguments thin, what do they miss, how could they be strengthened, and 5) several key questions or debates to frame the class discussion.

Ideally, facilitation teams will meet with me one-week prior to their assigned session to discuss and get assistance in designing their approach.

The student team will facilitate the class discussion, drawing out class participation, lifting up key themes, ideas, and creative tensions in the dialogue. I will enter the dialogue as appropriate to bring in new perspective, provide deeper grounding in the concepts and theories in the readings and the larger field, and assist in facilitation if needed.

For each session, another student will be assigned to track the process of the class, reflecting if there are some students who are dominating the conversation, some that are not entering the conversation, or other issues that may be detracting from the learning experience. This is not a "traffic cop" but a resource for the class.

For each session, all students are welcome to bring in 1-2 examples of current community development issues that relate to the themes of the readings. These can be multi-media (print, audio, video etc.). These will be posted to the class smart site as appropriate.

Assignments and Grading

1. Short reading response papers for each class section. (10% of final grade).
All students will post a short (no more than 1-page) response paper on the key themes of that session readings at 5pm the day before each class. These are primarily opportunities for students to prepare their thoughts in advance of the class and for the class facilitators to refer to, but will also count as graded assignments.

2. Leadership of class sessions (10%)
Grading will be based on preparation for the session, insights and clarity of opening presentation, skill in posing provocative questions, connecting people's comments, and synthesizing the conversation.

3. Term Paper (60% of total grade)

The term paper will be a theoretically-informed community development case study. This can focus on a place, organization, population, or subject matter of your own choice. The goal of the activity is to help you hone your analytical skills and provide you with experience reading and synthesizing material and then presenting it in a cogent and persuasive way to readers. In this sense, the organization or problem is secondary to honing your analytical and writing skills. The purpose is not to do empirical research, but instead to use the case as a way to use , critique and refine the theories from the course.

The paper assignment will have three phases.
1. The Paper Proposal (1500 words). (10% of total grade) Due on Smart Site by 11:59pm October 20. In it you will describe the community development project or process you would like to examine for your final paper. Why is it a valuable case study to understand community development? Why is it meaningful to you? What are the main theoretical ideas and key sources you will use to analyze the case?

2. The Draft Paper. (2,000-3,000 words- word length does not include bibliography). (15% of total grade). Due on Smart Site and email to your reading partner by 11:59 Nov 10. This draft will present the case study and the key theoretical ideas used to analyze it and the results of your preliminary analysis. Some sections may be in detailed bullet form if necessary. Include a bibliography of sources.

3. Final paper: (5000 words, not including bibliography). 35% of total grade. Due on Smart Site by 11:59pm December 9th. (No Late Papers without official excuse.)

*Paper Structure:*
- The Introduction presents the overview of the paper: (main topic or problem to be explored, key questions, major theories, identification of case study).

- Theoretical framework. (What are key ideas, key writers, important debates in the field).

- Case Study (place/ historical context, key community development organizations and

processes, key actors, outcomes)

- Discussion (use your selected theories help you analyze your case study: what are the key community development issues that this case can help explore?)

- Conclusions. What are the policy/ action implications, what are some limitations of your study, what are suggested areas of future research?)

- References cited.

The articles from the class reader are expected to, at least, inform your research and they should be cited where they are relevant. References to the broader community development literature is also expected. All quotations, whether from interviews or other written material, must be in quotation marks and referenced. Citations must include: author, title, journal name, date, issue, and pages. Please use any citation style you wish, but embed your references in the text in this way (Marx 2014: 11).

4. Peer review of colleague's paper: 10%
Term paper drafts will be exchanged on Smart Site on November 10th. Each student will be responsible for reviewing one other student's paper.  These reviews are due on Smart Site and emailed to partner by November 17th.  Review using electronic methods (e.g., track changes in Word) or paper (written comments) is acceptable.

5. Final Presentation 10% of grade
Students will a 10-minute presentation (plus 5 minutes of Q/A) of your paper on November 29 and December 8. This is a formal presentation and can include the use of PowerPoint or other presentation software.

**Final paper Grading:**
The paper grade will be based a number of factors including:
- How well do you define your research question?

- The choice of a good case study is always critical: Why is it important?

    o Does it shed light on a class of objects, in this case organizations?

- How well do you use theory to develop an analytical framework?

- Is the paper logical and do you use logic and substantive arguments?

- Do you evaluate your citations and sources critically

- How well written is the paper?

**Please Note:**
- **Many of the readings are found in the Community Development Reader (Defilippis and Saegert eds.). A required text with copies on reserve in the library.**
- **All readings are posted on the course Smart Site.**
- **All written assignments are to be submitted through the course Smart Site.**

**CRC 240 Fall**

| | Themes | Reqired Reading | Optional Reading |
|---|---|---|---|
| Thurs 9/22 | *Getting Oriented* | None | |
| | | | |
| | *Defining Theory* | | |
| Tues 9/27 | What is it/ what is it good for? | 1. hooks, bell. 1994. "Chapter 5: Theory as Liberatory Practice." *Teaching to Transgress.* New York: Routledge. pp. 59-75. 2. Rueschemeyer, Dietrich. 2009. "Chapter 1: Analytical Tools for Social and Political Research." Usable Theory Analytic Tools for Social and Political Research. Princeton: Princeton University | |
| Thurs 9/29 | Relationships between theory and action | * Stoecker, Randy. 1999. "Are Academics Irrelevant? Roles for Scholars in Participatory Research." American Behavioral Scientist 42 (5): 840–54. *Balazs, Carolina L., and Rachel Morello-Frosch. 2013. "The Three Rs: How Community- Based Participatory Research Strengthens the Rigor, Relevance, and Reach of Science." Environmental Justice 6 (1): 9–16. * Pulido, Laura. "FAQ: Frequently Unasked Questions about Being a Scholar Activist" in | Optional: Lipsitz, George "Breaking the Chains and Steering the Ship: How Activism can Help Change Teching and Scholarship, in Engaging Contradictions. Pp 88-114. |
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| | *Defining Community* | | |
| Tues Oct 4 | Contesting Community | Creed, Gerald W. 2006. Chapter 1 " Reconsidering Community." *The Seductions of Community. Emancipations, Oppressions, Quandaries* . Santa Fe: School of American Research Press. Block, Peter. Community: the Structure of Belonging, p. 1-36. * Sampson, | |
| Thurs Oct 6 | Community Participation in Practice | Friedman, John "The Mediations of Radical Planning" in Planning in the Public Domain. Pp 389-412. * Eversole, Robyn. 2010 "Remaking participation: challenges for community development practice." Community Development Journal. Pp: 1-13. | |
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| | *Theories of Development* | | |
| Tues Oct 11 | Community Development and Planning | Friedman, John. 1987. "Two Centuries of Planning Theory: An Overview. Pp. 51-86 * Fisher, Robert, James DeFilippis and Eric Shragge "History Matters: Canons, Anti-Canons, and Critical Lessons from the Past." Chapter 21 in CDR. * *Moore, Allen B. 2002. "Community Development Practice: Theory in Action." Journal | |
| Thurs Oct 13 | Contesting Development | Sen, Amartya. "Development as Capabilty Enhancement, Chap 37 in CDR. * Escobar, Arturo. "Imagining a post-development era? Critical thought, development and social movements." Social text | |
| Tues Oct 18 | Social Capital Debate | Stoecker, Randy. "The mystery of the missing social capital and the ghost of social structure: Why community development can't win." Community-based organizations: The intersection of social capital and local context in contemporary urban society (2004): 53-66. *Putnam, Robert, et al. "Using social capital to help integrate planning theory, research, and practice: Preface." Journal of the | * DeFilippis, James. "The myth of social capital in community development." Housing policy debate 12.4 (2001): 781-806. |
| | *Theories of Inequality* | | |
| Thurs Oct 20 | Power | Delgado, G. (1997). Organizing in Communities of Color. In Beyond the Politics of Place: New Directions in Community Organizing in the 1990s (pp. 45-64). Oakland, CA: Applied Research Center. * Alinsky, Saul D. 1969. Chapter 5. "Native Leadership." Reveille for Radicals. New York: Vintage. pp. 64–75. *Campbell, David. "Reconsidering the implementation strategy in faith-based policy | Guest Speaker: Dave Campbell |
| Tues Oct 25 | Race | Fullilove, Mindy. 2004 Root Shock. Pp 1-20; 52-100; 197-240 * powell, john 2009. Reinterpreting Metropolitcan Space as Strategy for Social Justice in Paloma Pavel ed. Breakthrough Communities. | Fullilove, Mindy. 2004 Root Shock. Pp 197-240; Allen, Robert L. 2007. "Black Awakening in Capitalist America." The Revolution Will Not Be Funded. Beyond the non-profit industrial complex. Edited by Incite! Women of Color Against Violence. Cambridge, Massachusetts: South End Press. pp. 53–62. |
| Thurs Oct 27 | Gender | Stall, Susan and Randy Stoeker, Community Organizing of Organizing Community: Gender and the Crafts of Empowerment. Chap 22 in CDR. Garber, Judith, Defining Feminist Community: Place, Choice, and the Urban Politics of Difference. Chap 39 in | |
| Tues Nov 1 | Space/ State | Scott, James. 1998. "Introduction." Seeing Like A State: How Certain Schemes to Improve the Human Condition Have Failed. New Haven: Yale University Press. pp. 1-11. (entire book available on Smartsite). * O-Connor, Alice. "Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities" Chap 2 in CDR. | |
| Thurs Nov 3 | Capital | Harvey, David; The Urban Process Under Capitalism. * Fields, Desiree. "Contesting the financialization of urban space: Community organizations and the struggle to preserve affordable rental housing in New York City." Journal of Urban Affairs 37.2 (2015): 144-165. | Guest Speaker: Martin Kenney. Elwood, Sarah. "Neighborhood revitalization throughcollaboration': Assessing the implications of neoliberal urban policy at the grassroots." *GeoJournal* 58.2-3 (2002): 121- |
| | | | |
| | *Theories of Community* | | |
| Tues Nov 8 | Built Env | Anguelovski, Isabelle. "New directions in urban environmental justice rebuilding community, addressing trauma, and remaking place." Journal of Planning Education and Research (2013). Low, Setha, Behind the Gatres: Life, Security and the Pursuit of Happiness in Fortress America. pp7-26, 53-72. * Hester, Randy. "Subconscious Landsapes of the Heart." Places 2.3 (1985). * Wheeler, Steve | Guest Speake:r Steve Wheeler |
| Thurs Nov 10 | Gentrification/ Displacement | * Zuk, Miriam, et al. "Gentrification, Displacement and the Role of Public Investment: A Literature Review." Federal Reserve Bank of San Francisco. 2015. * Hernandez, Jesus. "Redlining revisited: mortgage lending patterns in Sacramento 1930–2004." International Journal of Urban and Regional Research 33.2 (2009): 291-313. * Goetz, Edward G., and Karen Chapple. "You gotta move: Advancing the debate on the record of dispersal." Housing Policy Debate 20.2 | *Marcuse, Peter. "Gentrification, abandonment, and displacement: Connections, causes, and policy responses in New York City." Wash. UJ Urb. & Contemp. L. 28 (1985): 195. |
| Tues Nov 15 | Rural | * Mary Emery & Cornelia Flora (2006) Spiraling-Up: Mapping Community Transformation with Community Capitals Framework, Community Development, 37:1, 19-35. * Chambers, Robert. Rural development: Putting the last first. Routledge, 2014. pp. 28-46 | * Richardson Jr, James A., and Jonathan K. London. "Strategies and lessons for reducing persistent rural poverty: A social justice approach to funding rural community transformation." Community Development 38.1 (2007): 92-107. |
| Thurs Nov 17 | Global | * Cordero-Guzman, Hector and Victoria Quiroz-Becerra "Community-Based Organizations and Migration", * Orozco Manuel and Rebecca Rouse: "Migrant Home Town Associations and Opportunities for Development"; * Jurik, Nancy: The International | |
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| | *Synthesis: Reflective Practioners* | | |
| Tues Nov 22 | | TBA | |
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| Tues Nov 29 | Final Presentations | | |
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| Thurs Dec 8 | Final Presentations | | |
| 10:30-12:30 | | | |

# CRD 240: Writing a Contribution to
# Community Development Theory in 4 fun* steps!
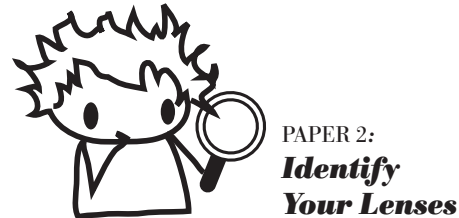
PAPER 1:
## *Establish Your Research Question*

Using a case study that you have had personal experience with, articulate the research question that you will eventually answer. **(~5 pages)**

This paper will do:

- explain your case study: analytically describe a community development project in terms of needs issues, and resources of the community in which it is located.

- describe the theoretical concepts you plan to tackle (poverty, organization, empowerment, etc.)

- Discuss some of the potential you have for expanding this concept

This paper should include:

- a preliminary paper title

PAPER 2:
## *Identify Your Lenses*

Spell out more thoroughly the theory & theoretical concepts you will be using to answer your question. **(~5 pages)**

This paper will do:

- review the literature you will use and use it to frame your position. tell what other people say about what you're going to talk about

- it will likely include several sub-concepts (ie: empowerment = also examining evaluation, participation, racism) and variations in the concepts

- indicate how you would observe or measure, explain links between concepts, what difference it makes

This paper should include:

- your question and case study, briefly re-stated. (More or less, depending on to what degree it has changed.)

PAPER 3:
## *Apply Your Lenses to Your Question*
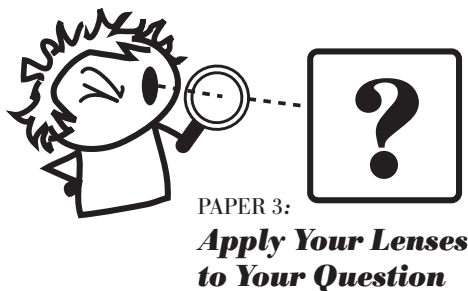
Look at your research question in the context of your theoretical framework, using it to present your own theoretical argument. **(~5 pages)**

This paper will do:

- clearly re-state your research question

- logically outline your argument

- make you ask yourself 'what's the point' and 'what am i even saying?' a lot, which is good. answer yourself!

- probably become the foundation for your final paper

- be presented in class, by yourself or by a peer

This paper should include:

- a paper title

- an abstract or summarizing topic sentence that states what your paper is about

PAPER 2:
## *Put it Together!*

Present a complete article that contributes something to community development theory, based on your interpretation of the theoretical concepts and using a case study to illustrate the relevence of your ideas. **(~15 pages)**

This paper will do:

- the whole job. write it like an article

- have an abstract, an introduction, a brief statement of methodology (how did you come to know this thing you're telling us?), categorical subheadings, and a conclusion

This paper should include:

- correctly styled citations

- a title

- an abstract

- anything else official. this is the real paper, and by now you're totally ready.

Jillian

*I mean, sort of fun, if you're into loving the process. And I didn't say easy on purpose. But really, this is a great way to do a paper. Especially if you're new at this.