CRD/GEO 240: Community Development Theory
Fall 2018
Mon/Wed 9:00-10:50 am
Hunt Hall 166

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Office Hours: M/W 8:15 – 8:50 am (or by appointment)

Overall Course Framework and Goals

Community development supports community participation in and influence of important public and private functions including planning, governance, economic development, health and social services 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 networks that encompass technical, financial, legal, and social services 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, a.k.a. theory.

Reflective community development practitioners and scholars should understand the following elements of community development:

- 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 relevant to the professional and academic fields 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 approach to community development as well as the topics and directions you wish to pursue professionally.

Community-Building:
This is the first course in the Master's 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. Refer to the handout on teaching methods for class agreements and expectations. Please make suggestions on how the course might be improved as the quarter progresses.

Class Structure:
Assigned readings must be completed before each class session. These readings anchor classroom discussions but do not limit possible discussion topics. The expectation is that everyone will read thoroughly and come prepared. That means reading critically as well as raising questions, points of disagreement, and connections with other readings during class discussions.

All students will post a short (no more than 1-page) response paper on the key themes of that session's readings **by midnight the night before class**. These are primarily opportunities for students to prepare their thoughts in advance of the class and for the class facilitators to refer to, and 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. 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.

The student team will facilitate the class discussion, drawing out class participation and lifting up key themes, ideas, and creative tensions in the dialogue. I will participate as appropriate to bring in new perspectives, to provide deeper grounding in the concepts and theories in the readings and the larger field, and to 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;" it is a resource for the class.

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 Canvas as appropriate.

Assignments and Grading

1. Short reading response papers for each class section. (10% of grade: 15 total responses x 2 pts = 30 points)

All students will post a short (no more than 1-page) response paper on the key themes of that session's readings by midnight the night before 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 session: (10% of grade: 30 points)

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 grade: 180 points)

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 to 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: 30 points) Due via Canvas by 11:59 pm **October 19th**. 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 for understanding 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, not including bibliography (15% of total grade: 45 points) Due on Canvas by 11:59 pm **November 10th**. 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. You will peer review a colleague's paper and get peer review feedback on the draft. Submit feedback by 11:59 pm **November 17th**.

3. Final paper: 5,000 words, not including bibliography (35% of total grade: 105 points) Due on Canvas by 11:59pm **December 7th**. (No Late Papers without an 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 and the key community development issues 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.

Final paper Grading:

The paper grade will be based several factors, including:

- How well defined is your research question?
- The choice of a good case study is always critical: Why is it important?
    - 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 substantive arguments?
- Do you evaluate your citations and sources critically?
- How well written is the paper?

The articles from the class reader are expected to, at least, inform your research and they should be cited where 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% of grade: 30 points)

Term paper drafts will be exchanged on Canvas on November 10th. Each student will be responsible for reviewing one other student's paper. These reviews are due on Canvas 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: 30 points)

Students will give a 10-minute presentation on your paper, plus 5 minutes of discussion, on November 28, December 3, or December 5. This is a formal presentation and can include the use of presentation software.

300 points total

Please Note:

- **All students must abide by UC Davis' Academic Code of Conduct.**
- **Many of the readings are found in the Community Development Reader (Defilippis and Saegert eds.). This is a required text with copies on reserve in the library.**
- **All readings are posted on the course Canvas.**
- **All written assignments are to be submitted through Canvas.**

SCHEDULE
(Subject to change)

Wednesday, 9/26- Getting Oriented

Monday, 10/1- Defining Theory

- Hooks, Bell. 1994. "Chapter 5: Theory as Liberatory Practice." *Teaching to Transgress*. New York: Routledge. Pp. 59-75.
- Rueschemeyer, Dietrich. 2009. "Chapter 1: Analytical Tools for Social and Political Research." In *Usable Theory Analytic Tools for Social and Political Research.* Princeton: Princeton University.

Wednesday, 10/3- Linking Theory to Action

- Stoecker, Randy. 1999. "Are Academics Irrelevant? Roles for Scholars in Participatory Research." *American Behavioral Scientist.* 42(5): 840-54.
- Friedman, John. 1987. "The Mediations of Radical Planning." In *Planning in the Public* Domain. Pp. 389-412.
- Pulido, L. 2008. FAQs: Frequently (un) asked questions about being a scholar activist. In *Engaging contradictions: Theory, politics, and methods of activist scholarship*. Pp. 341-366.
- OPTIONAL: Lipsitz, George. 2008. "Breaking the Chains and Steering the Ship: How Activism Can Help Change Teaching and Scholarship. In *Engaging Connections*. Pp. 88-114
- OPTIONAL: 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.

Monday, 10/8- Defining Community

- de Toqueville, Alexis. Democracy in America. Pp 1-42.
- Adair-Toteff, Christopher. "Ferdinand Tonnies: Utopian visionary." *Sociological Theory* (1995): 58-65.

Wednesday, 10/10- Defining 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. 2008. *Community: The Structure of Belonging*. Berrett-Kohler Publishers, San Francisco. Pp.1-36

Monday, 10/15- Theories of Development

- Friedman, John. 1987. "Two Centuries of Planning Theory: An Overview." Pp. 51-86.
- Escobar, Arturo. 1992. "Imagining a post-development era? Critical thought, development, and social movements." *Social Text* 31/32. 20-56
- Moore, Allen B. 2002. "Community Development Practice: Theory in Action." *Journal of the Community Development Society. 33*(1). 20-31.

- Sen, Amartya. "Development as Capability Enhancement." Chapter 37 in CRD.

Wednesday, 10/17- No class.

Monday, 10/22- Theories of Development: Social Capital

- Stoecker, Randy. 2004. "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*. Pp. 53-66.
- DeFilippis, James. 2001. "The myth of social capital in community development." *Housing Policy Debate.* 12(4), 781-806.
- Putnam, R. 1993. *Making Democracy Work* (Princeton: Princeton University Press) pp. 163-186.
- OPTIONAL: Portes, Alejandro. 1998. Social capital: Its origins and applications in modern sociology. *Annual Review of Sociology*, 24(1), 1-24.
- OPTIONAL: Putnam, Robert, et al. 2004. "Using social capital to help integrate planning theory, research, and practice: Preface." *Journal of the American Planning Association* 70(2), 142-192.

Wednesday, 10/24- Theories of Inequality: Power

- Delgado, G. 1997. "Organizing in Communities of Color." In *Beyond the Politics of Place: New Directions in Community Organizing in the 1990s.* Oakland, CA: Applied Research Center. pp. 45-64.
- Alinsky, Saul D. 1969. Chapter 5. "Native Leadership." *Reveille for Radicals*. New York: Vintage. Pp. 64-75.
- Campbell, D. 2011. Reconsidering the implementation strategy in faith-based policy initiatives. *Nonprofit and Voluntary Sector Quarterly*, 40(1), 130-148.

Monday, 10/29- Theories of Inequality: Race

- Fullilove, Mindy. 2004. *Root Shock*. Pp. 1-20; 52-100; 197-240* (optional)
- Powell, John. 2009. "Reinterpreting metropolitan space as strategy for social justice." In Paloma Pavel *Breakthrough Communities.*
- OPTIONAL: 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

Wednesday, 10/31- Theories of Inequality: Gender & Sexuality

- Gieseking, Jen Jack. 2013. "Queering the Meaning of 'Neighbourhood': Reinterpreting the Lesbian-Queer Experience of Park Slope, Brooklyn, 1983-2008." In *Queer Presences and Absences*. Edited by Yvette Taylor and Michelle Addison. London: Palgrave Macmillan. Pp. 178-200.
- Hertz, Betti-Sue, Eisenberg, E., & Knauer, L.M. 1997. "Queer Spaces in New York City: Places of Struggle/Places of Strength." *Queers in space: communities, public places, sites*

of resistance. Edited by Gordon Brent Ingram, Anne-Marie Bouthillette, and Yolanda Retter. Pp. 357-370.

- Gutierrez, Lorraine M. 1994. "Organizing with Women of Color." *Journal of Community Practice*. 1(2). Pp. 23-44.
- OPTIONAL: Parker, Brenda. 2011. "Material Matters: Gender and the City." *Geography Compass.* 5(6) Pp. 433-447.

Monday, 11/5- Theories of Inequality: Space/State

- Scott, James. 1998. "Introduction." In *Seeing like a state: how certain schemes to improve the human condition have failed.* New Haven: Yale University Press. Introduction & First chapter (pp. 17-68)
- Newman, K., & Lake, R. W. (2006). Democracy, bureaucracy and difference in US community development politics since 1968. Progress in Human Geography, 30(1), 44-61.

Wednesday, 11/7- Theories of Inequality: Capital/Class

- Harvey, David. Harvey, D. (1978). The urban process under capitalism: a framework for analysis. *International Journal of Urban and Regional Research*, 2(1-4): 101-131.
- Fields, Desiree. 2015. "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): 144-165.
- OPTIONAL: Elwood, Sarah. 2002. "Neighborhood revitalization through collaboration: assessing the implications of neoliberal urban policy at the grassroots." *GeoJournal.* 58(2-3): 121-129.

Monday, 11/12- No class.

Wednesday 11/14- Theories of Community: Built Environment

- Anguelovski, I. 2013. New directions in urban environmental justice: rebuilding community, addressing trauma, and remaking place. *Journal of Planning Education and Research*, 33(2), 160-175.
- Low, Setha. 2004. In *Behind the gates: life, security, and the pursuit of happiness in fortress America*. Pp. 7-26, 53-72.
- Hester, Randy. 1985. "Subconscious landscapes of the heart." *Places*. 2(3).

Monday, 11/19- Theories of Community: Gentrification/Displacement

- Zuk, Miriam. 2015. "Gentrification, displacement, and the role of public investment: a literature review." *Federal Reserve Bank of San Francisco*.
- Hernandez, Jesus. 2009. "Redlining revisited: mortgage lending patterns in Sacramento 1930-2004." *International Journal of Urban and Regional Research*. 33(2). Pp. 291-313.
- Goetz, E. G., & Chapple, K. (2010). You gotta move: Advancing the debate on the record of dispersal. *Housing Policy Debate*, 20(2), 209-236.
- OPTIONAL: Marcuse, Peter. 1985. "Gentrification, abandonment, and displacement: connections, causes, and policy responses in New York City." *Washington Journal of Urban and Contemporary Law.* 28:195.

Wednesday, 11/21- Theories of Community: Rural

- Chambers, Robert. 2014. In *Rural development: putting the last first*. Routledge. Pp. 28-46.
- Richardson Jr., James A., and Jonathan K. London. 2007. "Strategies and lessons for reducing persistent rural poverty: a social justice approach to funding rural community transformation." *Community Development*. 38:1. Pp. 92-107
- Emery, M. & Cornelia Flora. 2006. "Spiraling-Up: Mapping community transformation with community capitals framework." *Community Development.* 37:1, pp. 19-35.

Monday, 11/26- Theories of Community: Global

- Cordero-Guzman, Hector and Victoria Quiroz-Becerra. "Community-based Organizations and Migration." CRD Chapter 31.
- Orozco, Manuel & Rebecca Rouse. "Migrant home town associations and opportunities for development: A global perspective." CRD Chapter 32.
- OPTIONAL: Jurik, Nancy. "The international roots of microenterprise development." CRD Chapter 34.
- OPTIONAL: Brown, P., Chaskin, R., Hamilton, R., & Richman H. "Toward greater effectiveness in community change: Challenges and responses for philanthropy." CRD Chapter 16.

Wednesday, 11/28- Final Presentations

Monday, 12/3- Final Presentations

Wednesday, 12/5- Final Presentations & Synthesis: Towards Becoming Reflective Practitioners