CRD/GEO 240: Community Development
Theory
CRN: 37137/45462
Fall 2019

Professor   Tuesday 410-8
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COURSE DESCRIPTION

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.

COURSE LEARNING OUTCOMES

1. 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.

2. 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.

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

4. 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.

GRADING & EVALUATION

Weekly Abstracts (30%) Starting the second week of class, each student will prepare an integrative abstract and set questions on required readings that will be available to all class members prior to our weekly meeting. These are to be written in your own words. Distribution will be through the class Canvas page DISCUSSIONS section. *Integrative abstracts* should attempt to identify key issues and ideas in the weekly readings but strive to go beyond mere synopsis of the material, which we all will have read. The goal, instead, is to *integrate* the information, which can take a variety of formats. You might do this by focusing on conclusions and implications and/or by raising a paradox or central question about the topic of the readings. Integrative abstracts should treat strengths and weaknesses of the material, as well as make connections to other topics we have covered. Students can comment on whether the author's evidence really supports what they set out to do and the conclusions they reach. Be contentious; take a strong stand that will spur class debate.

All submissions should include a <u>minimum</u> of two discussion questions related to the readings: One should be a lingering question for you, and the other a question that will promote class discussion. If you wish, you may include questions that identify issues that are unclear, undeveloped, difficult to interpret, or which are particularly interesting such that further discussion and elaboration by the class is warranted. Both abstracts and questions will be used to orient class discussions. These abstracts should be relatively short; approximately two pages using standard margins, regular size font (12 point), and double spaced (though it is entirely plausible to accomplish the objectives in less space). Students will submit eight integrative abstracts throughout the semester, worth 5 points each. The abstracts are due 24 hours prior to class meeting each week (that is by Monday 410 pm). I will grade only the first eight abstracts you submit; you may not submit more than eight to replace poor scores. You may not submit an abstract on the week you lead discussion.

Class Discussion & Participation (15%) The portion of your grade is comprised of performance in class discussion, including the class you lead. Members of the class will sign up to lead class discussion (you will sign up electronically, stay tuned). Class discussion leaders are expected to combine their own reading of the material with insights gained from the summaries and questions submitted by other class members to create a coherent agenda for class discussion. Each of you will lead discussion once during the quarter. The responsibilities of the discussion leader are to facilitate the fruitful discussion of readings, introduce connections to earlier topics, incorporate questions individuals might have, and ensure there are no lulls during class. The latter—ensuring there are no lulls in discussion—is the most important role of the discussion leader. Thus, be sure to prepare a list of thoughtful questions for discussion. Leading class discussion does not require a student to lecture on the topic or the readings. The discussion leader carefully reads and reviews the commentaries and questions from the other students in the class. They organize the questions from the students in the class by looking for similarities and grouping the questions into categories. They then lead the class in discussion the questions. The discussion leaders are NOT responsible for finding the one and only correct answer to the questions. I will begin each class period with a preamble to introduce broad topics of discussion, treat the themes of the readings, and relate to the foundational aspects of other work considered. The discussion leader(s)

will pick up from there to procure a fruitful discussion of the material.

For example, a good rule of thumb is to apply the following. 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.

IMPORTANT NOTE: Points are deducted if you fail to come to class prepared to contribute to discussion. That is, if you are found to be disengaged, inattentive, and/or distracting during class (or if you fail to come to class), your class discussion grade will be reduced.

This is an opportunity to exercise your intellectual autonomy. To this end you may want to incorporate related information from current, relevant media. You will be evaluated individually on the clarity and accuracy with which you discuss the readings and as a group, on the extent to which you facilitate class participation and understanding. The point of this assignment is to give you experience planning and leading a seminar. I encourage you to be creative and have fun with the assignment and you are welcome to meet with me beforehand for any assistance I may be able to offer. **Be organized;** you should prepare an outline of how you want to structure the class discussion and have a list of topics and questions. Here are some suggestions for approaches that have worked well in the past. To begin, brief presentations of salient points, which can be done with a list of questions/topics/unresolved issues that you plan to address. **Make connections.** Draw on current events, media representations, and your own special knowledge to move the discussion in certain directions. Your presentation should bridge what we have already read with the current set of readings. Multimedia, film, etc. may be used. Refreshments are always welcomed.

Final Paper & Presentation (50%) The final 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 has three phases:

1. **The Paper Proposal:** 1500 words (20% of paper grade) Due via Canvas by 11:59 pm **October 25**. 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 (20% of paper grade) Due on Canvas by 11:59 pm **November 15**. 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 22.**

3. **Final paper:** 5,000 words, not including bibliography (40% of paper grade) Due by email by 11:59pm **December 9**. (No Late Papers without an official excuse.)

4. **Final presentation:** (20% of paper grade) A 10-minute final presentation will be given the last day of class.

Your paper should include the following **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: APA-Style

Your final paper will be graded on the following **criteria**:
- How well defined is 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 substantive arguments?
- Do you evaluate your citations and sources critically?
- How well written is the paper?

<u>Note:</u> 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. Please use the APA style guide to format in-text citations and references.

Peer review of colleague's paper (5%) Final paper drafts will be exchanged on Canvas on **November 17**. Each student will be responsible for reviewing one other student's paper. These reviews are due on Canvas by **November 22**. Review using electronic methods (e.g., track changes in Word) or paper (written comments) is acceptable.

Grading. Grades are determined on a traditional academic scale.

A 93-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-92%	B 83-86%	C 73-76%	D 63-66%	
	B- 80-82%	C- 70-72%	D- 60-62%	

Required class materials. Will be available on canvas or by using the library website to access journal articles. **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.**

GENERAL COURSE POLICIES
Attendance & Participation Your attendance and thoughtful participation in classroom activities are critical to success in this course. Any absence will cause you to miss essential information. You are responsible for all announcements and verbal instructions provided in class, whether or not you are present. <u>Be on time to class and be sure to turn off your cell phones.</u> Disruptive behavior and/or excessive absences can and will have a bearing on your final grade.

Use of telephones is strictly forbidden in class. You may use your laptop computers to take notes and look at articles <u>only</u>. If the use of laptop computers becomes distracting, then they will no longer be allowed in class. See this article on the perils of multitasking.

❖ Ophir, E., Nass, C., & Wagner, A. D. (2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences*, *106*(37), 15583-15587.

Email responses. I will do my best to respond to your emails within 48 hours of receiving them. However, make sure that if an issue does arise that you let me know as soon as you can so that we may plan accordingly.

Important Note on the Reading <u>The reading for this class is not easy.</u> In some cases, you will need to read the material more than once and spend considerable time and effort to figure out what the tables, charts, and graphs are saying. The best strategy is to read through the material at least once before it is schedule for discussion in class and then read it again after it has been discussed. You will want to bring readings and notes to class each day so that you have those materials handy for class discussion and activities.

Community expectations. This class is a community of learning and will function best when we all agree and abide by principles of reciprocity, fairness, compassion, and collaboration. The following are some good guidelines on how to support one another in the classroom. For more information on the below topics see for a start.

<u>Pro-active approach to micro-aggressions:</u> Microaggressions are a form of systemic everyday symbolic violence, such as daily, intentional or unintentional, verbal, behavioral, and environmental indignities. They can be layered assaults that include insults or judgements related to race, ethnicity, citizenship, gender sexual orientation, age, type of college (4-year vs. transfer student), immigration status, language, disability, socioeconomic status, and religion. Microaggressions found in classrooms and other educational settings can have a psychological, academic, and physical toll on those who experience them. To foster safe learning environment for all those in this learning community, please:

- Be intentional about creating space where all feel safe, supported, and encouraged to ask questions and participate.
- Respect: be respectful of classmates, professor, guests throughout all class activities.
- Nonjudgemental approach—disagreement without putting other people down
- Openness: avoid assuming and assigning intentions, beliefs, or motives to others.
- Recognize and respond to microaggressions when they occur.
- Do not assume that all are familiar with U.S. or other cultures.
- Do not make assumptions about gender, race, ethnic background, religion, etc. when presenting material, asking for opinions, or making a commentary.
- Always feel free to seek assistance or advice from on-campus resources (a non-exhaustive resource list prepared by CEE is attached).

Information on [microaggressions](#) adapted from Center for Educational Effectiveness.

For more information on implicit bias see [Project Implicit](#) (Harvard University).

GENERAL UNIVERSITY POLICIES & RESOURCES

Americans with Disabilities Act for Students with Special Needs Statement. Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact UC Davis Student Disability Center for disability access: https://sdc.ucdavis.edu/. Students who have, or suspect they may have, a disability should seek services through Disability Services. Students must be registered with Disability Services and receive written authorization to obtain disability-related accommodations.

Code of Academic Conduct. The Code of Academic Conduct applies to all undergraduate students, full-time, and part-time, at UC Davis. UC Davis expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](#)) and acknowledges the right of the university to take disciplinary

action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

Plagiarism. With all the materials that you use, be sure to cite the source. Note that plagiarism includes the direct lifting of text and re-stating of arguments without citation from texts in any language, not just English. If you use a website, include the URL and the date you accessed it. Cutting and pasting from a website that is not acknowledged is plagiarism. Students caught plagiarizing will be referred to Student Judicial Affairs and receive a "zero" for the assignment. For additional information on what constitutes plagiarism, go to: http://sja.ucdavis.edu/files/plagiarism.pdf.

Title IX. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy from the Center for Advocacy, Resources, and Education (CARE) at ucdcare@ucdavis.edu or 530.752.3299. In addition, Student Health and Counseling Services (SHCS) provides confidential counseling to all students and can be reached 24/7 at 530.752.2349. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator at wjdelmendo@ucdavis.edu or 530.752.9466. Reports to law enforcement can be made to the UCD Police Department at 530.752.2677. More information on UC Davis sexual violence prevention and response resources can be found at http://sexualviolence.ucdavis.edu/.

Mandatory Reporting. Faculty and TAs are required under the UC Policy on Sexual Violence and Sexual Harassment to inform the Title IX Coordinator should they become aware that you or any other student has experienced sexual violence or sexual harassment. There are other confidential and anonymous resources for you if you do not want your experience to be mandatorily reported. Please see Resources for UC Davis students on our Canvas course site.

Resources for UC Davis Students. A list of several resources for you provided by UC Davis are attached.

COURSE SCHEDULE OF READINGS**

THEME	READINGS
Week 1: (10/1) **Course Introduction: Settler Colonialism**	- Tallbear, Kim. 2014. "Standing with and speaking as faith: A Feminist-Indigenous Approach to Inquiry." - Tallbear, Kim. 2004. "Narratives of Race and Indigeneity in the Genographic Project." - Simpson, Leanne R. 2004. "Anticolonial strategies for the recovery and maintenance of Indigenous knowledge" - Simpson, Leanne. 2014. "Land as pedagogy: Nishnaabeg intelligence and rebellious transformation." - Listen to Podcast: All My Relations, Ep #4: Can a DNA test make me Native American?
Week 2: (10/8) **Defining theory; Linking theory to action**	- 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. - 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. • 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.
Week 3: (10/15) **Defining community: Rural + Global**	Defining community: • de Toqueville, Alexis. Democracy in America. Pp 1-42. • Block, Peter. 2008. *Community: The Structure of Belonging*. Berrett-Kohler Publishers, San Francisco. Pp.1-36 Rural: • Emery, M. & Cornelia Flora. 2006. "Spiraling-Up: Mapping community transformation with community capitals framework." *Community Development*. 37:1, pp. 19-35. • Optional: Flora, C. B. (2018). *Rural communities: Legacy+ change*. Routledge. Global: • Cordero-Guzman, Hector and Victoria Quiroz-Becerra. "Community-based Organizations and Migration." CRD Chapter 31. • Brown, P., Chaskin, R., Hamilton, R., & Richman H. "Toward greater effectiveness in community change: Challenges and responses for philanthropy." CRD Chapter 16.
Week 4: (10/22) **Theories of Development**	• 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. • Bunker, S. G. (1984). Modes of extraction, unequal exchange, and the progressive underdevelopment of an extreme periphery: the Brazilian Amazon, 1600-1980. *American Journal of Sociology, 89*(5), 1017-1064. • Optional: Wallerstein, Immanuel. 1974. *The Modern World System*. New York: Academic Press. **Paper proposal due by 11:59 pm October 25**
Week 5: (10/29) **Theories of**	• 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.

Development: Social Capital	• Bourdieu, P. (1986). The forms of capital. • <u>Optional:</u> Bourdieu, P. (1989). Social space and symbolic power. *Sociological theory*, *7*(1), 14-25.
Week 6: (11/5) **Theories of Inequality: Race**	• Pulido, Laura. "Geographies of race and ethnicity 1: White supremacy vs white privilege in environmental racism research." *Progress in Human Geography* 39.6 (2015): 809-817. • 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. • Powell, John. 2009. "Reinterpreting metropolitan space as strategy for social justice." In Paloma Pavel *Breakthrough Communities.*
Week 7: (11/12) **Theories of Inequality: Gender & Sexuality**	• Cho, Sumi, Kimberle Williams Crenshaw, and Leslie McCall. 2013. "Toward a field of intersectionality studies: Theory, applications, and praxis." *Signs* 38:811-45. • Parker, Brenda. 2011. "Material Matters: Gender and the City." *Geography Compass.* 5(6) Pp. 433-447. • 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. **Paper draft due by 11:59 pm Nov. 15th**
Week 8: (11/19) **Theories of Inequality: Space/State; Capital/Class**	• 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. • Harvey, David. 2001. *Spaces of Capital: Towards a Critical Geography.* New York: Routledge. • 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. **Review of Peer's paper draft due by 11:59 pm Nov 22**
Week 9: (11/26) **Research Lab**	**Research Lab.** **Happy Thanksgiving!**
Week 10:	• Anguelovski, I. 2013. New directions in urban

(12/3) **Theories of Community: Built environment** **Presentations**	environmental justice: rebuilding community, addressing trauma, and remaking place. *Journal of Planning Education and Research*, 33(2), 160-175. • Brown-Saracino, J. (2004). Social preservationists and the quest for authentic community. *City & Community*, *3*(2), 135-156. • Brown-Saracino, J. (2015). How places shape identity: The origins of distinctive LBQ identities in four small US cities. *American Journal of Sociology*, *121*(1), 1-63. ***Presentations* (feel free to bring festive snacks!)**

** The schedule of readings and assignments is approximate because there may be some topics that warrant extended coverage in class. Course schedule and assignments subject to change.

<u>Final term papers due December 9 at 11:59 pm</u>
<u>To submit, email me a copy of your paper</u>