Community Development: Theory and Models Fall 2019 – Course Syllabus – WYP1616H

Wycliffe College, Toronto School of Theology

NOTE: This draft course description is intended to support students in their course selection process and to assist them in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of this description are subject to change before the course begins. The final course syllabus will be available to registered students at the beginning of the course.

(Revision: June 2019)

I. Course Details

Instructor:	Dr. David Kupp
	Phone: 416-946-3535 x2561
	E-mail: david.kupp@utoronto.ca
	Skype: daviddkupp
Office Hours:	By appointment
Campus:	Wycliffe College
Classroom Sessions:	2:00-4:00pm Thursdays during Fall term, 2019
o First class:	12th September, 2019
o Reading week:	21-25 October
o Last class:	5th December
o Exam week:	10-13th December (final assignment due 11th December)

II. Course summary

This course provides an introduction and overview to the core issues, approaches and players for faith-based NGO leaders and practitioners of community development, within both Canadian and international settings. As an overview to the theory and models of community development organizations, this is the domestic and local counterpart to the international development course WYP1615: "International Development: Global Issues, Power and Players."

This course helps students build a platform for their engagement as community development leaders and practitioners in local settings, whether with NGOs, local agencies or churches. Worldviews, approaches and actors are explored across the community development spectrum, as are the patterns and lenses of local organizations. Theories and models are examined which assess and address the local nature and dynamics of poverty, participation, power and community ownership. The inter-relationships between vision, values and practice are explored, along with the roles of local government, business and civil society players in working with the marginalized and vulnerable.

Community Development: Theory. Course syllabus (D.D. Kupp)

This is a required Development Foundations course within the Wycliffe College MTS program stream in Urban Community Development. This course engages key aspects of:

- Introduction to community development and human flourishing
- Community-based organizations, civil society and the church
- Models of participation and empowerment
- Theories of change
- ABCD – Assets-Based Community Development
- The critical path for community engagement
- Theories and models of project management and DME
- When community development goes wrong
- Multi-stakeholder collaboration and partnering
- Capacities for community development organizations

III. Learning Outcomes

By the end of this course students will be able to:

1. Demonstrate knowledge of the theory, approaches and issues of community development.
2. Appreciate and articulate historical, political, social and theological opportunities, challenges and tensions within community development.
3. Identify and develop the key features in a coherent model for a community development organization.
4. Analyze the skills and competencies required for effective engagement in community development programming by development workers, NGOs and churches (including pedagogy, facilitation, capacity building, organizational development).
5. Engage, research and demonstrate facility with a chosen project topic and research question in the field of community development.

The course is built around a range of adult and community learning methodologies: interactive discussions, workshop exercises, simulations, research, participatory activities, multi-media, peer learning and assessment, readings, external events, engaging with external subject matter experts.

IV. Requirements and Evaluation

1) Student-led classroom sessions:	20%
2) Term project: Build a community development organization	40%

- CD org phase 1 report (10%)
- Marketplace on CD orgs (10%)
- CD org final report (20%)

3) Term project	40%

Course outputs and deadlines:

Date	Assignment/Output
Every week:	Every student completes the assigned readings and tasks
Special classroom sessions:	Facilitation: Students prepare and present a summary of the content and issues arising from the readings and assignments,

	and facilitate a classroom session on the emerging questions. Peer collaboration: Students work with peers to listen, share and analyse their progress, and apply the current and next readings & tasks to building their CD organization.
Friday, 25th October	My CD org phase 1 report (synthesis weeks 1-6)
Thursday, 31st October	1-page proposals for final term projects
TBD	Student marketplace session
Friday, 6th December	My CD org final report (synthesis weeks 1-12)
Wednesday, 11th December	Term project

Further details:

Participation. Punctual attendance and full participation are essential in all classroom sessions and scheduled events. Participation assumes evidence of thorough engagement with assigned readings, evidence of exploration into arising issues, full engagement in classroom learning events and activities, and completion of in-class, extra-class and online assignments. A variety of community-based and participatory learning technologies will be explored and employed together by instructor, TA and students.

1) Classroom facilitation (20%): In small groups or individually students will design, develop and facilitate a 45-minute analysis-rich summary on the content of that week's assigned readings and assignments, and will facilitate participatory, adult learning activities on the emerging questions.
- o Assume that everyone comes to the class having completed the readings
- o Bring to class for each student a 1-2 page summary of key data, analysis and learning from readings.
- o Design, develop and submit a session plan for the facilitation
- o Identify the "aha's" and emerging questions and challenges in this week's readings
- o Facilitate your session plan around these emerging questions, with learning activities designed for participative adults in a community development gathering.
- o Receive a peer review

2) "My CD organization" term project: each student will build a community development organization ("my CD org"), following weekly assigned readings and tasks. Students will choose and build their organization for a specific, local context (e.g., Eastside downtown Vancouver, rural NW Kenya, etc).
- **Three CD org check-ins (10% + 10% + 20%).** Three times during the term students will progressively report on the cumulative building of their community development organization: Phase 1 (10%), Marketplace (10%) and Final (20%). The readings and tasks assigned each week will take students through a series of key features of healthy and effective CD organizations. Students will review and analyze the readings each week in order to choose how to build those features into their evolving CD org. The CD org reports will evidence incorporation of the readings, analysis and application. The final CD org report will synthesize and summarize all the features and developed aspects of their CD org in a single report.
- **Working labs.** Several in-class labs will allow students to listen, share, compare, discuss and assess each other's progress on their CD orgs.

- **Marketplace.** A marketplace of CD orgs will be held near the end of term where students will 'market' their CD org's features, identity, operations and capacities to classmates and invited participants. In the marketplace each student will present the current status of their CD org, using a market-style kiosk. Each student will prepare and facilitate a 20 minute session, including peer-to-peer discussions and review of the most recent draft of their CD org and as well as their current progress on the term research paper. Adult learning principles (e.g., verbal, visual, kinaesthetic) and innovation will guide these marketplace sessions.

3) Final research paper (40%). Students will develop a research question or hypothesis around a specific and strategic community development theme. The product is a 4,000-word research paper. By end of Thursday, 31st October each student will submit a single-page proposal for this research paper, following guidelines discussed in class and posted on the course website. The research paper may:
- ✓ Perform a deep dive into one are of a CD organization's identity, programming and operations
- ✓ focus on a CD theory or model.
- ✓ Augment some aspect of their CD org report which merits research (e.g., let's say you are developing your CD org project on a specific Brazilian women's co-op. In the course of that project you being to come across some articles in development journals about the successes and failures of women's co-ops. So you decide to explore "The comparative effectiveness of three different types of women's co-operatives in rural NE Brazil").
- ✓ a community development dilemma you have discovered during the term. For example, "the attempt of Toronto food banks to move beyond food delivery services to advocacy on the inequities of food access among poor in the GTA."

V. Course Resources

Website
As with all Wycliffe courses, this course has a private Quercus website will function as a home for course materials, readings, online exchanges, additional notices and resources, and other pieces of information. See links below.

Required Readings
Students are not required to purchase textbooks for this course. Required readings of articles and chapters for the course will be posted online, drawn from:
1) A range of weekly readings from resources listed in the bibliography below, as well as additional online readings posted as links and .pdfs,
2) additional readings related to site visits or guest speakers,
3) and each student's own bibliography for their case study and term project.

VI. Bibliography

Assets-Based Community Development (several online resources)

Barefoot Guide Connection. Numerous *Barefoot Guide* resources will be accessed from www.barefootguide.org

Block, Peter. *Community: The Structure of Belonging.* Second edition. San Francisco: Berrett-Koehler Publishers, 2018.

Bonk, Jonathan J. *Missions and Money: Affluence as a Missionary Problem.* Revised and expanded edition. Maryknoll: Orbis, 2006.

Bonk, Jonathan J. "Missions and money: affluence as a Western missionary problem ... revisited." *International Bulletin of Missionary Research* 31.4 (2007): 171ff.

Brouwer, Herman and Simone van Vugt, "Analyzing Stakeholder Power Dynamics in MSPs: Insights from Practice" (Wageningen University, 2012).

Carter, Isabel. *A Pillars Guide: Building the Capacities of Local Groups.* Tear Fund, 2001.

Chambers, Robert. *Whose Reality Counts? Putting the Last First.* Intermediate Technology Publications, 1997.

--------------. *Ideas for Development.* Earthscan, 2005.

--------------. *Revolutions in Development Inquiry.* Earthscan, 2008.

Conklin, Jeff, "Wicked Problems and Social Complexity," in *Dialogue Mapping: Building Shared Understanding of Wicked Problems* (Wiley, 2005), pp.2-20. http://www.cognexus.org

Daley-Harris, Sam (ed.). *Pathways out of Poverty: Innovations in Microfinance for the Poorest Families.* Kumarian Press, 2002.

Davis, Mike. *Planet of Slums.* Verso, 2006.

de Soto, Hernando. *The Mystery of Capital.* Perseus Books Group, 2003.

Desai, Vandana and Robert Potter, eds. *The Companion to Development Studies: Second Edition.* London: Hodder, 2008.

Douglas, Ian T., and Kwok Pui-lan. *Beyond Colonial Anglicanism: the Anglican Communion in the Twenty-First Century.* Church Publishing, 2003.

Doupe, Andrew, "Partnerships between Churches and People Living with HIV/AIDS Organizations: Guidelines" (World Council of Churches, 2005).

Fedeler, Kristin and Rachel Hayman, "Beyond the Apolitical: Private Foundations and Transformative Development in sub-Saharan Africa" (Oxford: INTRAC, 2012). http://www.intrac.org/resources.php?action=resource&id=753

Fowler, Alan, et al. *Participatory Self-Assessment of NGO Capacity*, Occasional Paper Series 10 (Oxford: INTRAC, 1995) http://www.intrac.org/data/files/resources/131/OPS-10-Participatory-Self-Assessment-of-NGO-Capacity.pdf

Fowler, Alan, *Partnership: Negotiating Relationships – A Resource for Non-Governmental Organisations*, Occasional Paper Series No.32 (Oxford: INTRAC, 2000). http://www.intrac.org/data/files/resources/54/OPS-32-Partnerships-Negotiating-Relationships.pdf

Freire, Paulo. *Pedagogy of the Oppressed.* Continuum, 2000.

Green, Duncan. *How Change Happens.* Oxfam, 2016.

Green, Duncan. *From Poverty to Power: How active citizens and effective states can change the world,* 2nd ed. Rugby, UK: Practical Action Publishing and Oxford: Oxfam International, 2012.

Gubbels, Peter and Catheryn Koss, *From the Roots Up: Strengthening Organizational Capacity Through*

Guided Self-Assessment. World Neighbors, 2000.

Hanson Bourke, Dale. *The Skeptic's Guide to Global Poverty: Tough Questions, Direct Answers.* STL Distribution North America, 2007.

Haslam, Paul, Jessica Schafer and Pierre Beaudet, *Introduction to International Development: Approaches, Actors and Issues.* Second edition. Oxford, 2012.

Helmore, Kristen and Naresh Singh. *Sustainable Livelihoods: Building on the Wealth of the Poor.* Kumarian Press, 2001.

Hiebert, Paul. *Transforming Worldviews: An Anthropological Understanding of How People Change.* Baker Academic, 2008.

Hoksbergen, Roland*. Serving God Globally: Finding Your Place in International Development.* Baker, 2012.

Hope, Anne, and Sally Timmel. *Training for Transformation: A Handbook for Community Workers.* Four volumes. Vols. 1-3, Revised Edition, Mambo Press, 1995; Vol. 4, ITDG Publishing, 1999.

INTRAC (International NGO Training and Research Centre): a number of resources are available free and for purchase. www.intrac.org For example: INTRAC resources on civil society strengthening: http://www.intrac.org/resources.php?type=&format=1&action=

James, R. (1994) *Strengthening the Capacity of Southern NGO Partners*. Oxford: INTRAC.

James, R. (2001) *Power and Partnership? Experiences of NGO Capacity Building*. Oxford: INTRAC.

Kretzmann, John P. and John L. McKnight., *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets* (ABCD Institute, 1993).

Kretzmann, John P. and John L. McKnight, *Discovering Community Power: A Guide to Mobilizing Local Assets and Your Organization's Capacity* (ABCD Institute, 2005)*.* Download at http://www.abcdinstitute.org/publications/workbooks/

Laws, Sophie, Caroline Harper and Rachel Marcus. *Research for Development: A Practical Guide.* Sage, 2003.

McKnight, John and Peter Block. *The Abundant Community: Awakening the Power of Families and Neighbourhoods.* San Francisco: Berrett-Koehler Publishers, 2010.

Myers, Bryant. *Walking with the Poor: Principles and Practices of Transformational Development.* Revised and expanded edition. Maryknoll: Orbis, 2011.

MacDonald, Neil. *Cautionary Tales for Development Folk.* Kindle, 2014. Available in Kindle Store. http://www.amazon.ca/Cautionary-tales-development-folk-MacDonald-ebook/dp/B00HCLRDXW

Narayan, Deepa, et al. *Voices of the Poor: Crying Out for Change.* Oxford University Press, 2000. (especially Chapters 1-2.)

Nash, Robert, Alan Hudson and Cecilia Luttrell. "Mapping Political Context: A Toolkit for CSOs." ODI, 2006. https://www.odi.org/publications/152-mapping-political-context-toolkit-civil-society-organisations

Orbinski, James. *An Imperfect Offering: Humanitarian Action in the Twenty-First Century.* Anchor Canada, 2009.

Rans, Susan and Hilary Altman, *Assets-Based Strategies for Faith Communities* (ABCD Institute, 2002). Download from http://www.abcdinstitute.org/publications/workbooks/

Robinson, Jerry and Gary Paul Green. *Introduction to Community Development: Theory, Practice, and Service-Learning.* Los Angeles: Sage, 2011

Sen, Amartya. *Development as Freedom.* Knopf, 1999.

Smith, Stephen C. *Ending Global Poverty: A Guide to What Works.* New York: Palgrave, 2005.

Tufts University. "Ambiguity and Change: Humanitarian NGOs Prepare for the Future." Boston, MA: Feinstein International Famine Centre, Tufts University, 2004. Downloadable from https://wikis.uit.tufts.edu/confluence/download/attachments/14553441/Ambiguity+and+Change--Humanitarian+NGOs+Prepare+for+the+Future.pdf?version=1.

Course Website(s)

- Quercus: https://q.utoronto.ca/

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at https://q.utoronto.ca/ and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: https://community.canvaslms.com/docs/DOC-10701 . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

- Personal Website http://individual.utoronto.ca/*name*

Late Assignments and Grading

Students are expected to complete individual assignments by their due dates, and all course work by the final deadline of 11th December, 2019. One percentage point per day will be deducted from the course grade if an extension has not been approved before the stated deadline.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the final deadline scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy

(http://www.governingcouncil.utoronto.ca/policies/grading.htm) or TST and Wycliffe College's grading policy.

TST Grading System - Basic Degree Students

1000, 2000 and 3000 level courses at TST use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.				
A+	90-100	4.0	Profound and Creative	Strong evidence of original thought, of analytic and synthetic ability; sound and penetrating critical evaluations which identify assumptions of those they study as well as their own; mastery of an extensive
A	85-89	4.0	Outstanding	
A-	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.				
B+	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature
B	73-76	3.0	Good	
B-	70-72	2.7	Satisfactory at a post-baccalaureate level.	Adequate critical capacity and analytic ability; some understanding of relevant issues; some familiarity with the literature
FZ	0-69	0	Failure	Failure to meet the above criteria

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Integrity, Content, Format

New readings. The readings undertaken for this course must be from new material. New material is material students have not read prior to this course. If students have already read any of the required readings for this course substitute readings can be negotiated with the instructor.

New work. The assignments submitted for this course must be new material. New material for assignments is material students have not submitted for course assignments prior to this course. If students want to build on previous work undertaken for other courses, they must negotiate this with the instructor, so that their submitted assignments are new in substance and intent.

Written assignments will follow the style and format guidelines provided by the Univ. of Toronto (as set out in the *Chicago Manual of Style,* 15th edition, and its student version, Turabian's *Manual for Writers*, 7th edition). See http://www.writing.utoronto.ca/advice/using-sources/documentation. See the "Quick Guide" to this style at http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. Include complete documentation (either footnotes or endnotes) for all published material used. Cite directly all sources relied on, whether quoted directly, paraphrased or summarized.

Terms relating to sex and gender will follow the TST writing guidelines. See chapter 14 "Elimination of Stereotyping in Written Communication" in *The Canadian Style: Guide to Writing and Editing* (Toronto: Dundurn Press, 2008) for a helpful guide to the avoidance of stereotyping on sexual, racial or ethnic grounds and to the "fair and representative depiction of people with disabilities." See also the guidelines for unbiased language on the University website (go to http://www.writing.utoronto.ca/advice and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at http://www.accessibility.utoronto.ca/. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Other academic offences*.* TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* http://www.governingcouncil.utoronto.ca/policies/behaveac.htm.

Back-up copies*.* Please make back-up copies of essays before handing them in.

Obligation to check email*.* At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid uToronto email address. Students must have set up their uToronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check uToronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor*.* The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a uToronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-uToronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.