This description is intended to support the course selection process and to assist students 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: 31 March 2017)

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: 11:00am-1:00pm Wednesdays during Winter term, 2018  
o First class: 10th January, 2018  
o Reading week: 19-23rd February  
o Last class: 4th April  
o Exam week: 9-13th April

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 community 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 is also a core course in Wycliffe College’s Certificate of Community Development. This course engages key aspects of:

- Introduction to community development and human flourishing
- Approaches to civil society, and the church
- Models of participation and empowerment
- Theories of change
- Appreciative Inquiry
- ABCD – Assets-Based Community Development
- The critical path for community engagement
- Theories and models of project management and DME
- When community development goes wrong
- Cross-cutting issues
- Human rights and citizen voices
- Multi-stakeholder collaboration and partnering
- Inter-cultural community development
- 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 the deeper issues and implications of 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: 30%
2) Term project: Build a community development organization 35%
   - CD org phase 1 report (10%)
   - Marketplace on CD orgs (10%)
   - CD org final report (15%)
3) Term project 35%
Course outputs and deadlines:

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every week:</td>
<td>Every student completes the assigned readings and tasks</td>
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</tbody>
</table>
| Three classroom sessions: | 1) Students individually or in small groups prepare and present three summaries of the issues arising from the readings and assignments, and facilitate a session on the emerging questions.  
|                  | 2) Each student participates in several in-class labs with partners to listen, share and analyse their progress, and apply the current and next readings & tasks to building their CD organization. |
| 14th February    | My CD org phase 1 report (synthesis weeks 1-6)                                    |
| 28th February    | 1-page proposals for final term projects                                           |
| 21st March       | Student marketplace session                                                        |
| 6th April        | My CD org final report (synthesis weeks 1-12)                                     |
| 13th April       | Term project                                                                      |

Further details:

**Participation.** Punctual attendance and full participation is 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 and presentations (30%): each student/group will facilitate three brief classroom sessions.** Individually and in small groups students will design, develop and facilitate three analysis-rich summaries on the content of the assigned readings and assignments, and will facilitate participatory, adult learning activities on the emerging questions.

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% + 15%).** 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 (15%). 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 20-25 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 (35%).** 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 Wednesday, 28th Feb. each student will submit a single-page proposal for this research paper, following guidelines discussed in class and posted on BlackBoard. The research paper may:

✓ Perform a deep dive into one area 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 BlackBoard website that is accessible to registered students through the “Portal” on the University of Toronto home page ([http://www.utoronto.ca](http://www.utoronto.ca)) or directly at [http://portal.utoronto.ca](http://portal.utoronto.ca). The website will function as a home for course materials, readings, online exchanges, additional notices and resources, and other pieces of information.

**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](http://www.barefootguide.org)


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

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


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


### VII. Guidelines and Policies on Assignment Extensions & Academic Integrity

**Academic research and writing.** For helpful advice on academic research and writing see http://www.writing.utoronto.ca/advice.

**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students 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* (linked from http://www.tst.edu/content/handbooks) and the University of Toronto Code of Behaviour on Academic Matters http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871. Students are 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).

**Late Assignments and Grading.**
Students are expected to complete all course work by the posted deadlines. Under exceptional circumstances, with the written permission of the instructor, students may request an official extension (SDF = “standing deferred”) beyond the end of term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than two weeks before the completion of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

During the course, beginning on the day after any due date, one percentage point per day will be deducted from any assignment submitted late without permission. At the end of the course, one percentage point per day will be deducted from the overall course grade if an SDF extension has not been requested before the stated deadline.

Course grades. Consistent 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 scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalents</th>
<th>Grade Point</th>
<th>Grasp of Subject Matter</th>
<th>Other qualities expected of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.0</td>
<td>Profound and Creative</td>
<td>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 knowledge base</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.0</td>
<td>Outstanding</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
<td>Excellent</td>
<td>Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base</td>
</tr>
<tr>
<td>B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>3.3</td>
<td>Very Good</td>
<td>Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>3.0</td>
<td>Good</td>
<td></td>
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</tbody>
</table>
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 materials that are new to the student. 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](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](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](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.