

Community Development: Tools & Practices for Transformation

Fall 2024 Course Syllabus



Course Syllabus

Wycliffe College, Toronto School of Theology

(Revised: April 2024)

This description is intended to assist in the course approval 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 the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number:	WYP2641H
Course Name:	Community Development: Tools and Practices for Transformation
Instructor:	W. Clayton Rowe. M.Div, M.Th, MBA E-mail: clayton.rowe@utoronto.ca
Office Hours:	By appointment
Classroom Sessions:	9:00-12:00 pm Wednesday Online
○ Beginning of Course	9 th September 2024
○ First Class	11 th September 2024
○ Reading Week	30 th October 2024
○ Last Class	6 th November 2024
○ Final Assignments Due	1 st December 2024

No assignment accepted after 7th December 2024

Course Description

A participatory community development approaches includes a range of movements with names such as grassroots development, people-centred development, participatory learning, and action (PLA), capabilities-based development, and assets-based community development (ABCD). Marginalized communities offer capacities to shape the direction of their own lives, and to challenge and change unjust social, political, and economic structures.

These participatory approaches seek to elevate local people and their organizations to central roles in decision-making and implementation of the development strategies the impact their lives. To be sustainable and effective, community transformation requires local agents of change who focus on developing local capacities and skills. These change agents – whether practitioners and leaders in local community organizations or churches – need to be well-equipped with knowledge and tools to inspire, guide and facilitate change processes that match well the local context and conditions. This course introduces participants to a selection of these approaches that have proven valuable to organizations

and practitioners involved in mobilizing, building and catalyzing community development initiatives. At the heart of community development processes stands the development facilitator: her/his effectiveness depends on this set of knowledge, skills, and tools.

Course Methodology

The course is built around a range of adult and community-based learning methodologies. Sessions employ interactive discussions, exercises, case studies, collaborative research, participatory activities, multi-media, mini-projects, readings, visiting experts and lectures.

Course Learning Outcomes

Wycliffe's MTS-D degree gives an opportunity for more focused and advanced study in the area of urban and community development. This course focuses on faith-based practitioner knowledge, skills, and tools at the heart of community development, and complements its companion course: "Community Development: Theory and Models."

1. Depth and Breadth of Knowledge. Course participants will:

- Explore the range of tools, practices, and approaches available to community development practitioners and organizations in the global North and South.
- Learn the principles and methods of:
 - Community participation
 - Community-based leadership
 - Peace & reconciliation approaches
 - Citizen-based advocacy
 - Multi-stakeholder partnering
- Choose and develop deeper knowledge in one approach and its premises, methods, and applications.

2. Application of Knowledge. Course participants will:

- connect the theory of community development with its practice and application
- analyze and evaluate community development tools and applications
- develop their own philosophy and core guidelines for their practice of community development

3. Professional Capacities. Course participants will:

- reflect and analyse local context
- explore and adapt new tools for local context

4. Level of Engagement. Course participants will:

- create a course project that demonstrates higher levels of Bloom's taxonomy of learning
- demonstrate effective levels of discernment in the appropriate application of different community development approaches to distinct contexts

5. Awareness of Limits of Knowledge. Course participants will:

- gain appreciation of the effect of their own beliefs, worldviews, and contexts on the community development setting
- recognize the critical role of listening and discernment in context
- evaluate anew the importance of gathering other subject matter disciplines and expertise in community development settings.

6. Research and Scholarship. Course participants will:

- employ human, organizational, library and knowledge database information resources in developing their course project
- demonstrate techniques of primary and secondary social research, information gathering, interpretation and analysis.
- evaluate critically the application advantages and disadvantages of community development tools and approaches.

Evaluation

1) Classroom discussions		10%
2) Case Studies (3) before class on weeks 3, 5, and 7		30%
3) Research Paper on one of the course's themes	Due November 10	30%
4) Personal toolkit of community development tools	Due December 8	30%

Note: Assignment submitted late will be subjected to a reduction in grade
Assignments will not be accepted after December 12, 2024

Course Resources

Required Course Texts

Barefoot Guide Collective, *Barefoot Guides 1 - 3*. Selected readings from these Barefoot Guides will be employed. Available for free download on the course website, or at <https://www.barefootguide.org/readings-and-presentations.html>

Gubbels, Peter, and Catheryn Koss., *From the Roots Up: Strengthening Organizational Capacity Through Guided Self-Assessment* (World Neighbors, 2000). Download from the course website.

NOTE: Students in this course are required to complete selected readings and assignments prior to beginning of each classroom session. Reading requirements will be posted on the course website. Additional required and suggested readings will be provided on the course website or in handouts during class sessions.

Additional Resources

Althshuld, James. *Bridging the Gap Asset/Capacity Building and Needs Assessment* (Sage, 2014).

Block, Peter. *Community: The Structure of Belonging* (Berrett-Koehler, 2009).

Botes, Lucius, and Dingie van Rensburg. "Community participation in development: Nine plagues and twelve commandments." *Community Development Journal* Vol. 35:1 (January 2000), pp.41-58.

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

Canadian Council of Churches, "Principles of Peace", 2018. https://www.councilofchurches.ca/wp-content/uploads/2018/08/CCC_PrinciplesOfPeace_English.pdf

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

Chambers, Robert. *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>
- Corbett, Steve, and Brian Fikkert. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor and Yourself* (Chicago: Moody Publishers, 2009).
- Doupe, Andrew. "Partnerships between Churches and People Living with HIV/AIDS Organizations: Guidelines" (World Council of Churches, 2005).
- Fowler, Alan, et al. *Participatory Self-Assessment of NGO Capacity*, Occasional Paper Series 10 (Oxford: INTRAC, 1995)
- Fowler, Alan, *Partnership: Negotiating Relationships – A Resource for Non-Governmental Organisations*, Occasional Paper Series No.32 (Oxford: INTRAC, 2000).
- Freire, Paulo. *Pedagogy of the Oppressed* (Continuum, 2000).
- Gabarro, John J, and Anne Harlan. "Note on Process Observation." *Harvard Business Review* (Harvard Business School Publishing, 1976), pp.1-7.
- Girard, Michelle. *Making Sense of Turbulent Contexts*. World Vision, 2015.
- Gubbels, Peter, and Catheryn Koss., *From the Roots Up: Strengthening Organizational Capacity Through Guided Self-Assessment* (World Neighbors, 2000). Available through free download.
- Hope, Anne, and Sally Timmel. *Training for Transformation: A Handbook for Community Workers*. Volumes 1-3 (Revised Edition, Mambo Press, 1995).
- Hope, Anne, and Sally Timmel. *Training for Transformation: A Handbook for Community Workers*. Volume 4 (ITDG Publishing, 1999).
- INTRAC (International NGO Training and Research Centre): a number of resources are available free and for purchase at www.intrac.org.
- James, R. *Strengthening the Capacity of Southern NGO Partners* (Oxford: INTRAC, 1994).
- James, R. *Power, and Partnership? Experiences of NGO Capacity Building* (Oxford: INTRAC, 2001).
- 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 https://wlcvs.org/wp-content/uploads/2015/07/ABCD_and_organisations.pdf
- McKnight, John, and Peter Block. "Community Abundance in Action," in *The Abundant Community* (Berrett-Koehler Publishers, 2010), pp. 132-148.
- Myers, Myers, Bryant. *Walking with the Poor: Principles and Practices of Transformational Development*. Revised and expanded edition. Maryknoll: Orbis, 2011. Chapters 7 & 8:
- 7. Development Practice: Principles & Practitioners
 - 8. Designing programs for transformation
- Nussbaum, Martha. "The Central Capabilities," Chapter 2 in *Creating Capabilities: The Human Development Approach* (Belknap Press, 2011), pp.17-45.
- Palmer, Parker. "On Leadership and the Courage to Be Involved: A Movement Model of Social Change." (Monmouth College, 1994).

Pavitt, Charles. "Formal Procedures for Group Decision Making." *Small Group Communication: A Theoretical Approach* (University of Delaware, 2000), pp. 429-453.

Polzer, Jeffrey T. "Identity Issues in Teams" (*Harvard Business Review*. Harvard Business School Publishing, 2003), pp.1-10.

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>.

- Personal Website <http://individual.utoronto.ca/name>

Late Assignments and Grading

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link <https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf> or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

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

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.
