

# ***Community Development: Theory and Models Winter 2017 – Course Syllabus – WYP1616H***



## ***Wycliffe College, Toronto School of Theology***

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: Sept 2016)

## **I. Course Details**

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<b>Office Hours:</b>	By appointment
<b>Campus:</b>	Wycliffe College
<b>Classroom Sessions:</b>	11:00am-1:00pm Wednesdays during Winter term, 2017
○ First class:	4 <sup>th</sup> January, 2017
○ Reading week:	20-24 <sup>th</sup> February
○ Last class:	29 <sup>th</sup> March
○ Exam week:	5-13 <sup>th</sup> April

## **II. Course summary**

This course provides an introduction and overview to the core issues, approaches and players for faith-based practitioners of community development, within both Canadian and international settings. As an overview to the theory and models of community development, 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 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 faith-based 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.

This is a required Development Foundations course within the Wycliffe College MTS degree in Urban and International 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

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|---|-----|
| 1) Participation in classroom and all activities:           | 20% |
| 2) Student-led classroom seminars on readings:              | 10% |
| 3) Term project: Build a community development organization |     |
| • CD org phase 1 report                                     | 10% |
| • Marketplace on CD orgs                                    | 10% |
| • CD org final report                                       | 15% |
| 4) Term project   | 35% |

**Course outputs and deadlines:**

Date	Assignment/Output
Every week:	Every student completes the assigned readings and tasks
Every classroom session:	<ol style="list-style-type: none"> <li>1) Student groups prepare and present a summary of the issues arising from the readings, and facilitates a seminar on the emerging questions</li> <li>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 &amp; tasks to building their CD organization.</li> </ol>
End of 15 <sup>th</sup> February	My CD org phase 1 report (synthesis weeks 1-6)
End of 22 <sup>nd</sup> February	1-page proposals for final term projects
22 <sup>nd</sup> March	Student marketplace session
End of 7 <sup>th</sup> April	My CD org final report (synthesis weeks 1-12)
End of 12 <sup>th</sup> April	Term project

**Further details:**

- 1) Participation (20%).** 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 professor, TA and students.
- 2) Classroom presentation of weekly readings summary (10%): each student/group will facilitate one classroom seminar session.** One student/group per week will develop and present an analysis-rich summary which reviews the content of the assigned readings, reflects on the assigned tasks, and facilitates a seminar on the emerging questions.
- 3) My CD organization term project:** each student will build a community development organization ("my CD org"), following weekly assigned readings and tasks. Students will build their organization for a specific, local context (e.g., Eastside downtown Vancouver, rural NW Kenya, etc).
  - Three CD org reports (10% + 10% + 15%).** Three times during the term students will progressively present reports 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.
  - 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 25-30-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. Depending on scheduling, we may also selectively welcome visitors from the College to the kiosks, who will participate in the presentations, peer reviews and informal discussion.

- 4) **Final research paper (35%).** Students will develop a research question or hypothesis around a specific strategic sector of an organization's identity, programming and operations, and develop a 4,000-word research paper to augment their CD org report (e.g., "The comparative effectiveness of three different types of women's co-operatives in rural NE Brazil"). By end of Wednesday, 22<sup>nd</sup> February (during Reading Week) each student will submit a single-page proposal for this research paper, following guidelines discussed in class and posted on BlackBoard. The research paper will examine a specific issue that relates to some aspect of a CD org's:

- 1) international theory and practice,
- 2) domestic policy and practice,
- 3) and/ or the implications and application of a specific theme or sector.

## 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>) or directly at <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 chosen by occasional 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)

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

- 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](http://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.
- 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>.

## 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](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**

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
<b>A RANGE: Excellent: Student shows original thinking, analytic and synthetic ability, critical evaluations, and broad knowledge base.</b>				
<b>A+</b>	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 knowledge base
<b>A</b>	85-89	4.0	Outstanding	
<b>A-</b>	80-84	3.7	Excellent	Clear evidence of original thinking, of analytic and synthetic ability; sound critical evaluations; broad knowledge base
<b>B RANGE: Good: Student shows critical capacity and analytic ability, understanding of relevant issues, familiarity with the literature.</b>				
<b>B+</b>	77-79	3.3	Very Good	Good critical capacity and analytic ability; reasonable understanding of relevant issues; good familiarity with the literature



Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter	Other qualities expected of students
<b>B</b>	73-76	3.0	Good	
<b>B-</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
<b>FZ</b>	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 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>. 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> and follow the links). TST supports the policy of inclusive language and urges the use of inclusive language in all academic assignments.