

Community Development: Theory and Practice

Winter 2024 Course Syllabus



Course Syllabus

Wycliffe College, Toronto School of Theology

(Revised: 30th October 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:	WYP1616H
Course Name:	Community Development: Theory and Practice
Instructor:	W. Clayton Rowe. M.Div, M.Th, MBA E-mail: clayton.rowe@saben.ca
Office Hours:	By appointment
Campus:	Wycliffe College
Classroom Sessions:	9:00-12:00 pm Mondays Online
○ First Class:	8 th January 2024
○ Reading week:	19 th February 2024 (No Class)
○ Last Class:	4 th March 2024
○ Final Assignments Due:	30 th March 2024

Course Description

This course provides an introduction and overview to the core issues, approaches, and players in faith-based community development, within Canadian and international settings. This course is interactive, and learner-driven, and is designed for non-profit, church and NGO leaders and practitioners. This course helps students build a theoretical and practical platform for their engagement with neighbourhood wellbeing, community change, issues of justice, and organizational development.

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, assets, and community ownership. The inter-relationships are explored between local government, business, and civil society players in working with the marginalized and vulnerable.

This is a required Development Foundations course within Wycliffe's MTS program stream in Urban Community Development. It also meets a requirement within the Community Development concentration for MTS and MDiv students and is an elective within all TST basic degree programs.

Key Themes of the Course

- Theoretical overview of Community Development
- Community Development Theory in Practice
- Processes of Community Transformation
- Barriers to Community Transformation
- Nurturing the Community
- Empowering Other for Transformation

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 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: Tools and Practices."

- Demonstrate knowledge of the theory, approaches, and issues of community development
- Appreciate historical, political, social, and theological opportunities, challenges, and tensions within community development
- Identify and extrapolate the key features of an existing community development within a specific context.
- Analyze and evaluate community development practices within specific situations
- Engage, research, and demonstrate facility with a chosen project topic and research question in the field of community development.
- Perform a critical analysis of readings and theories and engage peers in a pedagogically sound facilitation of adult learning.

Evaluation

1) Classroom Discussions: Reflecting reflection and integration of concepts	30%
2) Devotional: Leading Others in a transformative dialogue	10%
3) Book Report: Synthesizing and applying concepts of required reading	20%
4) Class Facilitation: Presenting key concepts and guiding learning of peers	10%
5) Research Paper: Integration of course theory into a specific context	30%

Course Resources

Required Course Texts

Dickau, Tim. *Plunging into the Kingdom Way*. Cascade Books, 2011.

Poole, Martin. *Church Beyond Walls*. Canterbury Press, 2023.

Westoby, Peter, Gerard Dowling. *Theory and Practice of Dialogical Community Development: International Perspectives*: Routledge, 1st Edition, September 12, 2014.

Additional Resources

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>

Crutchfield, Leslie R., Heather McLeod Grant. *Forces for Good: The Six Practices of High-Impact Nonprofits*, Revised and Updated Edition. Jossey-Bass, 2012.

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.
- Gamble, Dorothy, and Marie Weil. *Community Practice Skills: Local to Global Perspectives*. Columbia University Press, 2010.
- 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)

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 Neighborhoods*. 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.

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.

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)

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

Weil, Marie, ed. *The Handbook of Community Practice*. Second ed. Sage: 2013. Online.

Westoby, Peter, and Allan Kaplan. "Foregrounding practice – reaching for a responsive and

ecological approach to community development: a conversational inquiry into the dialogical and developmental frameworks of community development.” *Community Development Journal* Vol 49.2 (April 2014): 214–227. <https://doi-org.myaccess.library.utoronto.ca/10.1093/cdj/bst037>

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

Students are expected to complete individual assignments by their due dates, and all course work by the final deadline of **30th March 2024**. 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

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.

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