



Course Syllabus

Wycliffe College, Toronto School of Theology

(Revised: March, 2016)

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	
Campus:	Wycliffe College	
Dates:	2 May – 3 June, 2016	Pre-Reading and Online Forums
	6-9 June, 8:45am-4:30 pm	Daily classes (Wycliffe College)
	5 August, 2016	Final deadline for course assignments

NOTE: Students intending to participate in this course are required to complete selected readings and assignments prior to Monday, 6 June.

Instructor Information

Instructors:

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Course Description

In the last three decades, disappointment with traditional “top-down” international development delivered by external experts began to propel community-driven approaches from the margins to the centre of development practice. This family of community development approaches includes a range of siblings with names such as grassroots development, people-centred development, participatory learning and action (PLA), capabilities-based development, and assets-based community development. Marginalized communities are offered 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. Through the rich past and present of community development, a range of tools and practices have emerged worthy of study and application. 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.

The political, cultural, economic and spiritual complexities of local communities may demand of local development organizations and their facilitators that they fill roles as diverse as mentor, negotiator, trainer, manager, broker, peacemaker and advisor. This course will explore the range of tools, practices and approaches available to equip community development practitioners and organizations for those roles in both the global North and South. Course participants will focus on the principles, tools and methods of:

- Community Participation
- Community-based leadership
- Peace & reconciliation approaches
- Multi-stakeholder processes and partnering
- Citizen-based advocacy

Course Methodology

The course is built around a range of adult and community-based learning methodologies. Classroom sessions employ interactive discussions, workshop exercises, simulations, collaborative research, participatory activities, multi-media, mini-projects, readings, personal journals, external events, 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 international development. One of the critical streams in this field of study and practice is Community Development. This course focuses on faith-based practitioner knowledge and skills in community development, and complements (and follows) its companion course called: "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
 - Multi-stakeholder processes and partnering
 - Citizen-based advocacy
- 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 analysis 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.

Course Resources

Required Course Texts

Barefoot Guide Collective, *Barefoot Guides 1 - 4*. Selected readings from these Barefoot Guides will be employed. Available for free download on the course BlackBoard site, or at <http://www.barefootguide.org/bfg-downloads.html>

Gubbels, Peter and Catheryn Koss., *From the Roots Up: Strengthening Organizational Capacity Through Guided Self-Assessment* (World Neighbors, 2000). Available for free download on BlackBoard.

NOTE: Students intending to participate in this course are required to complete selected readings and assignments prior to Monday, 6 June. See below and on the course BlackBoard site for details and evaluation. Additional required and suggested readings will be provided on the BlackBoard course site or in handouts during class sessions. Blackboard will be available by April 15, 2016.

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).
- 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) <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).
- 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. For example: INTRAC resources on civil society strengthening: <http://www.intrac.org/resources.php?type=&format=1&action=>
- 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 <http://www.abcdinstitute.org/publications/workbooks/>

- McKnight, John and Peter Block. "Community Abundance in Action," in *The Abundant Community* (Berrett-Koehler Publishers, 2010), pp. 132-148.
- 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.
- Rans, Susan and Hilary Altman, *Assets-Based Strategies for Faith Communities* (ABCD Institute, 2002). Download from <http://www.abcdinstitute.org/publications/workbooks/>

Course Website(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask for further help.

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

Evaluation

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| 1) Pre-readings: read the required course texts plus participate in three online Discussion Forum tasks (one per week) on BlackBoard between 2 th May and 6 th June (see texts listed above, and the specific online assignments on BlackBoard): | 20% |
| 2) Participation in classroom and all learning activities: | 20% |
| 3) Construct a personal toolkit of community development tools (due 5 th August): | 30% |
| 4) Final class project (due 5 th August). Choose from three options: | 30% |
| a. Research paper on one of the course's themes, tools or approaches. | |
| b. Workplace project to be agreed with instructor and CD organization. | |
| c. Community Development approach and tools: a plan or curriculum for an organization, church or upcoming event. | |

Late Assignments and Grading

Students are expected to complete all course work by the final deadline of 5th August, 2016. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = "standing deferred") beyond the 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.

One percentage point per day will be deducted from the course grade if an extension has not been requested before the stated deadline.

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 scale

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
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
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 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>. A student who plagiarizes in this course. Students 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).

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>).