

COMMUNITY DEVELOPMENT



Instructor:

Email:

Dr. Marisa O. Ensor

moe2@georgetown.edu

Course Description

Community development refers to the broad set of skills and institutions that local communities utilize in an effort to improve the wellbeing and quality of life of its residents. This introduction to the field of community development explores the meaning of key ideas such as “community” and “development,” and analyzes the roles that various stakeholders play in developing community. We will use a multidisciplinary approach to better understand the historical roots of community development, as well as its key theories, methods and practices. Both older “expert-driven” traditions and more recent approaches privileging participatory development and community action research will be discussed. Topics to be examined include: the links that connect communities, practices that spark development, and the ways in which local communities can participate in the design and planning of neighborhoods, programs, campaigns and initiatives to suit their needs and objectives. Finally, we will explore how we might work as researchers and practitioners, moving beyond the confines and strictures of development and academic institutions to engage with communities globally.

Course Format:

This course combines lectures, analyses of case studies, group discussions and hands-on practice on methods and approaches to community development work. Due to the practical nature of many of the topics treated in the course, students are expected to come to class prepared to make a meaningful contribution to the discussions and exercises, and to work on weekly assessments that will be presented during the seminar.

Learning Objectives:

This course is designed to:

- Provide you with a critical understanding of community development.
- Improve your understanding of the multiple approaches to community development and introduce you to contemporary approaches, particularly participatory development and community-based action research.
- Give you a broad appreciation of these approaches, their strengths and their weaknesses.
- Expand your knowledge of the theoretical frameworks that undergird community-level development and research.
- Equip you with the tools necessary to carry out community-level research for development.
- Provide you with practical opportunities for implementing the theory and using the tools.

Learning Outcomes:

Upon successful completion of this course, students will:

- Have an understanding of the application of social science to real-world problems.
- Be able to put the theory of social science into action to address community-level issues.
- Be equipped with to apply research tools to engage in community-level development work
- Have a critical understanding of the relationship between development theory and praxis.
- Have a full and nuanced understanding of the dynamics at play within communities.
- Have a full and nuanced understanding of the interplay between community development practitioners and the communities within which they work.

Course Materials:

Stringer, E. T. (2007). *Action Research*. Thousand Oaks, Calif.: Sage.

**All additional readings (see readings schedule) will be made available through Blackboard.*

Assessment and Grading Scale:

Students' performance in this course will be evaluated through the following activities and assignments:

Take-home Exam	= 200 (40%)
Research Paper	= 200 (40%)
Readings Presentation	= 50 (10%)
Participation	= 50 (10%)
Total Points	= 500 (100%)

500 Point Scale		
A	93-100%	465-500
A-	90-92%	450-464
B+	88-89%	440-449
B	83-87%	415-439
B-	80-82%	400-414
C+	78-79%	390-399
C	73-77%	365-389
C-	70-72%	350-364
D+	68-69%	340-349
D	63-67%	315-339
D-	60-62%	300-314
F	0-59%	001-299

Take-Home Exam

The take-home exam will consist of a combination of paragraph and short essay questions. It will cover material from lectures, assigned readings, and films shown in class. Answers must be typed and completed individually. Questions will be distributed in class around mid-semester, to be turned in on/before the last day of classes. See outline for specific dates.

Research Paper and Class Presentation

Each student will select a topic of relevance to the field of community development, and write a research paper to be submitted in 3 sections, each worth 50 points, plus a final version of the entire paper, for a total of 200 points.

1. Abstract (250 – 300 words) and Keywords (5+ keywords as relevant).
2. Bibliography (minimum of 15 *scholarly* sources, in addition to those in the reader).
3. Introduction (1-2 pages as relevant) and Literature Review (1-2 pages as relevant).
4. Complete draft of the paper (12-15 double-spaced pages plus bibliography).

Additional information on how to complete written assignments will be discussed in class

Readings Presentation:

Beginning on week 3, and working in pairs, students will present at the beginning of each class period a brief summary of the readings assigned for that week. A sign-in sheet will be made available on week 2.

Citation Policy, Assignment Submission & Academic Integrity:

This course will firmly adhere to the university code of conduct and ethical standards. Academic dishonesty includes representing another's work as one's own, active complicity in such falsification, and violation of test conditions. A citation acknowledges another person's ideas and adds integrity and foundation to your own. Clarification on what constitutes plagiarism can be found at: <http://gervaseprograms.georgetown.edu/honor/system/53377.html>.

Plagiarism, whether deliberate or accidental, will be considered a form of academic dishonesty. Please consult with your instructor, or the pertinent university documentation, if unclear of what constitutes plagiarism or if unsure of how to reference your sources. Students found to be engaging in any academically dishonest behavior will receive a failing grade.

Georgetown University operates on an honor system. Instructors are similarly obligated to uphold this honor system, and required to report all suspected cases of academic dishonesty. <http://gervaseprograms.georgetown.edu/honor/system/>

All written assignments are to be handed in to the instructor, in class, at the beginning of the day they are due. Ten points will be deducted for each class day the assignment is submitted late, unless there is a reasonable and documented justification for it.

Attendance and Participation:

While no specific deductions of grade points will result from absences, students will be held responsible for all the material and information presented in class, whether they were present or not (be sure to get copies of class notes from at least two classmates if you must be absent). Additionally, poor attendance will result in a low participation grade. Students are expected to come to class prepared to discuss the readings by the dates they are assigned.

What Constitutes a Good Class Discussion?

- Evidence of careful reading and preparation, including factual details;
- Logical, consistent, original, relevant contributions, comments and evidence;
- Clear, thoughtful and respectful comments;
- Careful listening, constructive critique, analytical questions and focused feedback on readings.

Laptops, Communications and Cell Phone Policy:

Computers are only allowed for note-taking in class. Email will be reserved for brief communications and announcements. Class materials and assignments will not be discussed by email. Please speak with me in class or during office hours if you need additional elaboration or feedback on any matter pertaining to this course. Be considerate to other students. Please turn off your cell phone and do not engage in "private" conversations during lectures to avoid distracting other students.

Withdrawals:

Protect your GPA!! If deciding to withdraw from the course, it is the responsibility of the student to be certain s/he is officially withdrawn through the Registrar. Failure to officially withdraw typically results in a failing grade due to zero scores on exams and other graded assignments.

COURSE OUTLINE AND READING SCHEDULE

WEEK 1 – Introduction to the Course – Issues and Perspectives

No Readings:

WEEK 2 – What Is Community Development?

Readings:

- Campfens, H. (1999). *Community development around the world: Practice, theory, research, training*. Toronto: University of Toronto Press. “International review.”
- Kenny, S. (2010). Towards unsettling community development. *Community Development Journal*, 46(Supplement 1), i7-i19.
- Craig, G. (1998). Community development in a global context. *Community Development Journal*, 33(1), 2-17.

WEEK 3 – The Gendered Community

Readings:

- Swantz, M.-L., Ndedya, E., & Masaiganah, M. S. (2001). Participatory action research in southern Tanzania, with special reference to women. In P. Reason & H. Bradbury (Eds.), *Handbook of action research: participative inquiry and practice* (pp. 286-296). Thousand Oaks, Calif.: Sage.
- Otutubikey Izugbara, C. (2008). Gendered micro-lending schemes and sustainable women's empowerment in Nigeria. In G. Craig, K. Popple & M. Shaw (Eds.), *Community development in theory and practice: an international reader* (pp. 315-325). Nottingham: Spokesman.
- Hofman, N. (2008). Life at the Crossroads of Social Change: Invigorating Romani Women's Empowerment in Post-Socialist Croatia. *Human Organization*, 67(4), 417.
- Takhar, S. (2011). The construction of political agency: South Asian women and political activism. *Community Development Journal*, 46(3), 341-350.

WEEK 4 – Race, Identity, and Community

ABSTRACT DUE IN CLASS

Readings:

- Young, I. M. (2007). Five faces of oppression. In J. DeFilippis & S. Saegert (Eds.), *The community development reader*. New York, NY: Routledge.
- Chávez, V., Duran, B., Baker, Q. E., Avilia, M. M., & Wallerstein, N. (2003). The dance of race and privilege in community based participatory research. In M. Minkler & N. Wallerstein (Eds.), *Community based participatory research for health*. Jossey-Bass.

- Mir, G. (2007). Researching inequalities: lessons from an ethnographic study. In A. Williamson & R. DeSouza (Eds.), *Researching with communities: grounded perspectives on engaging communities in research* (pp. 285-300). Auckland: Muddycreek Press.
- Ledwith, M., & Asgill, P. (2000). Critical alliance: Black and white women working together for social justice. *Community Development Journal*, 35(3), 290-299.

WEEK 5 – Community Organizations and Development

Readings:

- Narayan, D. (2000). Voices of the poor: Can anyone hear us? Oxford: Oxford University Press. Chapter 4, “Community-based organizations.” Devine, J. (2006). Community-based organizations: New fad or old hat? *Community Development Journal*, 41(4), 521-527.
- Linthicum, R. (2001). Doing community organizing in the urban slums of India. *Social Policy*, 32(2), 34-38.
- Ward, C., Solomon, Y., Ballif-Spanvill, B., & Furhriman, A. (2008). Framing development: Community and NGO perspectives in Mali. *Community Development Journal*, 44(4), 470-487.
- Bunyan, P. (2011). Contesting Community: The Limits and Potential of Local Organizing. *Community Development Journal*, 46(4), 587-590.

WEEK 6 – Power or Empowerment?

Readings:

- Brennan, M. A., & Israel, G. D. (2008). The power of community. *Community Development*, 39(1), 82 - 98.
- Pigg, K. E. (2002). Three faces of empowerment: Expanding the theory of empowerment in community development. *Journal of the Community Development Society*, 33(1), 107 - 123.
- Toomey, A. H. (2009). Empowerment and disempowerment in community development practice: Eight roles practitioners play. *Community Development Journal*, 46(2), 181-195.
- Tremblay, C., & Gutberlet, J. (2010). Empowerment through participation: Assessing the voices of leaders from recycling cooperatives in Sao Paulo, Brazil. *Community Development Journal*.

WEEK 7 – Wellbeing, Health, Social Justice, and Community Development

BIBLIOGRAPHY DUE IN CLASS

TAKE-HOME EXAM QUESTIONS HANDED OUT IN CLASS

Readings:

- Kedia, S. (2009). Health consequences of dam construction and involuntary resettlement. In A. Oliver-Smith (Ed.), *Development & dispossession: the crisis of forced displacement and resettlement* (1st ed., pp. 97-118). Santa Fe: School for Advanced Research Press.
- Manteaw, B. (2007). From tokenism to social justice: rethinking the bottom line for sustainable community development. *Community Development Journal*, 43(4), 428-443.

- Milton, B., Attree, P., French, B., Povall, S., Whitehead, M., & Popay, J. (2012). The impact of community engagement on health and social outcomes: a systematic review. *Community Development Journal*, 47(3), 316-334.

Community Development Tools: Gathering Data: Interviewing and Focus Groups Stringer, E. T. (2007). *Action research*. Thousand Oaks, Calif.: Sage. Chapter 4.

WEEK 8 – Social Capital, Social Cohesion, and Social Networks

Readings:

- Bridger, J. C., & Alter, T. R. (2006). Place, Community Development, and Social Capital. *Community Development*, 37(1), 5-18.
- Ennis, G., & West, D. (2012). Using social network analysis in community development practice and research: a case study. *Community Development Journal*.
- Islam, M. R., & Morgan, W. J. (2012). Non-governmental organizations in Bangladesh: their contribution to social capital development and community empowerment. *Community Development Journal*, 47(3), 369-385.
- Gasteyer, S., & Araj, T. (2009). Empowering Palestinian community water management capacity: Understanding the intersection of community cultural, political, social, and natural capitals. *Community Development*, 40(2), 199-219.

WEEK 9 – SPRING BREAK – NO CLASS TODAY

WEEK 10 – Community Assets and Capacity Building

Readings:

- McKnight, J., & Kretzmann, J. P. (2005). Mapping community capacity. In M. Minkler (Ed.), *Community organizing and community building for health* (pp. 158-172). New Brunswick, N.J.: Rutgers University Press.
- Minkler, M., & Hancock, T. (2003). Community-driven asset identification and issue selection. In M. Minkler & N. Wallerstein (Eds.), *Community based participatory research for health*: Jossey-Bass.
- Fanany, I., Fanany, R., & Kenny, S. (2009). The meaning of capacity building in Indonesia. *Community Development Journal*, 46(1), 89-103.
- Laverack, G., & Thangphet, S. (2007). Building community capacity for locally managed ecotourism in Northern Thailand. *Community Development Journal*, 44(2), 172-185.

Community Development Tools: Appreciative Inquiry and Asset Mapping Stringer, E. T. (2007). *Action research*. Thousand Oaks, Calif.: Sage. Chapter 7.

WEEK 11 – Community Development, Structural Violence, Natural Disasters & Political Conflict

Readings:

- Ager, A., Strang, A., & Abebe, B. (2008). Conceptualizing community development in war- affected populations: illustrations from Tigray. In G. Craig, K. Popple & M. Shaw

(Eds.), *Community development in theory and practice: an international reader* (pp. 338-348). Nottingham: Spokesman.

- Mulligan, M., & Nadarajah, Y. (2012). Rebuilding community in the wake of disaster: lessons from the recovery from the 2004 tsunami in Sri Lanka and India. *Community Development Journal*, 47(3), 353-368.
- Mitchell, J., & Correa-Velez, I. (2010). Community development with survivors of torture and trauma: an evaluation framework. *Community Development Journal*, 45(1), 90-110.
- Kuecker, G., Mulligan, M., & Nadarajah, Y. (2011). Turning to community in times of crisis: globally derived insights on local community formation. *Community Development Journal*, 46(2), 245-264.

Community Development Tools: Presenting Results to Community Groups. Stringer, E. T. (2007). *Action research*. Thousand Oaks, Calif.: Sage. Chapter 8.

WEEK 12 – Immigrant and Refugee Communities

INTRODUCTION AND LIT REVIEW DUE IN CLASS

Readings:

- Higgins, M., & O'Donnell, C. (2007). Involving refugees in focus group research. In A. Williamson & R. DeSouza (Eds.), *Researching with communities: grounded perspectives on engaging communities in research* (pp. 167-180). Auckland: Muddycreek Press.
- Westoby, P. (2007). Developing a community-development approach through engaging resettling Southern Sudanese refugees within Australia. *Community Development Journal*, 43(4), 483-495.
- Doron, E. (2005). Working with Lebanese refugees in a community resilience model. *Community Development Journal*, 40(2), 182-191.
- De La Puente, D. (2011). Women's leadership in camps for internally displaced people in Darfur, western Sudan. *Community Development Journal*, 46(3), 365-377.

WEEK 13 – Community-Based Action Research

Readings:

- Stringer, E. T. (2007). *Action research*. Thousand Oaks, Calif.: Sage. Chapters 1, 2, 3, 9.
- Eyben, R., & Ladbury, S. (1995). Popular participation in aid-assisted projects: why more in theory than practice? In S. Wright & N. Nelson (Eds.), *Power and participatory development: theory and practice* (pp. 192-200). London: Intermediate Technology Publications.
- Guerin, B., & Guerin, P. (2007). Seventeen ways that 'community talk' misguides research. In A. Williamson & R. DeSouza (Eds.), *Researching with communities: Grounded perspectives on engaging communities in research* (pp. 263-274). Auckland: Muddycreek Press.

WEEK 14 – LAST DAY OF CLASSES – Wrap-up and Final Discussion

RESEARCH PAPER DUE IN CLASS

RESEARH PAPER PRESENTATIONS DELIVERED IN CLASS

WEEK 15 - TAKE-HOME EXAM DUE IN CLASS

** While this syllabus has been carefully constructed, your professor retains the right to make changes to it as course progress warrants, and pledges to give students the new information in a timely manner.*