

**Clemson University**  
**Institute on Family and Neighborhood Life**  
**Fall 2014**

**FSC 830 Community Development: Principles and Practices**

Wednesdays 9:00 – 12:00 AM  
IFNL Conference Room, University Center, Greenville

**“COMING TOGETHER IS A BEGINNING, TALKING TOGETHER IS A PROCESS, AND  
WORKING TOGETHER IS SUCCESS.” Henry Ford**

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Syllabus for FCS 830

- Requirements
- Readings
- Resources
- Grading



**Instructor:**

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**Office Hours**

My office hours are 8:30 to 4:30 PM at Barre Hall, every day except Wednesdays, by appointment only. We could also arrange meetings through SKYPE. I should be able to stay after class if you make such a request in advance. However, I encourage you to let me know in advance when you need to see me after class. To arrange appointments please either call me or e-mail me.

**Policy on Instructor No Show**

If the instructor is not there for some unforeseen reason, an assistant from the Institute will be there to notify students. If a meaningful class session cannot be held, then, at the convenience of students, a make-up session will be scheduled. In any case, students are not obligated to stay any more than 15 minutes from the scheduled start of the class.

**Course Description**

This course will provide an in-depth review and discussion of community development principles and practices. It is focused on the development of community initiatives in which children, youth and families are supported, and individual and family developments are enhanced and protected. These initiatives will be also contextualized in diverse or multicultural communities, in particular challenges and necessary adaptations for community development will be discussed.

The philosophical, theoretical and practical applications of major approaches to development are discussed, including the differences among community development, community building, community transformation, capacity building, sustainable community building, and participatory development. Different approaches to community development will be reviewed with an emphasis on asset-based approaches. A broad range of literature from across the world is presented.

In addition, this course will incorporate *Critical Thinking (CT2)* strategies with the objective of actively engaging you in thinking deeply about various issues related to community development. Critical thinking is not about merely learning about content, but having the ability to think clearly and rationally. Because this course has a focus on critical thinking, it will not be taught in a traditional lecture format but will take form around class discussions about course readings and case studies. Thus, for you to be successful in this course you must engage with the readings carefully and come prepared to discuss them in class. CT2 seminars are part of the Clemson University's Quality Enhancement Plan – more information can be found here: <http://www.clemson.edu/assessment/thinks2/>.

The course is framed to tap into some of the key international discourse involving community work. Multiple perspectives on how to think about community and engage in community building are

contrasted and compared. Emphasis is on work in multicultural, cross national environments. Lessons learned from successes around the world will be reviewed, with an emphasis on the United States.

The course content is oriented to the theoretical and practical contributions of sociology, planning, communication, anthropology, community development, community psychology and political science. By the time a student completes this course he/she should be able to:

- Identify and summarize the major theories of community, community building and development, with particular focus on principles of development that enhance neighborhood, child, youth, and family well-being.
- Understand and explain the differences in practice that results from following different theories of community.
- Analyze how community development practice has changed over time and what the latest advances in the field are.
- Categorize strengths and weaknesses of different approaches and determine their implications in taking action on community challenges.
- Evaluate and explain how some of the latest trends in globalization and technology has influenced the theory and practice of community development.
- Explain the organizational mechanisms through which community and neighborhood development occurs in both the public and private sector.
- Compare and contrast selected internationally recognized examples of community development initiatives that have effectively worked.
- Have opportunity to form their own view of perspectives on community and professional practice, drawing on some of the authors they have been exposed to during class and through readings.
- Develop a practical understanding of community principals to evaluate their own and others' efforts in community development.

### **HEHD Dispositions**

The College of HEHD strives to educate leaders who are prepared to create and administer integrated education, health, and human-service systems. These leaders will be capable of bringing the collective resources of the community together to address the concerns and challenges facing many families and communities. Therefore, HEHD will prepare professionals who, in addition to content knowledge and skills, hold these six dispositions:

- Possess skills necessary to work collaboratively with individuals, families, and community groups from diverse backgrounds;
- Possess skills necessary to lead effectively and creatively in complex and changing environments and to become agents of change;
- Demonstrate flexibility, resilience, and adaptability, caring, ethical decision-making and ethical conduct;
- Possess knowledge of organizational behavior and how governance and systems work;

- Engage in professional development for continual growth and life-long learning; and
- Attain a global perspective and level of knowledge and skill necessary to succeed in a complex global economy.

### **Class Organization**

This is a reading intensive course. This means that class attendance and actual reading of the materials is absolutely essential for this class to run smoothly, as you will be expected to join every class prepared to discuss what you have read. Readings are pre-assigned at the beginning of the course for each session. At the beginning of the class, the instructor will generally present short lectures or videos to introduce certain concepts pertaining to the topic of the week. These presentations and videos will be combined with several critical thinking questions to engage students in a critical examination of the weekly topic during class discussion. Certain sessions will include short essays addressing the corresponding topic. These essays will be due at the time of the class discussion and will be used for this end. In addition, the student will submit two papers on community development core themes, a research brief and a literature review. These two papers and essays will be evaluated on a rubric to assess the process of developing critical thinking skills. Students will be assigned the role of discussion leader of a community development core concept. Presentation topics will be selected by the student and instructor at the beginning of the class. In every session, students need to post a question for discussion, based on the readings, in Blackboard. These questions will be posted by Monday at noon each week. Selected questions will be analyzed in class every Wednesday.

### **Assignments**

- **Two papers and two essays on community development core themes.** Taking a topic from the suggestions discussed in class or one proposed by you, two papers are required. The two papers will provide practice in two different types of writing you may do in community practice. However, both papers should cover the same topic so the literature review will represent an expansion of the topic/problem studied in our research brief. The first assignment should be done in research brief style (e.g. a research brief that might appear on an agency website); the second paper is a literature review, which should be as concise as the examples distributed in class. In order to write such pieces, you will have to spend time understanding key concepts of theory and practice related to your topic and be able to condense these concepts into short, understandable paragraphs which cut to the heart of the what, why, how, with illustrations from the where, when and what. Criteria for grading are found on Blackboard so you know the basis upon which I will grade. Please post your assignments on Blackboard for other participants to read.
- **Course presentation and leading discussion on a core concept.** One hour will be allotted for a presentation and leading a discussion on one of the core concepts included in each class session. Core concepts will be selected by the students the second day of class. The student will decide on resources to be used for this end (Power Point, videos, etc.). 30 minutes will be used for presentation and 30 minutes for a Q and A session. Criteria for grading the oral presentation/leading

discussion are found on Blackboard.

- **Class participation.** Required class participation is evaluated based on students' demonstration of having read the assigned documents through mastery of concepts and theoretical integration. Students will also need to post at least one question emerging from the readings and for discussion during class for each session and its core concept. This question will need to be posted on Blackboard before 12:00 PM the Monday before class.
  - The course is a combination of lectures and seminars. In order for the course to be effective, each has to carry their fair share of the responsibility for being prepared for class. Therefore, all readings indicated by the instructor for full reading the week before class (rather than skim reading or optional reading) need to be read and enough time spent to understand what was read. Analysis, integration and synthesis are expected. If you want to expand your knowledge in a particular topic or concept, you could review the "Optional Readings" guide to find other readings suggested by the instructor.
  - Online students will be expected to interact with the content, instructor and classmates on a weekly basis through course assignments and discussions as indicated in this syllabus. Students will join the class through Adobe Connect with this link <https://connect.clemson.edu/fcs830>

## Critical Thinking

Critical thinking is the "intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. More simply, critical thinking is a self-aware process of thinking in a clear and systematic way in order to gain a deeper understanding. To do so it requires engaging in metacognition, which means reflecting on your own thinking by recognizing your own biases, assumptions, and considering how you create knowledge. Critical thinking does not come naturally to most people; therefore, you must practice critical thinking – which is one of the goals of this course. While in-class activities, discussions of readings, and other assignments may help you practice critical thinking, the case studies used in this course are being used as critical thinking artifacts.

California Critical Thinking Skills Test (CCTST): The CCTST is the premier critical thinking test that has been used across the U.S. as a discipline-neutral measure of reasoning. It has been designed to permit test-takers to demonstrate the critical thinking skills required to succeed in educational or workplace settings where solving problems and making decisions by forming reasoned judgments are important. The test items range in difficulty and complexity, typically taking 45 – 50 minutes to complete. In FCS 830, you will complete this exam twice, once at the beginning of the semester (pre) and once at the end (post). You will not be graded based on your performance on this test, however you will receive participation points for completing the exam both times. The CCTST has been included so that Clemson can collect data on the effectiveness of this course and other CT2 seminars.

**Grading.** The following summarizes the basis for your grade. For each assignment you will find the grading criteria on Blackboard under “Assignments” so you know the basis that will be used to judge your work.

- Paper 1 (research brief style) 25% (due Oct. 8)
- Paper 2 (literature review style) 40% (due Dec. 5th)
- Two essays 10% (due Sept. 10<sup>th</sup> and Oct. 22nd)
- Meta-cognition report 5% (due Nov. 5th)
- Presentation/leading discussion of one core concept 15%
- Submission of question on Blackboard every Monday before noon; CT Pre-Post Test Completion (Due Aug.27<sup>th</sup> and Dec. 5<sup>th</sup>) 5%

All papers are to be submitted electronically. My feedback on your paper will be done electronically as well.

The assignments are designed to strengthen your capabilities to engage in critical thinking, synthesis and to develop original analytical frameworks. While the assignments don’t require you to memorize theories and practice principles, students should take this occasion to master synthesis skills so that core concepts on community development are incorporated into your working knowledge and practice.

### **Academic Integrity Policy**

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately to charges of violations of academic integrity.”

To read more about the graduate academic integrity policy please go to <http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integritypolicy> Each graduate student should read this policy annually to be apprised of this critical information.

### **Copyright Statement**

Materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Refer to the Use of Copyrighted Materials and “Fair Use Guidelines” policy on the Clemson University website for additional information:

<http://www.lib.clemson.edu/copyright/>

## **Writing-style Requirements**

All formal written assignments requiring citations should follow APA (6th edition) guidelines for writing. I would recommend purchasing the APA 6th Edition Manual now (<http://www.apastyle.org/>). Otherwise, they are for checkout in the library and much of the information can be found online.

Other online resources for APA formatting:

<http://owl.english.purdue.edu/owl/resource/560/01/>

[http://media.clemson.edu/library/all\\_subjects/styleguides/apa.pdf](http://media.clemson.edu/library/all_subjects/styleguides/apa.pdf)

## **Accommodations for Students with Disabilities**

Student Disability Services coordinates the provision of reasonable accommodations for students with physical, emotional, or learning disabilities. Accommodations are individualized, flexible, and confidential and are based on the nature of the disability and the academic environment, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed. Additional information or appointments are available from Student Disability Services, Suite 239 in the Academic Success Center, 656—6848. Details on policies and procedures are available at [www.clemson.edu/sds](http://www.clemson.edu/sds).

## **Use of Cell Phones and Laptops during class:**

Students are expected to silence their cell phones during class. It is neither appropriate nor respectful for students to answer their cell phones, play games, text, surf the web, go on Facebook or work on material not related to this course during a class session. Students should engage in class activities and related work so that they understand the material presented. It will be to your advantage to pay attention and participate in class.

## **Reading Assignments**

Reading assignments are found on pages 8-16 of the syllabus. A table summary is also included in pages 17 to 18. Be sure to look at Blackboard for the week in case the instructor posts new materials for your review during the course of the semester.

## **Contents**

**Session 1 – 2 (August 20, 27): Introduction to the course; Critical Thinking; Conceptualizing Community and Community Development; Community Development theory and practice. *Critical Thinking Pre-Test Due on August 27<sup>th</sup>.***

### ***Introduction to the course***

- Syllabus, papers and essays instructions.

### ***Critical Thinking and Meta-cognition***

- Paul, R. & Elder, L. (2014). *The Mini Guide to Critical Thinking Concepts and Tools*. 7<sup>th</sup> edition. The Foundation for Critical Thinking. ISBN 978-0-9857544-0-2.
- Elder, L. & Paul, R. (2012). *The Thinker's Guide to Analytic Thinking*. 2<sup>nd</sup> edition. The Foundation for Critical Thinking. ISBN# 978-0-944583-19-7.

### ***Critical Thinking Outcomes. Students will be expected to:***

- Evaluate the advantages of the critical thinking process over other traditional methods of learning.
- Explain which modifications to their own learning styles are needed to incorporate critical thinking in students' learning process
- Analyze the relevance and implications of the critical thinking and meta-cognition methodology for this course.

### ***Conceptualizing Community and Community Development; Community Development theory and practice.***

1. How is community defined?
2. What is the practical value of having working definitions in mind?
3. What normative structures are related to definitions?
4. What are some of the elements of definitions that have made their way into several different approaches to practice?
5. How is community development defined?
6. Which are the core elements of community development as a concept?
7. What is the history of community development in America?

### ***What is community?***

- Colin, B. & Newby, H. (1971). *Theories of Community*. In B. Colin & H. Newby (Eds.), *Community studies* (pp. 21-53). New York: Praeger.
- See Diaz's review of definitions and commonalities in definitions of community at <http://uregina.ca/~sauchyn/socialcohesion/definitions%20of%20community.htm>

### ***What is Community Development?***

- Christenson, J.A. & Robinson, J.W. (Eds.) (1989). *Community Development in Perspective*. Ames, IOWA: Iowa State University Press. Chapter 1, pp 3-25.

- Gilchrist, A. & Taylor, M. (2011). The short guide to community development. Portland, OR: The Policy Press. Chapter 2: What is Community Development? pp. 9-25.
- Review definitions of community development at <http://uregina.ca/~sauchyn/socialcohesion/definitions%20of%20community%20development.htm>

### ***Community Development Theory and Practice***

- Blakely, E. J. (1989). Theoretical approaches for a global community. In J. A. Christenson & J. W. Robinson (Eds.), *Community development in perspective* (pp. 307-336). Ames, Iowa: Iowa State University Press.
- Kotval, Z. (2006). The link between community development practice and theory: intuitive or irrelevant? A case study of New Britain Connecticut. *Community Development Journal*. 41 (1), 75 – 88.

### **CORE CONCEPT: SENSE OF COMMUNITY**

- McMillan, D.W., & Chavis, D.M. (1986). Sense of community: A definition and theory. *Journal of Community Psychology*, 14, 6-23.
- Review the following summary about SOC: <http://www.wright-house.com/psychology/sense-of-community.html>

### **Session 3 – 4 (September 3 and 10): Community Development and changing societies: social diversity. *First Essay Due Sept. 10.***

1. How are racial and ethnic populations changing in communities today?
2. What are the effects of these changes on community development practice?
3. Which adaptations are needed in order to absorb and successfully incorporate such changes?

***Your first essay to discuss and provide your answers to these three questions (above). Due Sept. 10<sup>th</sup>.***

- Review the following report: 2010 Census Shows America's Diversity. U.S. Census Bureau (March, 2011) at <http://www.census.gov/2010census/news/releases/operations/cb11-cn125.html>
- Review the following maps:
  - Revealed: The maps that show the racial breakdown of America's biggest cities. Garner, David (Sept. 2010), at <http://www.dailymail.co.uk/news/article-1315078/Race-maps-America.html>
- Reed-Danahay, D., & Brettell, C. B. (Eds.) (2008). *Citizenship, political engagement, and belonging: Immigrants in Europe and the United States*. New Brunswick: Rutgers University Press (pp.1-21).
- Checkoway, B. (2011). Community Development, social diversity, and the new metropolis. *Community Development Journal*, 46 (S2), ii5-ii14.
- Iceland, J. (2004). Beyond Black and White: Metropolitan residential segregation in multiethnic America. *Social Science Research*, 33, 248-271.

## **CORE CONCEPT: SENSE OF BELONGING**

### ***Theory***

- McLeod, S. A. (2008). Social identity theory - simply psychology. Retrieved from <http://www.simplypsychology.org/social-identity-theory.html>

### ***Sense of Belonging***

- Hagerty, B. M. K., & Patusky, K. (1995). Developing a measure of sense of belonging. *Nursing Research, 44* (1), 9-13.
- Choenarom, CH., Williams, R. A., & Hagerty, B. M. (2005). The role of sense of belonging and social support on stress and depression in individuals with depression. *Archives of Psychiatric Nursing, 19* (1), 18-29.

### ***Sense of Belonging and Immigration***

- Phinney, J. S., Horenczyk, G., Liebkind, K., & Vedder, P. (2001). Ethnic identity, immigration, and well-being: an interactional perspective. *Journal of Social Issues, 57* (3), 493-510.

### ***Sense of Belonging among Hispanic immigrants***

- Nelson, L., & Hiemstra, N. (2013). Latino immigrants and the renegotiation of place and belonging in small town America. *Social & Cultural Geography, 9* (3), 319-342.

## **Sessions 5 and 6 (September 17 and 24): Approaches to professional work in/with community groups**

- What are the different approaches which have been used in professional work in/with community groups during the past decades?
- What are the contributions of the various approaches?
- Which are the principles that guide professionals in each approach?
  - How are professionals guided in each approach to build relationships and conduct conversations?
  - How fast can change be achieved within communities?
  - Who are the agents of change and what are their roles?

### **Three themes of community development (“How to do”)**

- a. Self-help, non-directive, or cooperative
  - b. Technical intervention, planning, or assistance
  - c. Conflict or confrontation
- Christenson, J.A. (1989). Themes of community development. In J.A. Christenson & J.W. Robinson (Eds.). *Community development in perspective* (pp. 26-47). Ames, IOWA: Iowa State University Press.
  - Kubisch, A. C. (2005). Comprehensive community building initiatives- ten years later: What we have learned about the principles guiding the work. *New Directions for Youth Development, 106*, 17-26.

## **Selected Approaches to Community Development**

### **1. Participatory and Bottom-up Community Development**

- Turner, A. (2009). Bottom-up community development: reality or rhetoric? The example of the Kingsmead Kabin in East London. *Community Development Journal*, 44 (2), 230-247.

### **2. Sustainable development**

- Gamble, D. N. & Weil, M.O. (1997). Sustainable development: The challenge for community development. *Community Development Journal*, 32 (3), 210-222.

### **3. Directive vs. non-directive approach for community development**

- Batten, R., & Batten, M. (2011). The non-directive approach in group and community work. In G. Craig, M. Mayo, K. Popple, M. Shaw, & M. Taylor, (Eds.). *The community development reader*, (pp. 33-42). Portland OR: The Policy Press.

### **4. Community Economic Development Strategies**

- Cordero-Guzmán, H., & Auspos, P. (2006). Community economic development and community change. In K. Fulbright-Anderson, & P. Auspos (Eds.). *Community change: Theories, practice, and evidence*, (195-265). Washington, DC: The Aspen Institute.
- Kretzmann, J. P. & McKnight, J. (1993). *Building communities from the inside out: path toward finding and mobilizing a community's assets*. Chicago, IL: Acta Publications.
  - Rebuilding the community economy. Pp. 275-344.

### **5. People-Centered Development**

- Go to David Korten's People Centered Development Forum at <http://livingeconomiesforum.org/>, click on "The Great Turning"/"Earth Community". Read both "Irrevocable Choice" and "Earth Community Navigators". Korten coined the term "people-centered development" to contest the traditional international development approaches.

## **Session 7, October 1st: Issue-based or problem-based community development in practice.**

In this session we will examine issue-based community development practices: How issues are identified, how the community organizes to address those issues, and how community participants get effectively involved in this process. We will also examine the importance of empowerment to successfully address, from within, issues identified within communities. We will analyze two selected issue-based approaches and explore the effectiveness and challenges for each approach.

- James Kent Associates. (2002). *Issue management handbook: Washoe county issue management system*. Basalt, CO.
- Clark, V., et al. (2010, April). Issue-based community impact: a workshop on issued-based community impact. Presented at the 88<sup>th</sup> AJLIJ Annual Conference: Roadmap for the Future, Orlando, FL.

### ***Two issues-based approaches to community change:***

#### **1. *National Association of County and Community Health Officials Mobilizing for Action through Planning and Partnerships (MAPP model).*** At

<http://www.naccho.org/topics/infrastructure/mapp/framework/index.cfm>.

Review the six (6) MAPP phases as well.

#### ***Case Study: Lee County, FL at***

<http://www.naccho.org/topics/infrastructure/mapp/demosites/Lee.cfm>

<http://www.naccho.org/topics/infrastructure/mapp/demosites/upload/LeeCountyFLCaseStudy.pdf>

**2. *The James Kent and Associates Social Impact Assessment Approach:*** It discusses how professionals take the elements of community to determine impacts of a given change project. Go to James Kent and Associates Website at <http://www.jkagroup.com/companies/jka.htm>. Look at the “How We Work” section on the right side of home page. Review the “discovery process” section. What is their view of community? What do they look for within communities? How do they involve the community? In addition, take a look at the “Human Geographic Mapping” and “Issue Management sections”.

### **CORE CONCEPT: EMPOWERMENT**

- Toomey, A. H. (2011). Empowerment and disempowerment in community development practice: eight roles practitioners play. *Community Development Journal*, 46 (2), 181-195.
- Perkins, D. D., Brown, B. B., & Taylor, R. B. (1996). The ecology of empowerment: predicting the participation of community organizations. *Journal of Social Issues*, 52 (1), 85-110.

### **Session 8 and 9 (October 8 and 15): Asset/Strengths/Capacity-based Approaches.**

#### ***First paper (Research Brief) due Oct. 8.***

“Asset-based community development (ABCD) is an alternative approach to community development that starts with what is present in a community, such as the capacities and assets of local individuals, associations, and institutions, rather than with what is deficient in a community and what a community’s needs are” (Keeble, 2006). “Gifts, skills and capacities of individuals, associations and institutions within a community” (Kretzmann and McKnight, 1993).

Assets-based community development has its roots in community-based education, it involves how practitioners relate to community members, and also has philosophical roots in a theory of change.

- Keeble, S. (2006). Asset-based community development: a literature review. Humboldt State University, Department of Sociology. Online report at [http://www.humboldt.edu/sociology/downloads/senior\\_projects/2006\\_Keeble.pdf](http://www.humboldt.edu/sociology/downloads/senior_projects/2006_Keeble.pdf)
- International Association for Community Development. (Nov. 2009). What Are Asset-Based Approaches to Community Development? Online Report.
- Russell, C. (June, 2009). Communities in control- developing assets. Online Report.
- Kretzmann, J. P. & McKnight, J. (1993). *Building communities from the inside out: path toward finding and mobilizing a community's assets*. Chicago, IL: Acta Publications.
  - Releasing Individual capacities. Pp. 1-28

**VIDEO: Video Training Program: *Mobilizing Community Assets*.** A downloadable training program based on *Building Communities from the Inside Out* (1995). <http://www.abcdinstitute.org/resources/>. A section of this video will be showed in class.

**Second Essay:** Students are expected to (a) analyze the characteristics of the ABCD to community development based in the analysis of the case study (video); (b) Identify and evaluate implications of selecting ABCD as approach to community development in a developing country; 9c) Compare and contrast characteristics of implementing ABCD approach in the United States and in a developing country. **Due October 22<sup>nd</sup>.**

### **CORE CONCEPT: CITIZEN PARTICIPATION**

Why it is important for citizens to participate in their own community building efforts? Which processes are related to meaningful participation by community members? Why should we emphasize children's, youth's and women's participation? How can we help persons with disability participate in community development? Through the reading process, you should be able to connect citizen participation to sense of community, attachment to place, sense of belonging, and empowerment.

- CAG Consultants. Participation: a theoretical context. Published online at [http://www.cagconsultants.co.uk/resources/communities/Participation\\_Theoretical\\_Frameworks.pdf](http://www.cagconsultants.co.uk/resources/communities/Participation_Theoretical_Frameworks.pdf).
- Ohmer, M., & Beck, E. (2006). Citizen participation in neighborhood organizations in poor communities and its relationship to neighborhood and organizational collective efficacy. *Journal of Sociology and Social Welfare*, 33 (1), 179-202.
- **VIDEO:** Inviting Neighbors to Participate in Community Development-Watch Video at <http://www.youtube.com/watch?v=g4b56ky6118>

### **Session 10 (October 22): Building Social Capital in Communities. *Second Essay Due Oct. 22.***

“The central premise of social capital is that social networks have value. Social capital refers to the collective value of all "social networks" (who people know) and the inclinations that arise from these networks to do things for each other ("norms of reciprocity").” (The Saguaro Seminar, Harvard Kennedy School).

The concept of social capital will be reviewed by discussing:

- What is bonding and bridging social capital?
- Why is social capital important for community development?
- What is done to build social capital in communities?
- How is social capital measured?
- What are the negative aspects of social capital?

- Review the Saguaro Seminar at <http://www.hks.harvard.edu/programs/saguaro>. In particular, review the “About Social Capital”, “Our Research”, and “Measurement” sections.
- Putnam, R.D. (2000). *Bowling alone: The collapse and revival of American community*. New York, NY: Simon & Schuster paperbacks. Chapter 1: Thinking about social change in America, pp. 15-28.
- Robert D. Putnam, "The Strange Disappearance of Civic America," *The American Prospect* vol. 7 no. 24, December 1, 1996.
- Anderson, A. A., & Milligan, S. (2006). Social capital and community building. In K. Fulbright-Anderson, & P. Auspos (Eds.). *Community change: Theories, practice, and evidence*, (pp. 21-60). Washington, DC: The Aspen Institute.

### **CORE CONCEPT: COLLECTIVE EFFICACY**

- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9 (3), 75-78.

### **Session 11 (October 29): Community Building, Family Support and Policy Development.**

Family support emerged in the mid-1970s to fill gaps families were experiencing in their support. Combining knowledge about child development, family systems, and the impact of communities on families, this grassroots movement focused on preventing family crises and promoting healthy family functioning. Most of these programs called themselves "family resource programs". They fostered a welcoming environment so that parents could feel that in at least one place in the community, someone understood and valued the work they were doing with their kids (Best Practices Project, 1996). These programs emphasized family-to-family support rather than dependence on professional support systems, and their services were—and still are—entirely voluntary. From a family support perspective, seeking help in parenting is a sign of strength.

(Source:[http://www.practicenotes.org/vol5\\_no1/what\\_is\\_family\\_support\\_mvmt.htm](http://www.practicenotes.org/vol5_no1/what_is_family_support_mvmt.htm))

- Caspe, M., & Lopez, M. E. (2006, October). *Lessons from family-strengthening interventions: Learning from evidence-based practice*. Cambridge, MA: Harvard Family Research Project.
- Bogenschneider, K., Little, O., Ooms, T., Benning, S., & Cadigan, K. (2012). *The family impact handbook: How to view policy & practice through the family impact lens*. Madison, WI: The Family Impact Institute. Retrieved August 10 from [www.familyimpactseminars.org](http://www.familyimpactseminars.org).

### **CORE CONCEPT: SOCIAL SETTINGS**

- Seidman, E. (2012). An emerging action science of social settings. *American Journal of Community Psychology*, 50, 1-16.
- Tseng, V., & Seidman, E. (2007). A systems framework for understanding social settings. *American Journal of Community Psychology*, 39, 217-228.

## **Session 12 (November 5): Community Development and Research. *Meta-cognition report due Nov. 5.***

- Voth, D. E. (1989). Evaluation for Community development. In J. A. Christenson, & J. W. Robinson, Jr. *Community development in perspective*, (pp. 219-253). Ames, IOWA: Iowa University Press.
- Barr, A. (2005). The contribution of research to community development. *Community Development Journal*, 40 (4), 453-458.

### **CORE CONCEPT: COMMUNITY-BASED PARTICIPATORY RESEARCH-TRANSLATIONAL RESEARCH**

- National Institutes of Health. (2011). Principles of Community Engagement, Second Edition. NIH Publication No. 11-7782. Chapter 1 and 2. Pp 3-53
- Macaulay, A. C., et al. (1999). Participatory research maximizes community and lay involvement. *BMJ*, 319, 774-777.

## **Session 13 (November 12): Community Building: Building Healthy Communities**

The Healthy Communities movement seeks to achieve radical, measurable improvement in health status and long-term quality of life. We are going to review this framework including the theory and methods that support this movement.

- Schuck, A. M., & Rosenbaum, D. P. (2006). Promoting safe and healthy neighborhoods: What research tells us about intervention. In K. Fulbright-Anderson, & P. Auspos (Eds.). *Community change: Theories, practice, and evidence*, (pp. 61-140). Washington, DC: The Aspen Institute.
- Norris, T., & Pittman, M. (2000). The healthy communities movement and the coalition for healthier cities and communities. *Public Health Reports*, 115, 118-124.
- Richards, J., Norris, T., Mitrano, T., & McCabe, J. (2010). *Building healthy communities*.
- Review the Healthy People 2020 Topics & Objectives – Objectives A-Z at <http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx>. In particular [Access to Health Services](#)

### **CORE CONCEPT: SOCIAL NETWORKS AND NETWORKING**

- Piselli, F. (2007). Communities, places, and social networks. *American Behavioral Scientist*, 50 (7), 867-878.
- Graddy, E. A., & Chen, B. (2006). Influences on the size and scope of networks for social service delivery. *Journal of Public Administration Research and Theory*, 16, 533-552.

## **Session 14 (November 19): Approaches to community change focused on education**

### ***For practitioners:***

- Cary, L. J. (2011). Teaching community development. In J. A. Christenson, & J. W. Robinson, Jr. *Community development in perspective*, (pp. 159-172). Ames, IOWA: Iowa University Press.
- Purcell, R. (2011). Community development and everyday life. *Community Development Journal*, 47 (2), 266-281.

### ***For community members:***

- Read about community education at <http://www.infed.org/>
- Meister, G. (2006). Theories of change for community interventions and education. In K. Fulbright-Anderson, & P. Auspos (Eds.). *Community change: Theories, practice, and evidence*, (pp. 323-385). Washington, DC: The Aspen Institute.

## **Session 15 (December 3): The Future of Community Development. *Second paper (Literature Review) due Dec 5th. Critical Thinking Post-test due, Dec. 5th.***

- Gilchrist, A. & Taylor, M. (2011). The short guide to community development. Portland, OR: The Policy Press. Chapter 8: Current and future trends. pp. 133-149.
- Wilkinson, K. P. (1989). The future for community development. In J.A. Christenson, & J.W. Robinson, (Eds.). *Community Development in Perspective*, (pp. 337-354). Ames, IOWA: Iowa State University Press.

## **CORE CONCEPT: ONLINE/VIRTUAL COMMUNITIES**

- What are Online Communities at <http://www.partnerships.org.uk/community/what.htm>
- Review about Online Communities at <http://www.feverbee.com/>
- Blanchard, A. L., & Markus, M. L. (2002). Sense of virtual community-maintaining the experience of belonging. Paper presented at the 35th Annual Hawaii International Conference on System Sciences (HICSS'02), Hawaii.

### Calendar, Fall Semester 2014

Dates	Session	Topics	Readings/Assignments
8/20	1, 2	Introduction to the course	Topic: 9 readings
8/27		Critical Thinking Conceptualizing Community and Community Development; link between CD theory and practice. Core Concept: Sense of Community	Core concept: 2 readings <b><i>CT Pre-Test Online Due Aug. 27</i></b>
9/3	3, 4	CD and changing societies: social diversity	Topic: 5 readings
9/10		Core Concept: Sense of Belonging	Core concept: 5 readings <b><i>First Essay Due Sept. 10</i></b>
9/17	5, 6	Approaches to professional work in/with community groups	Topic and approaches: 8 readings
9/24			
10/1	7	Issue-based or problem-based community development in practice Core Concept: Empowerment	Topic: 5 readings Core concept: 2 readings
10/8	8, 9	Asset/Strengths/Capacity-based Approaches	Topic: 4 readings/1 video
10/15		Core Concept: Citizen Participation	Core concept: 2 readings/1 video <b><i>First paper (Research Brief) due Oct. 8</i></b>
10/22	10	Building Social Capital in Communities Core Concept: Collective Efficacy	Topic: 4 readings Core concept: 1 reading <b><i>Second Essay Due October 22<sup>nd</sup>.</i></b>
10/29	11	Community Building, Family Support and Policy Development Core Concept: Social Settings	Topic: 2 readings Core concept: 2 readings
11/5	12	Community Development and Research Core Concept: Community-based Participatory Research/Translational Research	Topic: 2 readings Core concept: 2 readings <b><i>Meta-cognition Report Due November 5.</i></b>

Dates	Session	Topics	Readings/Assignments
11/12	13	Community Building: Building Healthy Communities Core Concept: Social Networks and Networking	Topic: 4 readings Core concept: 2 readings
11/19	14	Approaches for community change focused on education <ul style="list-style-type: none"> <li>• For practitioners</li> <li>• For community members</li> </ul>	Topic: 4 readings
11/26	Thanksgiving break		
12/3	15	Future of community development Core Concept: Online/Virtual communities	Topic: 2 readings Core concept: 3 readings <b><i>Second and final paper due (Literature Review), Dec. 5<sup>th</sup>.</i></b> <b><i>Critical Thinking Post-Test Due Dec. 5<sup>th</sup>.</i></b>