

Clemson University
College of Behavioral, Social and Health Sciences
Department of Youth, Family and Community Studies
Institute on Family and Neighborhood Life
Fall 2017

FSC 830 Community Development: Principles and Practices
Wednesdays 9:00 – 12:00 AM
YFCS Conference Room, University Center, Greenville

“One of the marvelous things about community is that it enables us to welcome and help people in a way we couldn't as individuals. When we pool our strength and share the work and responsibility, we can welcome many people, even those in deep distress, and perhaps help them find self-confidence and inner healing.”

— Jean Vanier.



Syllabus for FCS 830

- Requirements
- Readings
- Resources
- Grading



Instructor:

Dr. Arelis Moore de Peralta, Assistant Professor, Clemson University's Department of Youth, Family and Community Studies/Department of Languages, 2078 Barre Hall Clemson, SC 29634. Office: 864-656-0719, Cell Phone: 864-650-1667, Email: ared@clemson.edu.

Office Hours

Office hours vary and as such, students should arrange meetings by appointment only. We could also arrange meetings through SKYPE. To arrange appointments please either ask me in class, call me or e-mail me.

Policy on Instructor No Show

If the instructor is not there for some unforeseen reason, an assistant from YFCS 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/academics/programs/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 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.
- 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.

Class Organization

Community Development is a reading intensive course. It 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 and 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.

Assignments

- **Research Brief on a community development topic. Due date October 19.** By taking a topic from the suggestions discussed in class or one proposed by you, an 8 pages maximum, double-space (not including references) paper will be required. A research brief is a structured document discussed and given to research and practice agencies. To write your brief you should choose a structure that fits your needs and interests. Specifically, need to specify what do you want to emphasize and/or portrait from your research or topic of interest. For instance, you can begin with a short summary of the situation of the topic at hand, and define clearly, what is already known about it. It is helpful if you also include details on who is responsible for the contents of the brief (i.e., who is leading the study or which one is your mayor source of information on the topic). You could follow with your research objectives if applicable. For research objectives, what issues and topics do you want to explore or discover? What problems do you need to solve? You could continue with methods on how data will be or was collected. For non-research briefs, you can explain the sources of the brief contents. You could continue with results, discussion and conclusion for research report. For description of issues or topics you can decide on how structure the description of main findings or relevant data on the topic. In both cases (original research or topic description), you must include a conclusion and recommendations for future research and practice. The research brief is due Oct. 19. Criteria for grading can be found on CANVAS.
- **Literature review paper on community development core themes. Due date December 13.** By taking a topic from the suggestions discussed in class or one proposed by you, a 20 pages maximum, double-space (not including references) paper will be required. The paper is a comprehensive literature review, which should follow methodological considerations as discussed in class. In addition, the comprehensive literature review should include two of the core concepts discussed in class. In addition, the review should be written organized and based in a theoretical/conceptual framework and it should include research question(s) guiding the revision. This framework should be used to organize the structure of the paper. Students should demonstrate a coherent and logical utilization of the framework to guide and/or to organize their literature review on the selected topic. Criteria for grading are found in CANVAS so you would know the basis upon which I will grade the paper.

In order to write this paper, 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. Students must pursue an adequate integration of the two core concepts with the central topic of the paper.

- **One essay on a community development related topic and a meta-cognition report to be written based in your process and methods used to write your essay. Due date September 6.** Students will complete an essay, of no more than three double space pages, on “diversity in

community development” in any country of the world, by addressing the following questions:

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?

- **Course presentation and leading discussion on core concepts. Due date varies.** One and a half hour will be allotted for a presentation and leading a discussion on one of the core concepts included in each class’ session. Students will select one of the core concepts the first day of class. Students must use a power point presentation and include a short video related with the topic. In addition, students: (a) must include at least three relevant questions to guide class discussion on the topic; (b) include the most commonly used valid and reliable scale to empirically measure the core concept; (d) include contents of assigned readings; and (e) at least one self-identified reading (2010 or later) should be included. 60 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 CANVAS.
- **Group methodological analysis of a literature review and the theoretical framework used to organize the manuscript. Due date October 4.** This assignment pursues to help students gain an understanding of how to use a theoretical framework to explain or organize a body of knowledge on a topic through a lit review. Four groups of four students will select a peer reviewed published literature review on a community development topic and that incorporates a theoretical framework. Students will analyze the methodological aspects of the review based on a guideline provided by the instructor. Students must use a power point to do this presentation. All group members should participate. At least two questions should be included to engage the class in a discussion on the methods used to develop the lit review or its findings. Each group will have 30 minutes for presentation including Q & A.
- **Class participation.** Required class participation is evaluated based on students’ demonstration of having read the assigned documents through mastery of concepts and theoretical integration.
 - 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 in real time, 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>.

- **California Critical Thinking Skills Test (CCTST):** The CCTST is the premier critical thinking test used across the U.S. as a discipline-neutral measure of reasoning. It is 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 8300, you will complete this exam twice, once at the beginning of the semester (pre-Aug. 30) and once at the end (post-Dec. 6). You will not be graded based on your performance in 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 CANVAS under “Assignments” so you know the basis that will be used to judge your work.

- Research Brief on a community development topic: 25%; due Oct. 19.
- Comprehensive literature review on a community development topic and two core concepts: 40% (due Dec. 13)
- One essay and its meta-cognition report: 15% (due Sept. 6)
- Presentation/leading discussion of a core concept 10%
- Class participation; CT Pre-Post Test Completion 5%
- Group methodological analysis of a literature review and the theoretical framework used 5% (due Oct. 4)

All reports are to be submitted electronically. My feedback on your paper will be done electronically as well. Assignments are designed to strengthen your capabilities to engage in critical thinking, synthesis and to develop original analytical frameworks. While the assignments do not 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.”

Violations of the principles outlined in the graduate philosophy on academic integrity will be pursued to the fullest extent according to the procedures outlined below. Violations of academic integrity include violations in coursework, research, independent projects, practica, internships, comprehensive and

qualifying exams, theses and dissertations and other publications or works submitted as requirements for receipt of a degree. Non-degree seeking students may also be charged with violations of academic integrity. The authority to resolve cases of violations of academic integrity by enrolled graduate students is vested in the Graduate Academic Integrity Committee.

Violations of academic integrity may include, but are not limited to, the following: Cheating; Fabricating/falsifying information; Facilitating violations of academic integrity; Failing to cite contributors; and, Thwarting others' progress. For details explanations on these examples of violations please visit https://www.clemson.edu/graduate/files/pdfs/ga_policy_handbook.pdf.

Copyright Statement

Materials in this course is copyrighted. They are intended for use only by students registered and enrolled in a particular 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. Students should be reminded to refer to the Use of Copyrighted Materials and "Fair Use Guidelines" policy on the Clemson University website for additional information: <http://www.clemson.edu/library/>

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

Accommodations for Students with Disabilities

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments.

Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

The Clemson University Title IX (Sexual Harassment) statement

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.656.0899 (TDD).

Attendance Policy:

The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals. Students with excessive absences may need academic or medical assistance. Please report instances to the Dean of Students' Office, 656-0935.

In the event of an emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work. It is the student's responsibility to secure documentation of emergencies, if required. A student with an excessive number of absences may be withdrawn at the discretion of the course instructor.

Course instructors must implement fair grading procedures and provide an opportunity to make up missed assignments and examinations that does not unfairly penalize the student when an excused absence is accepted. Such make-up work shall be at the same level of difficulty with the missed assignment or examination. Course instructors shall hold all students with excused absences to the same standard for making up missed assignments and examinations. While course instructors should seek to make reasonable accommodations for a student involved in University-sponsored activities, students should understand that not every course can accommodate absences and that absences do not lessen the need to meet all course objectives.

Absence from class is detrimental to the learning process, so course instructors may use reasonable academic penalties which reflect the importance of work missed because of unexcused absences. Course instructors who penalize students for unexcused absences must specify attendance requirements as related to grading in the course syllabus and must keep accurate attendance records. Course instructors

are obligated to honor exceptions to the university attendance policy for students covered by the Americans with Disabilities Act, as verified through paperwork issued by Student Accessibility Services.

Notification of Absence:

The Notification of Absence module in Canvas allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an “excuse” from class, and students are encouraged to discuss the absence with their instructors, as the instructor is the only person who can excuse an absence. If a student is unable to report the absence by computer, he/she may call the Dean of Students Office for assistance.

Faculty members should feel free to call the Dean of Students for help in considering the validity and sufficiency of the documentation provided by students. The Dean of Students Office also assists students in identifying appropriate methods of documenting absences and assists families in using the electronic Notification of Absence system when students are unable to do so themselves.

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.

Fall Semester 2017 Calendar

Aug 21, Mon - Aug 22, Tue Late enrollment

Aug 21, Mon University Convocation

Aug 23, Wed Classes begin

Aug 29, Tue Last day to register or add a class or declare Audit

Sep 5, Tue Last day to drop a class or withdraw from the University without a W grade

Sep 12, Tue Last day to apply for December graduation

Oct 13, Fri Last day for instructors to issue midterm evaluations

Oct 16, Mon - Oct 17, Tue Fall break

Oct 31, Tue Last day to drop a class or withdraw from the University without final grades

Nov 6, Mon Registration for spring and summer terms begins

Nov 22, Wed - Nov 24, Fri Thanksgiving holidays

Dec 11, Mon - Dec 15, Fri Examinations
Dec 18, Mon 9:00 A.M.--Deadline to submit candidate grades
Dec 20, Wed 9:00 A.M.--Deadline to submit other grades
Dec 20, Wed Candidates for graduation may access grades
Dec 20, Wed Doctoral Hooding at the Brooks Center
Dec 21, Thu Graduation

Reading Assignments

Reading assignments are found on pages 10 - 19 of the syllabus. A table summary is also included in pages 20 - 21. Be sure to look at CANVAS for the week in case the instructor posts new materials for your review during the course of the semester.

Contents

Session 1 (August 23, 30): Introduction to the course; Critical Thinking; Conceptualizing Community and Community Development; Community Development theory and practice. Critical Thinking Pre-Test due August 24th.

Introduction to the course

- Syllabus and assignments.

Critical Thinking and Meta-cognition

- Paul, R. & Elder, L. (2014). *The Mini Guide to Critical Thinking Concepts and Tools*. 7th edition. The Foundation for Critical Thinking. ISBN 978-0-9857544-0-2.
- Nosich, G. M. (2005). *Learning to think things through: A guide to critical thinking across the curriculum*. Upper Saddle River, N.J: Pearson/Prentice Hall.

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 their learning process
- Analyze the relevance and implications of the critical thinking and meta-cognition methodology for this course.

Instructions to access the Critical Thinking Pre-test

Go to <http://www.insightassessment.com>, and click on the Test Taker Login button on the upper right side. They should follow the instructions to download the applet for their particular browser. The login information is: Username: f7fc830a; PW: clemson2017. For questions about accessing the test please contact Dr. David Knox at knox2@clemson.edu.

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?

- Robinson, J.W. & Green, G. P. (Eds.) (2011). Introduction to community development: Theory, practice and service learning. Thousand Oaks, CA: SAGE Publications Inc. Chapter 1, p.p. 1-9.
- See Diaz's review of definitions and commonalities in definitions of community at <http://uregina.ca/~sauchyn/socialcohesion/definitions%20of%20community.htm>
- Read "Definitions of community and other things" at <https://tmkersen.wordpress.com/community-organization/the-definition-of-community-and-other-things/>

What is Community Development?

- 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.
- Robinson, J.W. & Green, G. P. (Eds.) (2011). Introduction to community development: Theory, practice and service learning. Thousand Oaks, CA: SAGE Publications Inc. Chapter 2, p.p. 11-34, and Chapter 17, p.p. 279-294.
- DeFillipies, J. & Saegert, S. (Eds.) (2012). The Community Development Reader, 2nd Ed. New York, NY: Routledge. Chapter 1, p.p. 1-6.
- What is community development?: <http://infed.org/mobi/what-is-community-development/>
- Review definitions of community development at <http://uregina.ca/~sauchyn/socialcohesion/definitions%20of%20community%20development.htm>
- 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.
- See original scale (12 items) at:
<http://www.communityscience.com/pubs/Sense%20of%20Community%20Index.pdf>.
- Review the following summary about SOC: <http://www.wright-house.com/psychology/sense-of-community.html>.
- Chavis, D.M., Lee, K.S., & Acosta J.D. (2008). The Sense of Community (SCI) Revised: The Reliability and Validity of the SCI-2. Paper presented at the 2nd International Community Psychology Conference, Lisboa, Portugal.
- Adam, L.D. & Perkins, D.D. (2007). Community social and place predictors of sense of community: A multilevel and longitudinal analysis. *Journal of Community Psychology, 35*, 563-581.

Session 2 (September 6 and September 13): Community Development and changing societies: social diversity.

- 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 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>
- Cooper, M. (2012, December). Census Officials, Citing Increasing Diversity, Say U.S. Will Be a 'Plurality Nation'. The New York Times. Retrieved from http://www.nytimes.com/2012/12/13/us/us-will-have-no-ethnic-majority-census-finds.html?_r=0.
- Frey, W. (2011, April) America's Diverse Future: Initial Glimpses at the U.S. Child Population from the 2010 Census. Metropolitan Policy Program at Brookings.
- Checkoway, B. (2011). Community Development, social diversity, and the new metropolis. *Community Development Journal, 46* (S2), ii5-ii14.
- DeFillippies, J. & Saegert, S. (Eds.) (2012). The Community Development Reader, 2nd Ed. New York, NY: Routledge. Chapter 31: Community-based organizations and migration in New York City, p.p. 270-279.

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.
- Block, P. (2008). *Community: The structure of belonging*. San Francisco, CA: Berrett-Koehler Publishers, Inc. Introduction: The fragmented community and its transformation, p.p. 1-10.
Access book at
<http://libproxy.clemson.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=260668>
- 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.
- 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.

Session 3 (September 20 and 27: 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
- Robinson, J.W. & Green, G. P. (Eds.) (2011). *Introduction to community development: Theory, practice and service learning*. Thousand Oaks, CA: SAGE Publications Inc. Chapters 4, 5, and 7.

Selected Approaches to Community Development (Core concepts)

1. PARTICIPATORY AND BOTTOM-UP COMMUNITY DEVELOPMENT

- The Bottom-up Approach: The case of LEADER:
 - http://www.elard.eu/en_GB/the-bottom-up-approach
 - Chapter IV-Slides show-LEADER
- 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.

- Review case studies on successful and unsuccessful bottom-up approaches (cases 1 and 2). Retrieved from <http://www.uniteforsight.org/community-development/course1/module2>.

2. SUSTAINABLE DEVELOPMENT

- Green, G. P. & Haines, A. (2016). *Asset Building and Community Development*, 4th ed. Los Angeles, CA: SAGE Publications, Inc. Chapter 3: Community Sustainability, p.p. 5775.
- DeFillipies, J. & Saegert, S. (Eds.) (2012). *The Community Development Reader*, 2nd Ed. New York, NY: Routledge. Chapter 19: Wheeler, S. M.-Sustainability in Community Development, p.p. 175-186.

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.
- DeFillipies, J. & Saegert, S. (Eds.) (2012). *The Community Development Reader*, 2nd Ed. New York, NY: Routledge.
 - Chapter 11: The economic development of neighborhoods and localities-Wiewel, W., Teitz, M., & Giloth, p.p. 107-116.
 - Chapter 12: Conceptual overview of what we know about social entrepreneurship-Hoogendroorn, B., Pennings, E., & Thurik, R., p.p. 117-124.

5. PEOPLE-CENTERED DEVELOPMENT

- **People-centered development** is an approach to international **development** that focuses on improving local communities' self-reliance, social justice, and participatory decision-making. Go to David Korten's People Centered Development Forum at <http://livingeconomiesforum.org/>, review "The Great Turning"/"Earth Community", and "The New Economy". Korten coined the term "people-centered development" to contest the traditional international development approaches.
- **UNDP**. (2010-2011). *People Centered Development: Empowered Lives. Resilient Nations*. Retrieved from https://www.slideshare.net/UNDP_SPC/empowered-lives-resilient-nations.

Session 4, October 4: Group methodological analysis of a literature review and the theoretical framework used to organize the manuscript.

This assignment pursues to help students gain an understanding of how to use a theoretical framework to explain or organize a body of knowledge on a topic through a lit review. Four groups of four students will select a peer reviewed published literature review on a community development topic that incorporates a theoretical framework. Students will analyze the methodological aspects of the review based on a guideline provided by the instructor. Students must use a power point to do this presentation. All group members should participate of this presentation. At least two questions should be included to engage the class in a discussion on the methods used to develop the lit review or its findings. Each group will have 30 minutes for presentation including Q & A.

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.
- Christens, B. D. (2012). Targeting empowerment in community development: a community psychology approach to enhancing local power and well-being. *Community Development Journal*, 47, p.p. 538-554.

Session 5 (October 11 and 25): Asset/Strengths/Capacity-based Approaches. Research Brief due Oct. 19.

“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 has philosophical roots in a theory of change.

- What is Asset Based Community Development? (ABCD) by the Collaborative for Neighborhood Transformation. Retrieved from What Is Asset Based Community Development? (ABCD) by the Collaborative for Neighborhood Transformation.
- A Basic Guide to ABCD Community Organizing by John McKnight (2013). Retrieved from <http://www.abcdinstitute.org/docs/A%20Basic%20Guide%20to%20ABCD%20Community%20Organizing.pdf>.
- International Association for Community Development. (Nov. 2009). What Are Asset-Based Approaches to Community Development? Online Report.

- Green, G.P. & Haines, A. (2016). *Asset Building and Community Building*, 4th ed. Los Angeles, CA: SAGE Publications, Inc. Chapter 1: The role of assets in community-based development. P.p. 1-28.
- 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: Holding ground: The Rebirth of Dudley Street. Posted in Blackboard. Students will watch the video and be prepared for discussion in class.

- Matchan, L. (2014, November). The Boston Globe. We're Boston's Dudley Square: Witnesses to a neighborhood's rebirth. Renowned photographer Nicholas Nixon captures the people of a community long neglected but now on a rising tide of renewal. Retrieved from <https://www.bostonglobe.com/magazine/2014/11/26/boston-dudley-square-witnesses-neighborhood-rebirth/FY9CMBdiVwcm86DdQ6QlwN/story.html>.

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.

- DeFillipies, J. & Saegert, S. (Eds.) (2012). *The Community Development Reader*, 2nd Ed. New York, NY: Routledge. Chapter 24: Building civic capacity in urban neighborhoods: An empirically grounded anatomy. P.p. 220-227.
- Block, P. (2008). *Community: The Structure of Belonging*. San Francisco, CA: Berrett-Koehler Publishers, Inc. Chapter 6: What it means to be a citizen. P.p. 63-72. Access book at <http://libproxy.clemson.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=260668>
- 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.

Session 6 (November 1): Building Social Capital in Communities.

“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 <https://sites.hks.harvard.edu/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.
 - 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.
- Higgins, B. R. & Hunt, J. (2016). Collective Efficacy: Taking Action to Improve Neighborhoods. *National Institutes of Justice Journal*, 277. Retrieved from <http://www.nij.gov/journals/277/Pages/collective-efficacy.aspx>.

Session 7 (November 8): 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)

- 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.
- DeFillipies, J. & Saegert, S. (Eds.) (2012). *The Community Development Reader*, 2nd Ed. New York, NY: Routledge. Chapter 23:Traynor, B.- Community Building: limitations and promise. p.p. 209-219.

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 8 (November 15): Community Development and Research.

- 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

- Text, Chapter 1: Minkler & Wallerstein, Introduction to Community Based Participatory Research.
- Text, Chapter 3: Israel, B. et al. Critical issues in developing and following Community Based Participatory Research principles.

Session 9 (November 29): 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.
- Block, P. (2008). *Community: The Structure of Belonging*. San Francisco, CA: Berrett-Koehler Publishers, Inc. Chapter 14: Designing physical space that supports community. P.p. 151-162.

Access book at

<http://libproxy.clemson.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=260668>

- DeFillipies, J. & Saegert, S. (Eds.) (2012). *The Community Development Reader*, 2nd Ed. New York, NY: Routledge. Chapter 43: Kubish, A.C. et al.- Strengthening the connections between communities and external resources. p.p. 369-376.
- DeFillipies, J. & Saegert, S. (Eds.) (2012). *The Community Development Reader*, 2nd Ed. New York, NY: Routledge. Chapter 14: Chung, C- Connecting public schools to community development, p.p. 134-139.

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 10 (December 6): The Future of Community Development. Comprehensive Literature Review due Dec. 13.

- Green, G. P. & Haines, A. (2016). *Asset Building and Community Development*, 4th ed. Los Angeles, CA: SAGE Publications, Inc. Chapter 15: The future of community development, p.p. 362-377.
- 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.

CORE CONCEPT: ONLINE/VIRTUAL COMMUNITIES

- What are Online Communities at <http://www.partnerships.org.uk/community/what.htm>
- 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.
- Tippins, R. & Marquit, M. (2010). *Community 101: How to Grow an Online Community*. Cupertino, CA: Happy About. Introduction and chapter 1. Access book at <http://libproxy.clemson.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xna&AN=348133>
- Review about Online Communities at <https://www.feverbee.com/about-us/>