SYLLABUS

CRD 152: COMMUNITY DEVELOPMENT

Department of Human Ecology | University of California, Davis

Spring 2024 | 4 units

Location: Everson Hall 176

Time: Mondays and Wednesdays | 10:00 - 11:50

Instructor: Sudikshya Bhandari (she/her), PhD Candidate, sabhandari@ucdavis.edu
Office Hours: Mondays 1:00- 3:00 pm | Hart 1320

Teaching Assistants
- TA: Gaurav Shumser Thapa | gsthapa@ucdavis.edu
  Office Hours: Tuesdays, 11:00 am – 1:00 am, Hart 2305

- TA: Rabeya Tabasum | rtabasum@ucdavis.edu
  Office Hours: Tuesdays, 1:00 pm – 3:00 pm, Hart 2420

COURSE DESCRIPTION:
This course is designed to engage students in the practices of community development while reflecting on its underpinning history and theory. The course presumes basic knowledge gained in introductory classes. First, we will explore the roles of civic engagement and social change, as well as the effects of large-scale social, political, and economic forces on local communities. Second, we will consider the forms that community development organizations take and the functions such organizations perform. The result of these reflections and practice will demonstrate that community development is a (never-ending) process and that the community developer is a person who neither invents the rules nor dominates in the particular circumstances of the work.

Students will practice the skills necessary for community development. By engaging in "community scholarship," you will practice your skills in media and information literacy, critical thinking, writing, research, and communication.
Throughout the course, we will ask:
- How did the role of community development change over time? How did it stay the same?
- How do community development activities and organizations (the meso-level) negotiate the tensions between the demands of large-scale structures and processes (the macro-level) and the needs/efforts of individuals and local communities (the micro-level).
- What are the functions of community development in society?
- What does community development actually accomplish vis-à- vis what it claims or hopes to achieve, and what criticisms of the field may arise from taking alternative perspectives on the particular problems community development organizations and practitioners seek to address?

FORMAT
The format of this course is designed to meet twice a week for two hours. Each two-week is divided into a theme of community development. Guest Speakers are welcomed to this course by a well-informed class that comes on time and is prepared to interact with the speakers and pose questions. The content of the lecture activities will vary depending on the theme of the week. Different teaching and learning methods will be used in lectures, such as presentation slides, articles, videos, and in-class exercises to make the class interactive, which will improve their learning. Students must be prepared to use visual and graphical representations, work in teams, and research and writing for their projects.

COURSE READINGS:
Course texts are organized on the course Canvas for each week. Some optional readings, such as journal articles or news articles, will also be included in weekly readings. Students are expected to review all assigned readings (optional readings are recommended) before each class. They should take notes on course readings and lectures to help the learning process and engage in thoughtful discussion during the activities.

COURSE ASSIGNMENTS AND GRADINGS
Details for each are provided in the Assignments section on Canvas. Grading rubrics will be utilized to evaluate these projects.

1. Community Asset Tour - 20% | Due Apr 29

2. Housing and Climate Workshop - 20% [Participation | Reflection Paper]

    a. Participation 10%
    b. Reflection Paper 10% | Due May 8

3. Poster Presentation - 15 %

    a. Draft Poster | Due May 13
    b. Final Poster | Due May 29

4. 10 Page Paper – 35% [Outline | Draft Paper | Peer Reviews | Final Paper]

    a. Outline 5% | Due Apr 17
    b. Draft Paper 10% | Due May 6
    c. Peer Reviews 5% | Due May 20
    d. Final Paper – 15% | Due Jun 5

5. Participation/Effort – 10% [Attendance | Teamwork input | Timely Submissions]

Plan ahead if you are determined to earn a particular grade. To receive an A, students will need to:

- complete weekly assignments in a timely and thoughtful manner with clear, grammatically correct writing.
- communicate respectfully with fellow students and guest speakers.
- completes all the required readings and refers to the readings in class discussions and assignments to demonstrate knowledge acquisition.
- start the assignments two weeks before their due dates and have a friend proof the deliverable for content and style before submission for grading.

LATE POLICY: Due dates for assignments are firm. Late (unexcused) assignments will be graded one grade point lower each day (for example, an A to A-) after the due date. If there is an emergency (medical or otherwise), please notify the instructor or TA ASAP or before the assignment is due. A doctor's note is required for medical sickness.

COURSE EXPECTATIONS
Students should come to class prepared to showcase their future professionalism.

Communication
This class will rely on the use of Canvas. The email address you have on record with the university will be your link to course materials, communication, etc. Readings for the class can be found under files. You are responsible for monitoring the emails and announcements related to this class. Please make sure you are checking it regularly and receiving emails regarding announcements and updates. Please send questions/ concerns/ requests about the class through Canvas messages or email to both the instructor and TAs. Please include CRD 152 in your subject line. Monday through Friday, 8 am – 5 pm, we will normally respond to your emails within 24 hours. Responses to emails sent after 5pm on Fridays or during the weekend or holidays may be delayed until the following weekday.

Team Assignments
The objective of having two group projects done is to create an understanding of working in a team environment to achieve a common goal. Each team member will be required to provide their input to conceptualize, plan, discuss, revise, and execute the project. Each member must help others succeed and contribute to a more cooperative working environment. To ensure timely meetings and clear communications about expectations, team rules, and goals, Each team will do a group resume (to create community and foster accountability.

Participation
Participation is an essential requirement in this class. To learn optimally, students must engage in lectures, discussions, and class activities. The participation of students is also accounted for through the submission of individual and team assignments, attendance, team meetings and input, and visits to instructors during office hours. Active participation in the course will be necessary for you to learn at the highest level and successfully complete the course.

Attendance Policy

Regular attendance is required for this course. Attendance will be taken in every lecture and graded as participation. If you must miss some classes due to pre-scheduled travel for your athletic or academic commitment, please email the instructor or TA at least a week before. In case of emergency, please contact the instructor as soon as possible. Students must attend all group site visits, team meetings, and presentations. In case of absence in group projects, students must inform the TAs and their team.

Diversity, Inclusive, and Accessible Learning Environment

This course is valuable because it involves the participation of people with a wide range of abilities, identities, skills, and experiences. It is of utmost importance to the instructor to strive to make the learning environment as accessible as possible for students with diverse learning styles, abilities, disabilities, and needs. We want every student to feel included and participate actively with cultural humility and respect for others. If you have any suggestions or concerns, please communicate directly with the instructor. We will make accommodations that can help individuals deal with disability issues or any other issue that could be an obstacle to getting the most out of the class. If you require specific accommodations due to a disability, please consult with the Student Disability Center (sdc.ucdavis.edu).

Academic Honesty

Honesty, trust, and integrity are absolutely essential in this course. All assignments for this course are to be your original work. All materials and graphics that you attribute to others must either paraphrased or quoted, using appropriate citations. APA style is recommended for this course, with a reference guide available on the Canvas site. As such, UC Davis treats any academic dishonesty violations with the utmost seriousness. For guidelines on avoiding plagiarism, see http://sja.ucdavis.edu/files/plagiarism.pdf. Please familiarize yourself with UC Davis' strict policies on academic integrity and dishonesty: (https://ossja.ucdavis.edu/academic-misconduct). Also take advantage of the writing and study resources on campus, including the Student Academic Success Center [success.ucdavis.edu]. If you have questions about academic honesty, please ask the instructor or TAs. The use of Chat GPT or any other AI software will also be considered plagiarism.

UCD Student Support Resources

If personal or financial crises arise, please contact me or your TAs. UC Davis provides students with a wide range of resources to foster academic and personal success. This includes counseling, health care, tutoring and writing assistance, childcare, job and internship placement, and basic needs like food.

- For a variety of health services, please refer to
  https://shcs.ucdavis.edu/

- For assistance on writing strategies, editing, grammar, formatting and other issues. specific to writing, please refer to
  http://success.ucdavis.edu/academic/writing.html

- To access helpful information on a range of issues, please refer to
  https://ebeler.faculty.ucdavis.edu/resources/faq-student-resources/

- The Pantry is a student-run resource that provides free food and personal items for students.
  http://thepantry.ucdavis.edu/

COURSE SCHEDULE

SOCIAL

Week 1: Introduction and Origin of Community Development

- **April 1**
  - Lecture: Welcome to Community Development!
    - Syllabus overview

  - Class Exercise: Introduction Activity
  - Read:
    - Rios, et al. (2021). Foundational Knowledge and Skills in Community Development *Journal of Planning Education and Research*

  - *Assignments: Introduction Discussion*

- **April 3**
  - Lecture: Origins of Community Development
    - Update: Paper Assignment and Share the team details

    - Class Exercise: Pair up and share autobiography of community development questions they grew up seeing or what they currently see in their own neighborhoods back home [PAST, PRESENT, FUTURE]

  - Read:
    - The Past, Present, and Future of Community Development in the United States, Alexander von Hoffman

  - *Assignments: Select topic for Final Paper*

Week 2: Theories and Practice in Community Development

- **April 8**
  - Lecture: Theories in Community Development
  - Class exercise: Purpose, Methods, Techniques
  - Read:
    - Seven Theories for Seven Community Developers (Chapter 2), *An Introduction to Community Development*

  - *Assignments: Pick a theme for the Community Asset Map Tour*

- **April 10**
  - Guest Lecture: Practical Insights into Community Development

- - - Megan Gash, PhD Candidate, Geography Graduate Group

  - Read:
    - Community Development Practice (Chapter 7), *An Introduction to Community Development*

  - *Assignments: Draft Plans for the Community Asset Map Tour*

PHYSICAL

Week 3: Mapping

- **April 15**

  - Lecture: TA Gaurav Thapa, Mapping in Community Development

  - Class Exercise: Workshop On Open Street Map (Bring laptops and mouse)

    - Read:

      - Integrated Participatory and Collaborative Risk Mapping for Enhancing Disaster Resilience, *https://www.mdpi.com/2220-9964/7/2/68*

- **April 17: NO CLASS**
  - *Assignments: Take a Community Asset Tour*
  - *Assignments: Paper Outline DUE!*

    (Schedule a time to meet and create the Community Asset Map Tour)

Week 4: Housing and Community Development

- **April 22**

  - Lecture: Housing and Community

  - Class exercise: Free Write – Your Ideal Housing Type (Post to Discussion)

  - Read:
    - Housing and Community Development (Chapter 19), *An Introduction to Community Development*
    - Davidson, N. M. (2009). Reconciling people and place in housing and community development policy. *Geo. J. on Poverty L. & Pol'y, 16*, 1.

- **April 24**

  - Guest Lecture: Dr. Robert Wiener, Affordable Housing 101

- ○ Read:
    - ▪ Speer, P. W., & Christens, B. D. (2012). Local community organizing and change: Altering policy in the housing and community development system in Kansas City. *Journal of Community & Applied Social Psychology*, *22*(5), 414-427.

Week 5: City Planning and Community Development

- **April 29**
    - ○ Lecture:
        - o Neighborhood and Cities - Role of Planning in Community Development
        - o TA Rabeya, Transportation for Disabled People

    - ○ Read:
        - ▪ Neighborhood Planning and Community Development (Chapter 20), *An Introduction to Community Development*

    - o *Assignments: Community Asset Map Tour DUE!*

- **Reading: May 1**
    - ○ Lecture: Land Use and Community Development
    - ○ Read:
        - ▪ Peterson, J. A. (2009). The birth of organized city planning in the United States, *Journal of the American Planning Association*

    - ○ **Mid-Course Evaluation**

HUMAN

Week 6: Local Participation and Community Development

- **May 6**
    - ○ Housing and Climate Workshop
    - ○ Read:
        - ▪ Lachapelle, P. (2008). A sense of ownership in community development: Understanding the potential for participation in community planning efforts. *Community development*, *39*(2), 52-59.

    - ○ *Assignments: Draft of Paper DUE!*

- **May 8**
    - ○ Guest Lecture Panels: Bapu Vaitla – Vice Mayor, City Council
    - ○ Read:

- Ghazala Mansuri, & Rao, V. (2004). Community-Based and -Driven Development: A Critical Review. *The World Bank Research Observer*, *19*(1), 1–39. http://www.jstor.org/stable/3986491

- *Assignments: Reflection on Housing and Climate Workshop DUE!*

Week 7: Culture and Immigration in Community Development

- **May 13**
  - Lecture: Culture and Tourism in Community Development
  - Class exercise: Think, Pair, Share

  - Read:
    - Arts, Culture, and Community Development (Chapter 18), *An Introduction to Community Development*

  - *Assignments: Draft of Poster DUE!*

- **May 15**
  - Lecture: Ethnic Enclaves and Immigrant Communities
  - Class exercise: Positionality statement practice
  - Read:
    - Community-based Organizations and Migration in New York City (Chapter 27), *The Community Development Reader*
    - Schuch, J. C., & Wang, Q. (2015). Immigrant businesses, place-making, and community development: a case from an emerging immigrant gateway. *Journal of Cultural Geography*, *32*(2), 214-241.

ENVIRONMENTAL

Week 8: Sustainability, Climate, and Community Development

- **May 20**
  - Guest Lecture: Peter Nguyen, Climate Resilience in Community Development
  - Class exercise: Read and annotate a journal article
  - Read:
    - Cavaye, J., & Ross, H. (2022). Community resilience and community development: What mutual opportunities arise from interactions between the two concepts?. *Community Development for Times of Crisis*, 75-96.

  - *Assignments: Paper Peer Reviews DUE!*

- **May 22**
  - Lecture: Sustainability and Community Development

- ○ Read:
  - ▪ Sustainability in Community Development (Chapter 19), *The Community Development Reader*

Week 9: Social and Environmental Justice in Community Development

- **May 27: HOLIDAY**

- **May 29**
  - ○ Guest Lecture: Dr. Jonathan London
  - ○ Read:
    - ▪ London, J. K. (2022). Defying gravity: environmental justice rises in California's capital city. *Local Environment*, *27*(5), 554-569
    - ▪ Sze, J., & London, J. K. (2008). Environmental justice at the crossroads. *Sociology Compass*, *2*(4), 1331-1354.

  - ○ *Assignments: Poster Final submission DUE!*

Week 10: Final

- **June 3**
  - ○ Lecture: Way Forward
  - ○ Poster Presentations Part I

- **June 5**
  - ○ Poster Presentations Part II
  - ○ Class exercise: Reflections and Evaluations
    - ▪ Career Implications
  - ○ *Assignments: Final Paper DUE!*