

Course ID:	Course Title:	Fall 2019
DVST210	INTRODUCTION TO COMMUNITY DEVELOPMENT	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Wed. Fri.	Instructor:	Derek Cook, B.A., MSc. RSW	First day of classes:	Wed, Sept 4
Time:	4:00 – 5:15	Email:	Derek.Cook@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Sept 15
Room:	RE 110	Phone:	403.410.2913	Last day to request revised final exam:	Fri, Nov 1
Lab/ Tutorial:	NA	Office:	L2072	Last day to withdraw from course:	Mon, Nov 18
	NA	Office Hours:	Friday 1:00 – 2:00	Last day to apply for coursework extension:	Mon, Nov 25
Final Exam:	Take Home Exam due Dec. 18 at 12:00 noon			Last day of classes:	Wed, Dec 11

Course Description

This course offers an introduction to community development theory and practice with a focus on real world experience and theory applications (both domestic and international), and the corresponding impact on local communities. Definitions, principles and approaches to community development will be discussed, with an emphasis on holistic transformation of individuals and communities from a Christian perspective. This course will also review best practices and relevant issues in the field of community development including poverty, employment, homelessness, literacy, health, environment, gender, and business development.

Expected Learning Outcomes

It is the aim of the course that students will be able to:

- Apply a theoretical understanding of community and the basic principles and definitions of community development from both a theological and social science perspective.
- Articulate the key approaches utilized by development practitioners in the field and how they influence community development practices.
- Apply key community development practices and the respective roles of the community development worker;
- Critically evaluate the issues associated with development approaches and practices, including values, faith, goals and impacts.

- Identify and articulate key ethical issues facing the community development worker in practice and apply framework for guiding ethical practice and making appropriate ethical decisions.

Textbooks

- Myers, Bryant. 2011. *Walking with the Poor: Principles & Practices of Transformational Development*. Maryknoll, NY: Orbis Books.
- Phillips, R. and R. Pittman. 2015. *An Introduction to Community Development*. New York: Routledge.

Readings will be also assigned from the following: (on Reserve Shelf)

- Haslam, Paul, Jessica Schafer, and Pierre Baudet (eds). 2017. *Introduction to International Development: Approaches, Actors and Issues*. Oxford Publishers.
- Salvatierra, A. and P. Heitzel. 2014. *Faith-Rooted Organizing: Mobilizing the Church in Service to the World*. Inter-Varsity Press.

Assigned chapters from books on the reserve shelf in the library, news articles, guest speakers, simulation exercises and audio visual presentations will be used to supplement lectures and course materials.

Course Schedule

- See Appendix 1

Requirements:

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|---------------------------------------|-----|
| • Class attendance and participation: | 10% |
| • Course readings and journals | 20% |
| • Current events review or attendance | 15% |
| • Case Study | 30% |
| • Final Exam (take home) | 25% |

Class Attendance and Participation (10%):

Class time will consist of a combination of lecture and “seminar” type activities (highly participative; discussion based). Therefore, participation in discussions and group activities will be a key component of learning throughout this course.

- **Attendance:** Students are expected to attend all classes, having read assigned materials ahead of time and prepared for class in order to actively participate in these discussions. If external circumstances or illness prevent you from attending or adequately preparing for a class, please let your instructor know in advance (via email) so that this can be taken into account, as absences from class will negatively impact a student’s individual participation grade.
- **Active Participation:** Active participation means it will be obvious to the professor that you are engaging with the course material, that you are bringing insights from the readings into the classroom discussion, and that you are trying to link course knowledge with everyday life. Active participation is judged as thoughtful input to the class. Active

participation is ensured by presence in the classroom. At the end of the semester when the professor is filling out the Appendix #2, if he knows your name and you've left an impression on him of an engaged student, it will make his evaluation of your work and participation a much more "personal" process as he reflects on personal observations of growth in academic pursuit.

Course Readings and Journals (20%):

Daily readings will follow the schedule in Appendix 5 which is the Reading Log that will be submitted three times in the semester. It is essential that readings be completed for the day assigned, as often they will form the basis of lecture and discussion. Each day, after reading assigned reading(s) for that day, write a reflective, response in a Reading Journal. All journaling should be kept in a single file on the computer and be consistent in its layout. At time of submission, all pages in the journal should be printed off and submitted as a single submission. Each day's journal should include:

- i. Date of reading/journal entry
- ii. Name of the book using correct bibliographic format (at the top of the first entry for that book).
- iii. Title of chapter upon which a specific journal entry/annotation is written.
- iv. One page (maximum) of reflection which will include three sections:
 - Description: 1 or 2 summary sentences naming the subject of the reading or setting forth what aspect interested you, and which you will examine in your reflection.
 - Interpretation: 1 paragraph explaining how what you read relates to something heard in lecture or in class discussion, a model or theory you have previously read or an experience you have had. It ties the reading to the "theoretical."
 - Outcome: 1 paragraph about what the reading means for you and your ongoing development as a learner and/or as a practicing professional in the world of international development.

Current Events Assignment (15%)

Engage with current events to apply concepts being learned in class to real world contexts in order to deepen your learning.

Option 1: Current Events Review

On three dates during the semester, students will submit a review of a current news article about a current development issue in the developed or developing world. Write a 2 page report that summarizes the article (1 to 2 paragraphs maximum; no more than ½ page) and then explains how what you are learning in class relates to this news article. The following questions will help you reflect:

1. What causal factors do you think have contributed to the situation?
2. What development approaches might be helpful in such a situation?
3. What questions should a development organization looking to address the situation be asking?
4. In what ways might the development organization's response to this event be hurtful rather than helpful?

Each assignment across the semester is worth 5 points (%) for a total of 15%. Excellent sources for news articles include (but are not limited to):

Canada:

CBC News: www.cbc.ca

Huffington Post: <http://www.huffingtonpost.ca/>

YES Magazine: <http://www.yesmagazine.org/>

Tamarack Institute: www.tamarackcommunity.ca

Mennonite Central Committee (Canada):

<http://mcccanada.ca/>

Developing World:

BBC: <http://www.bbc.com/news/>

IRIN: <http://www.irinnews.org/africa>

Famine Early Warning Network: <http://www.fews.net/>

Amnesty International News: <http://www.amnesty.ca/news>.

Option 2: Current Events Attendance

Attend and reflect on one of the following events.

- Calgary Alliance for the Common Good (www.calgarycommongood.org) Founding Assembly. October 17 from 7:00 – 9:00 at Knox United Church.
- Soul of the Next Economy Forum (www.nexteconomyforum.com). November 14 / 15 at Ambrose University.

Case Study – Report and Presentation (30%)

Working in small groups, the case study will provide an opportunity to choose a Community Development project (Canadian or international) and analyze it according to the theoretical and strategic approaches discussed in class. The case study should be a maximum of 15 pages and include:

- An overview of the project
- What is the need or opportunity that the project addresses?
- What are the objectives of the project?
- Who are the key stakeholders of the project and what are their various interests?
- What theoretical approach(es) underlie the project?
- What challenges has the project faced and how are they being resolved?
- Your assessment of the rationale, implementation and impact of the project.

The case study can be selected from a list of suggested projects, or students can choose one of their own. Each group will make a formal (10 – 15 min) presentation of their case study to the class.

Final Exam (25%)

The final exam will be a take home exam, a task that will require you to integrate all that has been learned in the course. All course notes and textbooks may be used. Further guidance will be given in class. **Due date: December 18 at 12:00 noon.**

Attendance:

- As outlined in Appendix #2, failure to attend all classes will seriously impact the grade out of 10%. An attendance chart will be passed daily.
- Class begins at 4:00 p.m. Please be on time or inform the professor via email if you will be late.

Classroom Etiquette:

1. Entering and leaving class: Consistent exits and reentry to/from the classroom are disruptive to all. Please arrive promptly and do not leave the classroom unannounced, except for cases of emergency.
2. Electronic devices: Please ensure that cell phones are turned off or muted during class.
3. Food in the classroom: Please do not bring any hot food into the classroom.

Grade Summary:

Percentage Grade	Letter Grade	Description
95-100	A+	Excellent
90-94	A	
85-89	A-	
80-84	B+	Good
76-79	B	
72-75	B-	
68-71	C+	Satisfactory
64-67	C	
60-63	C-	
55-59	D+	Minimal Pass
50-54	D	
0-49	F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Appendix #1 Course Schedule

Date	Class Topic/Chapter Title	Readings
Sept. 4	Introduction	No readings
Theoretical Foundations		
Sept. 6	The Nature of Community	Phillips & Pittman, Chapter 1
Sept. 11	The Individual and the Community	Myers, Chapter 1
Sept. 13	The History of Development	Myers, Chapter 2 Haslam et al., Chapter 2
Sept. 18	The Indigenous Experience	Goodstriker, Otsistsi Pakssaisstoyiih Pi (the year when the winter was open and cold) (On Moodle)
Sept. 20	Moral and Theological Perspectives	Myers, Chapter 3 Haslam et al., Chapter 1
Sept. 25	Spiritual Emphasis Day (No class)	
Sept. 27	Theoretical Perspectives 1	Philips and Pittman, Chapter 2
Oct. 2	Theoretical Perspectives 2 <u>Assignment Due:</u> Current Event Article #1	Haslam et al., Chapters 3 and 4
Oct. 4	Resources and the Community	Myers, Chapter 4. Brueggemann, W. "The Liturgy of Abundance, the Myth of Scarcity." (On Moodle)
Oct. 9	Power and the Community <u>Assignment Due:</u> Reading Journal – Submission 1	Myers, Chapter 5.
Approaches to Community Development		
Oct. 11	Community Development Practice: Foundations	Phillips & Pittman, Chapter 7 Myers, Chapter 6

Oct. 16	Charity and Needs-based Approaches	Wolterstorff, N. "Justice Not Charity: Social Work Through the Eyes of Faith." (On Moodle) Kotter, D. – "Remember the Poor: A New Testament Perspective on the Problems of Poverty, Riches and Redistribution." In Bradley and Lindsay – Chapter 3. (On Moodle)
Oct. 17	Calgary Alliance for the Common Good Founding Assembly (Optional)	
Oct. 18	Asset-based Approaches <u>Assignment Due:</u> Current Event Article #2.	Phillips & Pittman, Chapter 3 The Four Essential Elements of ABCD Sustainable Livelihoods Framework (On Moodle)
Oct. 23	Place-based Approaches	Phillips & Pittman, Chapter 6, 20
Oct. 25	Rights-based Approaches	Canada Without Poverty, <u>Human Rights Guide</u> . (On Moodle) United Nations, <u>International Covenant on Economic, Social and Cultural Rights</u> . (On Moodle) Declaration of Human Rights by the World's Religions. (On Moodle)
Oct. 30	Sustainability Approaches <u>Assignment Due:</u> Reading Journal Submission 2	Phillips & Pittman, Chapter 5
Community Development Practice		
Nov. 1	Community Visioning	Phillips & Pittman, Chapter 8 Myers, Chapter 7
Nov. 6	Community Assessment	Phillips & Pittman, Chapter 11 Myers, Chapter 8
Nov. 8	Human Capital Development	Phillips & Pittman, Chapter 14
Nov. 14, 15	Soul of the Next Economy Forum (Optional)	

Nov. 20	Social Capital Development	Phillips & Pittman, Chapter 4 Haslam et al., Chapter 12
Nov. 22	Community Economic Development <u>Assignment Due:</u> Case Study	Phillips & Pittman, Chapters 13, 17
Nov. 27	Community Mobilization and Advocacy	Salvatierra, Chapters 1-2 Review Myers, Chapter 8
Critical Reflection on Practice		
Nov. 29	Diversity and Development <u>Assignment Due:</u> Current Event Article #3.	Haslam et al., Chapters 5, 23
Dec. 4	Leadership and Community Development	Phillips & Pittman, Chapter 10
Dec. 6	Ethics and Development <u>Assignment Due:</u> Reading Journal – Submission 3	Haslam et al., Ch. 29. CASW Code of Ethics (On Moodle).
Dec. 11	Synthesis <u>Assignment:</u> Final Exam (Due Dec. 15)	Phillips & Pittman, Chapters 22 and 25

Appendix #2 Grading Rubric

Class Participation and Attendance

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
<p>General Attendance (25%) (Excludes certain excused absences such as Ambrose athletic teams' out-of-town games)</p> <p>Note: General attendance excludes the last six classes that are covered by the criteria below.</p>	Misses no more than one class (100%); misses two classes (85%)	Misses three classes (72%).	Misses four classes (60%)	Misses five or more classes (0%)
<p>Presentation Days and Last Day of Class Attendance (25%) – Last six classes</p>	Attends all five presentation days and last day of class (100%); misses one of these days (85%)	Misses two of these six classes (72%)	Misses three of these six classes (60%)	Misses four or more of these six classes (0%)
<p>Group Discussions and Contribution Quality (50%) Quality (depending upon context) is exemplified, but not limited to, the following: pursues thoughtful and rigorous lines of discussion, addresses relevant issues, builds on others' ideas, synthesizes across readings and discussions, challenges assumptions and perspectives, expands the group's/class' perspective.</p>	Contributes great effort to group discussions; shares thoughts and ideas; is always prepared to respond to impromptu in-class questions. Input is always of high quality.	Contributes good effort to group discussions; mostly shares thoughts and ideas; is mostly prepared to respond to impromptu in-class questions. Input is mostly of high quality.	Contributes occasionally to group discussions; occasionally shares thoughts and ideas; is sometimes prepared to respond to impromptu in-class questions. Input is occasionally of high quality.	Seldom contributes to group discussions; seems disinterested; is not prepared to respond to impromptu in-class questions. Input is seldom or not of high quality.

Case Study- Written

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Purpose and Content (30%)	The paper as a whole fully addresses the assignment's objectives. The paper is well-developed and supported by external sources and focuses on relevant details. There is a unified wholeness to the paper.	The paper as a whole largely addresses the assignment's objectives. The paper is mostly developed and supported by external sources. The paper largely focuses on relevant, but is a little unfocused occasionally. The paper as a whole is mostly unified.	The paper as a whole misses some of the assignment's objectives. Several of the objectives are not well developed or lack clarity. The paper as a whole is not very unified.	The paper as a whole doesn't really get at the assignment's objectives. The study does not have a sense of direction and is often unclear. The paper as a whole is fragmented.
Critical Thinking (25%)	The paper thoroughly addresses the questions identified in the guide, as well as addressing additional factors. A broad set of external sources are used (documents, multiple organizational interviews) to support the case study and address complex issues.	The paper generally addresses the questions identified in the study guide. A moderate set of external sources to support the paper are used and address standard sets of issues.	The paper addresses some of the questions identified in the study guide. A limited set of external sources are used to support the study and somewhat address standard sets of issues.	The paper doesn't really address the questions identified in the study guide. A very limited set of external sources are used to support the study and barely address standard sets of issues.
Voice and tone (15%)	It sounds like I care about my paper as a whole. That which I care about is embodied in the assignment. There is a sense of passion or enthusiasm in my writing.	My tone is OK, but the paper as a whole could have been written by anyone. I need to tell how I think and feel. The passion or enthusiasm is somewhat lacking.	My writing is bland or pretentious. There is either no hint of a real person in it, or it sounds like I'm faking it.	My writing sounds as if I don't really care about the assignment. There is a sense that I'm simply trying to pump something out.
Organization (15%)	The paper as a whole is well organized and structured and there is a sense of flow. Overall, there is a compelling opening, an informative middle, and a very satisfying conclusion (that links together the key issues, the assessment and analysis).	The paper as a whole is relatively well organized and structured with a sense of flow. Overall, there is an acceptable opening, middle, and conclusion.	The paper as a whole is somewhat organized and structured but there isn't really a sense of flow. Overall, the organization and cohesiveness are rough but workable, but sometimes gets off topic.	The paper as a whole is not very organized or structured and there are many breaks in flow. Overall, the writing is aimless, disorganized, and lacking in cohesiveness.
Mechanics: Conventions and Sentence Fluency (15%)	The paper uses correct grammar, punctuation, and spelling. Sentences are clear, complete, and of varying lengths. The study follows the conventions of the APA or MLA writing	There are a few errors to fix, but generally correct conventions are used. Sentences are well-constructed. The study generally follows APA or MLA writing style, but	There are enough errors in the case study to distract a reader. Sentences are often awkward, run-ons, or fragments. The case study suggests an idea	Numerous errors make the case study hard to read. In addition, this is compounded by many run-on sentences and sentence fragments.

	style and these are used for citations in the case study and in the reference / works cited section.	there is inconsistency in its usage.	what APA or MLA is, but indicates the writer is mostly guessing as to what is a writing style.	The case study suggests that the writer doesn't know what APA or MLA is or doesn't cite sources.
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Case Study - Presentation

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (35%)	I deliver my presentation with a clear, confident, and well-paced voice so that all audience members can hear me. I demonstrate my awareness of the audience through physical presence and eye contact (not referring to my notes). I am enthusiastic and genuinely interested in my case study and as such, generate significant enthusiasm about my organization.	I deliver my presentation with a mostly clear, confident, and well-paced voice so that most audience members can hear me. I partially demonstrate my awareness of the audience through physical presence and eye contact (occasionally referring to my notes). I am mostly interested in my case study and as such, generate enthusiasm about my organization.	I deliver my presentation with a somewhat clear, confident voice that at times, loses focus and pacing. As a result, some audience members may have difficulty hearing me. I don't really demonstrate an awareness of the audience because I am frequently referring to my notes. I am somewhat interested in my case study and generate some enthusiasm about my organization.	I deliver my presentation with a subdued voice that may also be too slow or too fast. As a result, many audience members have difficulty clearly hearing or following me. I avoid looking at or engaging the audience all together. I am not interested in my case study and as such, generate no interest about my organization.
Creativity and Graphics (35%)	I design my presentation insightfully, creatively and skillfully. I innovatively or expertly prepare graphics at appropriate moments in my presentation. They also explain and reinforce the text and presentation.	I make a good attempt to provide insight or creativity to my presentation. I generally use graphics in my presentation and they mostly support the text and presentation.	I make some attempt to provide insight or creativity to my presentation. I seldom use graphics and when I do they don't really support the text and presentation.	I make no attempt to provide insight or creativity to my presentation. It is primarily text-based or when I do use graphics, they're used simply to get a few creativity and graphics points.
Structure, Organization, and Mechanics (30%)	I present the information in a very logical and interesting sequence which audience can follow. My conclusion flows from the rest of my presentation. It has no misspellings, grammatical errors, or formatting errors.	I present the information in a mostly logical sequence which audience generally follows. My conclusion largely flows from the rest of the presentation. It has no more than three misspellings, grammatical errors, or formatting errors.	Structure of my presentation is not easy to follow. I am missing the conclusion is missing, or if its provided, it does not flow from the rest of my presentation. It has between four to five misspellings, grammatical errors, or formatting errors.	A lack of structure detracts from the message of my presentation. My points are disjointed and lack good transitions. My presentation has six or more six misspellings, grammatical errors, or formatting errors.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.