COMMUNITY DEVELOPMENT: THEORIES FOR PRACTICE
CRD/GEO 240 – Fall 2014
Mondays and Wednesdays, 2-4 pm
166 Hunt Hall

Instructor:	Dr. Chris Benner	
When,	Office Hours:	Mondays, 4:15-6:15 pm and by appointment
Where and	Location:	2333 Hart Hall
How to	Telephone:	(530) 754 8799
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Overall Course Goals and Assumptions:
Community development is a form of social intervention. It seeks, in general, to facilitate, strengthen, and improve less-advantaged communities, empower their residents to define and participate in the development process, and interact in larger social, political, and economic systems on their own behalf.

The community development process is one that requires an
  • Understanding of the nature of community groups and social solidarities,
  • The nature and structures of power in society,
  • The function of nonprofit and other community organizations,
  • The ways services (e.g. social, environmental, economic) are provided, and
  • The networks that tie community groups to each other in their local area, the region and the globe.

Community development functions to help community participants influence the direction of important public tasks including planning, governance, economic development, health and social service provision, responses to poverty, effective transportation, housing for all groups, and improved education and human resources. Changes in community practices over the last few decades have given increasing importance to region-wide collaboration, complex partnerships, and new forms of public-private organization. Similarly, the projects that community organizations are involved in are vastly more complex than those of even a few years ago, requiring inputs of technical, financial, legal, and social service expertise.

This course:

  • Will provide an opportunity for students to explore, develop, and apply an interdisciplinary set of theories useful for understanding and acting within the professional and academic field of community and regional development;

  • Seeks to build a critical understanding of different theoretical approaches, link development techniques to theory (and vice-versa), and consider examples of communities development institutions, organizations, projects and practices.

  • Also incorporates a critical examination of the strengths and limits of community development in the context of broader social changes efforts.

Implicit goal of the course:

This is the first course in the MS program in Community Development. Students are encouraged to get organized, become a community, and share responsibility for their program.

Course Work:

The class will be a combination of interactive lecture, discussion, and independent research. The emphasis in the course will be on exploring what is known about community development principles, approaches, theories, and applications, with particular emphasis on issues of how communities and community organizations can be mobilized to achieve their goals. The seminar will help students define concepts and eventually link concepts into theory that explains in a general way a case study and to use theories to analyze any number of similar cases. Theory building and application is presented as an intellectual strategy useful for all other graduate student courses and for the thesis. Learning is an interactive process, -- and especially for a course on community development -- active participation in class is a requirement. Active participation is not limited to speaking, however, and also includes careful listening and reflection. My hope is that this class can become a supportive and intellectually adventurous community of learning and teaching.

In addition to the material discussed in class, students will be expected to write three short papers, and a final analytical paper which are described in more detail below. Though the papers are centered on specific community development initiatives or issues, and they will certainly require you to do lots of reading of secondary material, they are designed primarily as an analytical effort to help you clarify concepts, and links them together into a clear analytical framework that can explain an outcome you are trying to understand. As such, you should prioritize the analytical work over research in these papers.

Course materials and readings are available on the smartsite for CRD 240. **If you are registered for GEO 240, please make sure I have added you to the CRD 240 smartsite.**

Course Format:

Class readings form the backbone of the course, providing the structure on which our class discussions and your out-of-class assignments will be developed. Therefore, you are expected to have read all the assigned readings for each class, and at least skimmed some of the optional readings, and come prepared to engage in a thoughtful discussion on them. Groups of two-three will be responsible for leading the discussion of the readings each week. These groups should not assign readings separately to each person, rather, they should as a group, discuss all the readings and decide how to present them. You may find discussing the readings in groups before class will help you to develop a better understanding of the material. When leading discussions of readings, you and your group should consider the following:

1) What are the main themes/arguments in this reading?

2) What evidence does the author provide to support her/his argument?

3) How does this argument relate to other readings we have done?

4) What are the strengths and weaknesses of this argument and any data supporting it? Are terms defined clearly and used consistently? (If not, discuss the problems this creates.)

5) Are terms defined and used in the same way as in other readings? Would other authors we have read agree/disagree with this argument. Why?

6) What additional questions does this reading raise for you? (Or put another way: if you and the author were stranded on a desert isle, what question would you most like to ask him or her? -- besides, "do you have a boat?")

7) How could you use the ideas in addressing real world problems?

<u>diverse</u>

Grades

The three analytical essays will each count 10% of the final grade, and the final paper will count for 50%. Participation (including being present and prepared for class, engaging in class discussions and activities, class presentations, and working to support the effective functioning of the group will be the remaining 20%. There will be no mid-term or final examination.

Examples of recent paper topics:

- The role of local community in school reform: Theoretical underpinnings and a case study in Kentucky
- Self-Help Groups for Women in Afghanistan: A Strategy for Empowerment and Increased Household Income
- Effective Regional Equity Coalition Building: The Intersection of the Metropolitan Region, Comprehensive Equity Goals, and a Foundation of Trust
- Closing the Gap? Wilderness, Environmental Education and Accessibility in Silicon Valley
- The Condition of Women in Kazakhstan: "Limitations of Gender Justice - Lack of Freedom in a Marriage and the Family"
- A Rural Community Approach to improve Water Use Efficiency at the local level: Chilean study case
- Poverty: A new element injected into an existing understanding
- Comprehensive family-level community development: On the way to a community development micro-theory
- Leadership versus collaboration: exploring aspects of community development strategies in a failed public health outreach campaign
- Taking the fishing industry into account: Theoretical considerations involved in choosing self-sufficiency as the goal of development
- The mobilization of inside and outside resources: The implication of social capital for community development

Course Assignments

The course assignments are to prepare

- three short analytical essays and a
    - 1st paper due 10/24 online on SmartSite under "Assignments"

- o 2nd paper due 11/14 online on SmartSite under "Assignments"
- o 3rd paper due 12/1 online on SmartSite under "Assignments"
- final term project.
  - o Due 12/19 online on SmartSite under "Assignments"

The short essays, each about 5 pages in length, are to be based on class readings, lecture material, personal experience, and library research.

The **final paper** is a 15-20 page term-paper on a theoretical issue using an example from a community development organization or program, locally or anywhere in the world. The essay should be <u>theoretical and analytical</u>, using examples to explain key points. The purpose is not to do new research, but to utilize observations and experiences as well as easily collected documents to explore in depth an analytical problem that is at the core of community development and bring them into a discourse with the class readings or other, related, texts. Students can use material developed in their short essays in their final paper.

Drafts of papers will be presented during the last week of classes.

There is one required textbook for the course:

> DeFilippis, James and Susan Saegert, eds. (2012) *The Community Development Reader, 2nd Edition.* (New York: Routledge) [Note: Below this is abbreviated as The CRD

All other readings are available in pdf form on the smartsite for the course.

Date	Topic and Readings
10/6 Mon	**Course Introduction:** *Who are we? What are we here to do? How will we become a community? Class structure, process, and expectations.*
10/8 Wed.	**Theory and Practice: What value is theory?** *Required:* hooks, bell. 1994. "Chapter 5: Theory as Liberatory Practice" pp. 59-75 in Teaching to Transgress (New York: Routledge) Rueschemeyer, Dietrich. 2009. "Chapter I. Analytical Tools for Social and Political Research" Pp. 1–26, in Usable theory. Analytic tools for social and political research, edited by D. Rueschemeyer. Princeton: Princeton University Press. Dey, Ian. 1999-2001. "Introduction" Pp. 1–11, in Grounding Grounded Theory. Guidelines for qualitative inquiry, edited by I. Dey. San Diego: Academic Press. *Recommended:* Burawoy, Michael. 1998. "The Extended Case Study Method" Sociological Inquiry. 16:1 4-33 Friedland, William. 2003. "Searching for Action Research and Teaching." Ch. 5 in Glassner and Hertz (eds.) Our Studies, Ourselves: Sociologists Lives and Work (Oxford: Oxford University Press) The CRD: Chapter 1 "Communities Develop: the Question is How?" by James DeFilippis and Susan Saegert
10/13 Mon.	**Key Theoretical Conceptions: Poverty, Development** *Required:* Bradshaw, Ted. 2005, "Theories of Poverty and the Practice of Community Development." Paper presented at the Rural Sociological Society meetings. The CDR: Chapter 37 "Development as Capability Expansion" by Amartya Sen The CDR: Chapter 38: "Five Faces of Oppression" by Iris Marion Young Yapa, Lakshman. 1996. "What Causes Poverty? A Postmodern View" Annals of the Association of American Geographers. 86:4, 707-728. *Recommended:* Amartya Sen, 2006. "Conceptualizing and Measuring Poverty," in David Grusky and Ravi Kanbur, eds., Poverty and Inequality (Stanford: Stanford University Press).
10/15 Wed.	**Key Theoretical Conceptions: Communities and Community Development** *Required:*

	Creed, Gerald (ed.). 2006. *The Seductions of Community: Emancipations, Oppressions, Quandries* (Sante Fe: SAR Press) Chapters 1&2 Brint, Steven. "Gemeinschaft Revisited: A Critique and Reconstruction of the Community Concept" *Sociological Theory*, Vol. 19, No. 1. (Mar., 2001), pp. 1-23 The CDR: Chapter 36 "What Community Supplies" by Robert J. Sampson" Wellman, Barry. 1999. "From Little Boxes to Loosely Bounded Networks. The Privatization and Domestication of Community." in Sociology for the twenty-first century. Continuities and cutting edges, edited by J. L. Abu-Lughod. Chicago: University of Chicago Press. Bartle, Phil. What is Community? A Sociological Perspective. http://cec.vcn.bc.ca/cmp/whatcom.htm *Recommended:* Bendix, Reinhard. 1993. "Definitions of Community in Western Civilization" Pp. 35–83, in Unsettled Affinities, edited by R. Bendix. New Brunswick: Transaction Publishers. Tönnies, Ferdinand. 2001. Community and Civil Society. Transl. by José Harris and Margaret Hollis, Cambridge, New York: Cambridge University Press. (Introduction and Chapter 1)
10/20 Mon.	**Key Theoretical Conceptions: Scale and Social Change** *Required:* Pastor, Manuel, Chris C. Benner, and Rachel Rosner. 2006. "Edging Toward Equity. Creating Shared Opportunity in America's Regions." Report from the Conversation on Regional Equity (CORE): UC Santa Cruz powell, john. "Racism and Metropolitan Dynamics: The Civil Rights Challenge of the 21stCentury." Ford Foundation, 2002. Craig, Gary (2002) "Community Development in a Global Context" Community Development Journal 33:1, 2-17 The CDR: Chapter 29 "Globalization and Free Trade" by Thad Williamson, David Imbroscio and Gar Alperovitz Marston, Sallie A., John P. Jones, III, and Keith Woodward. 2005. "Human geography without scale." Transactions/ Institute of British Geographers NS 30:416–432. *Recommended:* The CDR Chapter 30: "Post-Industrial Widgets: Capital Flows and the Production of the Urban" by Kathe Newman
10/22 Wed.	**History of Community Development as a Field of Practice and Enquiry** *Required:* Rubin, Herbert J. and Irene S. Rubin (1991) "A Thumbnail Sketch of the History of Community Organizing" from Community Organizing and Development. 2nd Edition. (Prentice Hall) The CDR: Chapter 21: "History Matters: Canons, Anti-Canons, and Critical Lessons from the Past" by Robert Fisher, James DeFilippis and Eric Shragge; The CDR: Chapter 3: "Community Control and Development; The Long View" by James DeFilippis The CDR: Chapter 4: "Reframing Community Practice for the 21st Century; Multiple

	Traditions, Multiple Challenges" by William Sites, Robert J. Chaskin, and Virginia Parks Garkovich, Lorraine E. 2011. "Chapter 2. An Historical View of Community Development" Pp. 11–34, in Introduction to community development. Theory, practice, and service-learning, edited by J. W. Robinson and G. P. Green. Los Angeles, Calif.: Sage. *Recommended:* Saper, Robert M. 2009. A Chronology of Community Organizing and Community Development, Davis. Horwitt, Sanford D.: Let them call me rebel :Saul Alinsky, his life and legacy /Sanford D. Horwitt.. New York : Knopf : Distributed by Random House, 1989. Three Alinskys? by Peter Szynka, 2002, http://comm-org.wisc.edu/papers2002/szynkaa.htm Roy, Ananya, Stuart Schrader, and Emma Shaw Crane (forthcoming) "Gray Areas: The War on Poverty at Home and Abroad" in Ananya Roy and Emma Shaw Crane, eds. *Territories of Poverty* (Athens: University of Georgia Press)
10/27 Mon.	**(Social) Institutions (I): State, Policies, Laws, Norms** *Required:* Scott, James. (1998) "Introduction" from *Seeing Like A State: How Certain Schemes to Improve the Human Condition Have Failed* (New Haven: Yale University Press) The CDR: Chapter 2: "Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities" Miller, David Young and Joo Hun Lee. (2011) "Making Sense of Metropolitan Regions: A Dimensional Approach to Regional Governance" *Publius: The Journal of Federalism,* 41 (1) 126-145. Collins, Tom. 2002. "Community development and state building: A shared project" *Community Development Journal*. 37:91–100. Roy, Ananya, Stuart Schrader and Emma Shaw Crane. (2014) "The Anti-Poverty Hoax: Development, pacification, and the making of community in the global 1960s" *Cities,* http://dx.doi.org/10.1016/j.cities.2014.07.005 *Recommended:* Rusk, David (1999) Inside Game/Outside Game: Winning Strategies for Saving Urban America (Washington DC: Brookings Institution) pp. 1-62
10/29 Wed.	**(Social) Institutions (II): Community Organizations, Nonprofits, Faith-Based Organizations** *Required:* Vidal, Avis. 1996. "CDCs as Agents of Neighborhood Change: The State of the Art." In Dennis Keating, Norman Krumholz, and Phil Star (eds), Revitalizing Urban Neighborhoods. University Press of Kansas, Lawrence, KA Glickman, Norman J. and Lisa J. Servon. "More than Bricks and Sticks: Five Components of Community Development Corporation Capacity." Housing Policy Debate, Vol. 9, Issue 3, p. 497. 1998.

	Stoecker, Randy. "The CDC model of urban development: A critique and an alternative." *Journal of Urban Affairs*, 1997, Vol. 19 Issue 1, pp1-22 Warren, Mark. 2001 selections, Dry Bones Rattling: Community Building to Revitalize American Democracy. (Princeton: Princeton University Press) *Recommended:* Osterman, Paul. 2003. Chapters 1 & 2. Gathering Power: The Future of Progressive Politics in America. Beacon Press.
11/3 Mon.	**(Social) Institutions (III): Market, CDFIs, Micro-Enterprise and Philanthropy** *Required:* Fligstein, Neil and Dauter, Luke (2007) "The Sociology of Markets" *Annual Review of Sociology* 33:105-128. The CDR: Chapter 10 "Community Development Financial Institutions: Expanding Access to Capital in Under-Served Markets" by Benjamin et al The CDR: Chapter 16: "Toward Greater Effectiveness in Community Change: Challenges and Responses for Philanthropy" by Brown et al. The CRD: Chapter 12: "Conceptual Overview of What We Know about Social Entrepreneurship" by Hoogendoorn et al. The CDR: Chapter 34: "The International Roots of Microenterprise Development" by Nancy Jurik *Recommended:* Granovetter, Mark (1985) "Economic Action and Social Structure: The Problem of Embeddedness" *American Journal of Sociology* 91(3) pp. 481-510. Servon, Lisa (1998) "Credit and Social Capital: The Community Development Potential of U.S. Microenterprise Programs" *Housing Policy Debate,* 9:1, 115-148.
11/5 Wed.	**(Social) Institutions (III): Power** *Required:* Gaventa, John and Cornwalll (2001) "Power and Knowledge" in P. Reason & H. Bradbury, eds. *Handbook of Action Research: Participative Inquiry and Practice.* Axel-Lute, Miriam. 2000. Back to the Streets. Why Community Developers Should Join the Fight Against Corporate Globalization (15 Sep 2009). Shaw, Mae. 2008. "Community development and the politics of community" Community Development Journal. 43:24–36. Dugan, Máire A. 2004. Power Inequities. (from www.beyondintractability.org) O'Connor, Kevin, Courtney Hanny, and Cameron Lewis. 2011, "Doing "Business as Usual". Dynamics of Voice in Community Organizing Talk" Anthropology & Education Quarterly. 42:154–171 *Recommended:* Gaventa, John (1980) *Power and Powerlessness: Quiescence and rebellion in an Appalachian Valley* (Urbana: University of Illinois Press). Esp. Chapter 1
11/10 Mon.	**(Social) Institutions (IV): Race** *Required:*

	Graham, Kathleen and Colleen Walbran. 2002. Racism and Metropolitan Dynamics. The Civil Rights Challenge of the 21st Century, Minneapolis. Allen, Robert L. 2007. "excerpt from 'Black Awakening in Capitalist America'" Pp. 53–62, in The Revolution Will Not Be Funded. Beyond the non-profit industrial complex, edited by Incite! Women of Color Against Violence. Cambridge, Mass.: South End Press. Menendian, Stephen and Caitlin Watt. 2008. *Systems Thinking and Race. Systems Primer,* Columbus, OH. Rudd, Tom, Annette Johnson, Cheryl McLaughlin, john a. powell, and Andrew Grant-Thomas. 2008. Talking About Race. Towards a Transformative Agenda. Resource Notebook - Kirwan Institute - Ohio State University, Columbus, OH.ems Thinking and Race. Systems Primer, Columbus, OH. Roediger, David R. 2000. "From the Construction of Race to the Abolition of Whiteness. Introduction." Pp. 1–16 in The Haymarket series, Towards the abolition of whiteness. Essays on race, politics, and working class history, by D. R. Roediger. London: Verso. Omi, Michael and Howard Winant (1994) Racial Formation in the United States: From the 1960s to the 1990s (New York: Routledge) Chapter 4 (Racial Formation) and Epilogue (Closing Pandora's Box: Race and the "New Democrats" *Recommended:* Marable, Manning (1995) "History and Black Consciousness: The Political Culture of Black America" in Beyond Black and White: Transforming African-American Politics (New York: Verso) pp 216-229
11/12 Wed.	**(Social) Institutions (V): Gender** *Required:* Allan, Kenneth D. 2006. "Gendered Consciousness. Dorothy E. Smith (1925-)" Pp. 383–402, in Contemporary social and sociological theory. Visualizing social worlds, edited by K. D. Allan. Thousand Oaks, Calif.: Pine Forge Press. Allan, Kenneth D. 2006. "Materializing Sex and Queer Theory. Judith Butler (1956-)" Pp. 403–424, in Contemporary social and sociological theory. Visualizing social worlds, edited by K. D. Allan. Thousand Oaks, Calif.: Pine Forge Press. The CDR: Chapter 22, "Community Organizing or Organizing Community? Gender and the Crafts of Empowerment" by Susan Stall and Randy Stoecker The CDR: Chapter 39 "Defining Feminist Community; Place, Choice, and the Urban Politics of Difference" by Judith Garber. *Recommended:* Moraga, Cherríe, and Gloria Anzaldúa, eds. (1983) *This Bridge Called My Back: Writings by Radical Women of Color* (New York: Kitchen Table: Women of Color Press)
11/17 Mon.	**(Social) Institutions (VI): Class and Social Capital** *Required:* Wright, Erik Olin. 2003. "*Social Class*", in Ritzer, George eds. *Encyclopedia of Social Theory* (New York: Sage) Aron, Raymond. [The Dialictics of Modern Society] 1968. "Class Societies?" Pp. 5–16,

	in Progress and disillusion. The dialectics of modern society, edited by R. Aron. London: Pall Mall P. DeFillipis, James. 2001. "The Myth of Social Capital in Community Development" Housing Policy Debate. 12:781–806. Stoecker, Randy R. 2004. "The Mystery of the Missing Social Capital and the Ghost of Social Structure. Why Community Development Can't Win" Pp. 53–66, in Community-based organizations. The intersection of social capital and local context in contemporary urban society, edited by R. M. Silverman. Detroit Mich.: Wayne State University Press. *Recommended:* Putnam, Robert D. Spring 1993. "What Makes Democracy Work?" *National Civic Review*:101–107. Florida, Richard. (2003). "Cities and the Creative Class" *City & Community* 2:1, pp3-19. Peck, Jamie. (2005). "Struggling with the Creative Class" *International Journal of Urban and Regional Research,* 29:4, pp. 740-770.
11/19 Wed.	**Actions and Activities (I): Organizing and Development** *Required:* Santow, Mark 2007. "Running in Place: Saul Alinsky, Race and Community Organizing" in Marian Orr, eds. Transforming the City: Community Organizing and the Challenge of Political Change. (Lawrence: Kansas University Press) Delgado, Gary. 1986. "The ACORN model. Chapter 4." Pp. 63–90 in Labor and social change, Organizing the movement. The roots and growth of ACORN, by G. Delgado. Philadelphia, Pa: Temple Univ. Pr. Capraro, James. 2004 "Community organizing +community development =community transformation" Journal of Urban Affairs, 26:2, 151-161. The CDR: Chapter 27 "Community Organizing for Power and Democracy: Lessons from a Life in the Trenches" by Harold DeRienzo The CDR: Chapter 25 "How Does Community Matter for Community Organizing?" David Micah Greenberg *Recommended:* Miller, S. M. M Rein and P Levitt, 1995. "Community Action in the United States" In Craig, Gary and Marjories Mayo, Community Empowerment: A Reader in Participation and Development (Zed Books). Aigner, et al. 2002. "Whole community organizing" in Journal of the Community Development Society. 33:1, 86-105.
11/24 Mon.	**Actions and Activities (II): Leadership** *Required:* Alinsky, Saul D. 1969. "Native Leadership. Chapter 5." Pp. 64–75 in Reveille for radicals, by S. D. Alinsky. New York: Vintage. Bobo, Kim, Jackie Kendall, and Steve Max. 1991. "Chapter 11. Principles for Leadership Development - The Leadership Development Process - Guidelines for Leadership Maintenance and Growth - Leaders and Organizers." Pp. 86–93 in Organizing for

	social change. A manual for activists in the 1990's, by K. A. Bobo, J. Kendall, and S. Max. Washington: Seven Locks Press.
	Leach, Mark and Laurie Mazur, (2013) "Creating Culture: Promising Practices of Successful Movement Networks" *The Nonprofit Quarterly* Fall/Winter 2013.
	Burns, James M. 1998. "Chapter 1. The Power of Leadership." Pp. 9–28 in Harper Torchbooks, Leadership, by J. M. Burns. New York, NY: Harper & Row.
	
	Recommended:
	Network Leadership Innovation Lab Case Studies:
	   • Sarita Gupta, Executive Director of Jobs with Justice
	   • Eveline Shen, Executive Director of Forward Together
	   • Gustavo, Torres, Executive Director of CASA de Maryland

11/26 Wed.	**THANKSGIVING BREAK—Work on your papers!!!**
12/1 Mon.	**Actions and Activities (III): Empowerment, Participation** *Required:* Pratchett, Lawrence, Catherine Durose, Vivien Lowndes, Graham Smith, Gerry Stoker, and Corinne Wales. 2009. Empowering communities to influence local decision making. Evidence-based lessons for policy makers and practitioners, London: Dept. for Communities and Local Government]. Schaurhofer, Martin and Markus F. Peschl. 2005. "Autonomy: starting point and goal of personal and social change: A constructivist perspective on knowledge management in empowerment processes" Kybernetes. 34:261–277. Yapa, Lakshman. 2009. "Transforming the University through Community Empowerment" Journal of Higher Education Outreach and Engagement. 13:131. Matheson, Catherine and David Matheson. 2008. "Community Development: Freire and Grameen in the Barrowfield Project, Glasgow, Scotland" Development in Practice. 18:30–39. The CDR: Chapter 23: "Community Building: Limitations and Promise" by Bill Traynor *Recommended:* Arnstein, Sherry. (1969) "A Ladder of Citizen Participation" *Journal of the American Institute of Planners,* 35:4, 216-224.
12/3 Wed.	**Actions and Activities (IV): Community Economic Development; Urban and Rural Perspectives** *Required:* Teitz, Michael B. 1998. "Neighborhood Economics. Local Communities and Regional Markets." Economic Development Quarterly 3:111–122. Benner, Chris and Manuel Pastor. (2015) "Whither Resilient Regions: Equity, Growth and Community" *Journal of Urban Affairs.* Forthcoming. The CDR: Chapter 43: "Strengthening the Connections Between Communities and External Resources" by Kubisch et al. Porter, Michael. 1997. "New Strategies for Inner City Development" Economic Development Quarterly 11:1 11-27. Harrison, Bennett and Glasmeier, Amy. 1997. "Response: Why Business Alone Won't Redevelop the Inner City: A Friendly Critique of Michael Porter's Approach to Urban

	Revitalization" Economic Development Quarterly 11:1 28-38 Wilkinson, Kenneth P. 1991. "Chapter 4. Rural Community Development." Pp. 87–117 in Contributions in sociology, vol. 95, The community in rural America, by K. P. Wilkinson. New York: Greenwood Press. *Recommended:* The CDR: Chapter 41 "Domestic Property Interests as a Seedbed for Community Action" by John Emmeus Davis
12/8 Mon.	**Student Paper Presentations (I) and** **Synthesis:** *How can theory be of use to those engaged with community development*
12/10 Wed.	**Student Paper Presentations (II) and** **Synthesis:** *How can theory be of use to those engaged with community development*

CRD/GEO 240

SHORT PAPER ASSIGNMENTS

These three papers are low risk assignments, each counting only 10 percent of your course grade— don't panic, take risks, and try to be as creative and insightful as possible. The three papers can be used all or in part in your final paper.

1. PAPER PROPOSAL that analytically describes a community development project or process in terms of the needs, issues, and resources of the community in which it is located. Use any example you may have from personal experience or reading. Your example does not have to be fully worked out or based on previous successes. The purpose of this paper is to "articulate the question" you preliminarily want to address in your paper using concepts of community, poverty, organization, community development practice etc. You will need to include a discussion of how your case study will illustrate the concepts that you have selected. You will need to elaborate a bit on the concepts or discuss some of the potential that your have for developing those concepts in subsequent papers. In this paper you need to propose what you will do, but you also need to demonstrate that you have enough of an idea of how you will build a theoretical explanation that uses your case study. The paper should include a preliminary paper title that states the linkage of concepts with your case study. (eg, Models of Successful Technology Transfer for Non-Elite Universities)

2. ARTICULATE AND DEVELOP THE CONCEPTS that you first proposed in your previous paper. Whereas the first paper proposed your project, the second paper develops the concepts in the context of the organization or project you are studying. You will include some literature that helps you define your concepts and you can show how your concepts build on or differ from similar concepts in the literature. You will probably at this stage realize that you need several concepts to answer your question (for example, concepts of power, social capital, mobilization). Also in this paper you will want to start to develop your case study in the areas appropriate to the concepts you are utilizing. In developing your concepts you will want to show variations in the concept, (eg, 5 theories of poverty or the ladder of participation) and distinctions between the concept and other related concepts. This paper requires that you to become increasingly specific in defining your concepts and establishing an analytical framework. As you define your concepts, indicate how you would observe or measure them, explain the linkages between them, and discuss what difference it makes. You may change your concepts or your case study organization or project from the one you wrote about in the first paper, if necessary.

3. DEVELOP A THEORY THAT LINKS YOUR CONCEPTS INTO AN EXPLANATION. This paper can largely fit directly into your final paper and will be the basis for your class presentation. You should restate the major theoretical question that you are trying to answer— what is it that you are trying to explain, using both reference to the case study and conceptual or

theoretical issues from the readings. Make sure that you have a topic sentence for your paper; (For example, "The purpose of this paper is to explain how informal community associations are more or less effective depending on how closely they are linked to formal community institutions.")   Build your theoretical argument by first defining the concepts clearly, and then specify how the concepts are linked to each other. An important requirement of this paper is that you must draw a diagram that shows how your main concepts are linked to each other. Illustrate with reference to your case study.

FINAL PAPERS

1. Papers for CRD240 are exercises to demonstrate and develop your analytical skills. They are only secondarily about the organization or problem you are using as an example. Give the analytical content priority over description or new research projects.
2. Papers should have a title and use ample subheadings so that tired readers can follow your ideas.
3. Papers should be modeled on an academic journal article, such as the Journal of the Community Development Society. You will read plenty of these in the class. While not all are well done, they share lots of standard format features that you can follow. (By the way, a thesis is typically structured in the same way only a bit longer.) Such an article starts with an introductory statement of the analytical issue or problem and the example you are using, setting the issue in context of the literature. This is followed by a brief statement about the approach or research methodology (which in a theory paper would simply introduce your example as a case study and explain how you got the information you will present). The next section usually sets out the theoretical framework with brief reference to the case. Then you use your theoretical insights to apply to the "findings" of the case which you explicate in much more detail. Finally, in your conclusion you both summarize your paper and add other optional material such as cautions, limitations, or policy implications that you might not have wanted to introduce earlier.
4. You must have references to the literature. At minimum you should cite at least 5-6 references that apply from the class reader and several from your library research on the analytical issue of your paper. Most papers will also cite several studies concerning the case study example, but many students get their information from personal experience. All quotations need to be indicated as such and reference given to them (including if they came from an interview). Citations for articles need to include: author, title, journal name, date, issue, and pages. For books include at least author, title, place of publication, publisher, date, (and page if quoted or a specific part was used). Use web addresses for material from the internet. Any consistent punctuation format is OK. Best papers typically have ample citations. (I find it easiest to insert last names and dates and pages if needed in the text, with a bibliography at the end, e.g., (Bradshaw, 1988: 324). I encourage you to learn how to use one of the most common reference management software packages—my favorite is Zotero, which is a free open-source software. Endnote (which is available free to UC students/faculty) and Mendeley are also widely used. For a full list, see: http://en.wikipedia.org/wiki/Comparison_of_reference_management_software
5. Do not forget to use articles from the class reader—they often provide a good base or context and opportunities to use them are obvious.

6. Remember that academic papers are not mystery novels—your reader should not be in suspense until the end about your main points or your theoretical perspectives.
7. In a theory paper you will know that you understand the relations between concepts if you can draw a diagram that shows how one concept leads to another. A good technique is to diagram your argument based on linkages of concepts and then fill in the examples from your research and make sure it fits. (This is required in the third short paper).
8. In this course I assign three short papers that can be used in the final paper. However, do not feel that you must use the earlier papers. Your final paper must stand on its own even if you have to rewrite everything. It is possible that three excellent short papers linked together will make a dreadful final paper. It is your responsibility to make sure the final paper is more than the sum of the parts.
9. Grading will be based on four factors: how clearly you define a good topic, how well you develop an analytical framework, how much information and justification you build into the paper, and how well written it is. "A" papers show creativity, original insight, interpretation; significant effort in researching the case and the relevant literature, and skill in integrating case study and analytical frameworks. "B" papers are sufficiently analytical, use concepts well, and are professional in their analysis and use of information, but do not make highly creative or original insight or use of the material.