What is community development?
Community development seeks to strengthen the capacity of community members to act collectively to improve their physical, social, economic, and political environment. Community development builds sustainable places through participation and empowerment. Community development requires reflective practice, considering ourselves as individuals and part of the community.

Why learn theory and philosophy? Can’t we “just do it”?
In the words of John Forester, “Theory... is neither dogma, doctrine, nor a quick conceptual fix for timeless problems, a cookbook recipe for practice that truly serves the public...Good theory is what we need when we get stuck. Theories can help alert us to problems, point us toward strategies of response, remind us of what we care about, or prompt our practical insights into the particular cases we confront.” (Planning in the Face of Power) Theory helps us to practice better.

Course objectives:
During the term, students will
* Gain an understanding of core principles of community development: inclusivity and participation, civic intelligence, civic capacity building and leadership, and collaboration for public action.
* Critically analyze historical and contemporary community development practice in light of these principles and develop responses to challenges presented by real world situations
* Develop and articulate their own commitments to community development practice.

Having experienced this course, in the future, students will be able to
* Identify opportunities and challenges unfolding in their communities and in their own work
* Practice community development more effectively by going back to principles and stories of effective people and organizations for ideas about our own dilemma.

Requirements and policies:
* Required readings should be prepared for the date listed.
There are two books available in the PSU Bookstore, other book sellers, and on reserve at Millar Library.
  -Peter Medoff and Holly Sklar, Streets of Hope: The Rise and Fall of an Urban Neighborhood. South End Press, 2009. (Streets)
  -Additional readings will be found on the Blackboard site.

*Attendance, participation, and preparation 10% of grade
Please arrive to class on time, having completed the readings outlined on the syllabus. While this is a large class, there will be a number of opportunities to participate and demonstrate your preparation. Attendance in class is very important—however—if you have the flu, do not come to class!
Assignments will be submitted via Blackboard.

Case Study reflection papers 20% of grade
Complete 3 of 6 (due as listed in syllabus) plus “Where Strangers.”
Short commentary on how the case reflects concepts discussed in class.

Streets of Hope extended case reflection. 40% of grade
Due Friday, Dec. 4 at 5 pm.
Essay questions relating to Dudley Street Neighborhood Initiative as an example of CD.

Community Development organization report. 30% of grade
Due Wednesday, Dec. 9 at 12 noon.
Choose a community development organization to profile.

*Grading
Late assignments will be penalized!

The generic grading rubric is as follows:

An A assignment is one that demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Outstanding work.
A B assignment presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Very good work.
A C assignment shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
A D assignment misunderstands or misrepresents the material, or is so poorly written or presented as to obscure the analysis. Inadequate work.

I will not discriminate against you on the basis of your well-formed and articulated viewpoints. Your grade will reflect the quality of your work and fulfillment of the expectations outlined in this syllabus, and nothing else.

*USP 301 is the first class in the Community Development colloquium. If you plan to continue with USP 302 and 303, you must be accepted as a CD major. The last day to submit applications is Friday, October 16th! If you miss the deadline, you will not be able to continue the colloquium this year.

*The Platinum Rule
The Golden Rule tells us, “Treat others as you would like to be treated.” By following the Platinum Rule, we will treat others as they wish to be treated. We will extend courtesy and consideration in our classroom community. Through discussion, our ideas may be questioned and challenged, but always in a respectful manner with the goal of mutual learning.

*Academic Integrity
PSU’s Student Code of conduct prohibits “All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, which includes, but is not limited to, word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (b) The buying and selling of all or any portion of course assignments and research papers; (c) Performing academic assignments (including tests and examinations) for other persons; (d) Unauthorized disclosure and receipt of academic information; and (e) Falsification of research data.”
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Mon 28-Sep</td>
<td>Introduction to community development</td>
<td>Briggs- Networks, Power, and a Dual Agenda: New Lessons and Strategies for Old Community Building Dilemmas.</td>
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<td>Wed 30-Sep</td>
<td>Creating Communities</td>
<td>Class will start about 10 minutes late today!!!</td>
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<td>Film: Sandercock's Where Strangers Become Neighbours</td>
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<td><em>Case reflection due Friday, 5 pm: Some themes to consider are relationship building, intercultural diversity, advocacy, creativity and celebration. How does this film fit with what you think “community development” is all about?</em></td>
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<td>Mon 5-Oct</td>
<td>The Starting Point: is public discourse dead?</td>
<td>Briand Ch 1-4</td>
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<td>Wed 7-Oct</td>
<td>Participation and inclusion</td>
<td>Briand Ch 5</td>
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<td>S. Arnstein- A Ladder of Citizen Participation</td>
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<td>Mon 12-Oct</td>
<td>Organizing the community-Alinsky style</td>
<td>Warren-Dry Bones Rattling ch 2-3</td>
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<td><em>Optional case: Jane Jacobs interviewed due Wed 10/14</em></td>
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<td>Wed 14-Oct</td>
<td>Organizing- some other approaches</td>
<td>Briggs- Organizing Stakeholders, Building Movement, Setting the Agenda</td>
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<td>Shirky-Here Comes Everybody ch 6 and 7</td>
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<td>Shuman-Small-Mart Revolution intro and ch 8</td>
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<td>Mon 19-Oct</td>
<td>Leadership development</td>
<td>Warren-Dry Bones ch 8</td>
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<td>Developing Leadership and Political Capacity Among Laotian Refugees (background for class discussion) NYT- The Harlem Project</td>
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<td>Wed 21-Oct</td>
<td>Comprehension- Goals, Values, and the State of the Community</td>
<td>Briand ch 6</td>
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<td>McKnight and Kretzman- Mapping Community Capacity</td>
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<td><em>Optional case: Bread for the City due Friday 10/23</em></td>
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<td>Mon 26-Oct</td>
<td>Civic Intelligence-Community ways of knowing</td>
<td>Coburn –The Power and the Promise: Working with Communities to Analyze Data, Interpret Findings, and Get to Outcomes</td>
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<td>Ohio Valley Environmental Coalition</td>
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<td>Durning- This Place On Earth ch 6</td>
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<td>Wed 28-Oct</td>
<td>History and Evolution of Community Development</td>
<td>Film: McNeely, History of CD in the US</td>
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Mon 2-Nov  History and Evolution of Community Development
Film: McNeely, History of CD in the US
Briggs and Mueller-From Neighborhood to Community: Evidence on the Social Effects of Community Development
Getter and Vazquez-Out Front and In Sync

Wed 4-Nov  Imagining Together
Briand Ch 7
Kahane-Solving Tough Problems Part IV
*Optional case: Frank Blechman interview due Friday 11/6*

Mon 9-Nov  Dudley Street Neighborhood Initiative
Streets Ch 1-4

Wed 11-Nov  Building Relationships
Briand Ch 8
Warren-Dry Bones Rattling Ch 4
*Optional Case: Karen Umemoto interview due Friday 11/13*

Mon 16-Nov  Strategies for Public Action
Briand 9
Ganz- Why David Sometimes Wins: Strategic Capacity in Social Movements
*Optional case: Queens Community House due Wed 11/18*

Wed 18-Nov  CD internationally
Shuman-Towards a Global Village Intro, ch 1-2
Bornstein-The Price of a Dream Intro-Ch4, Ch 32-38

Mon 23-Nov  Dudley Street Neighborhood Initiative, pt 2 and essay distro
Streets Ch 5-9
Film: Holding Ground: the Rebirth of Dudley Street

Wed 25-Nov  NO CLASS-Happy Thanksgiving!

Mon 30-Nov  Community Development is hard
Briand ch 10
Walsh and Zdenek-Balancing Act
*Optional case: The Demise of CANDO-due Wed 12/2*

Wed 2-Dec  Community Development is hard 2- NOLA
Burns- Community Organizing in a non-regime city: The New Orleans Experience
Axel-Lute- Picking up the Pieces
Smith- A National Spotlight on Local Capacity

Friday 4-Dec  Streets of Hope essays are due at 5 pm

Wed 9-Dec  CD Organization profile due at noon
Case study reflections
Everyone should read all 6 cases. Everyone will submit a short reflection on the film “Where Strangers Become Neighbors,” and choose 3 of the 6 cases listed to write up. 1.5 pages, submitted via Bb on the date listed in the syllabus.

When we read about how a real organization or a real person deals with real problems, we can go deeper than just a quick label or a list of lessons learned. We could use cases to think about questions like...

- Identify the key issues in the case or practitioner reflection—what principles are in practice? What is the work that is really being done in community development? Not just the programs implemented, but the community-building, learning, transforming? How are leaders learning from communities, community members learning from each other?
- How do thoughtful, skilled, experienced practitioners handle problems and surprises?
- Diagnose the situation—what worked, what didn’t work, and what’s still to be done?
- How did the context or particulars shape the application of a principle, and the outcomes? What ideas and strategies translate across contexts, and how do they need to be adapted in an environment with different opportunities and constraints?
- In hindsight, what could have been done differently? How could it have been done better? How do “lessons learned” apply in other situations we’ve read about, talked about, or you’ve experienced?

Assessment:
- Did you identify critical factors shaping the situation? (i.e. key concepts or principles)
- Did you analyze theories and build on them by synthesizing ideas and examples from readings and class?
- Did you apply theories and principles to generate ideas for “next time” or similar situations?

Profile a CD organization
Due Wed December 9 at NOON.
Write a short paper of 5-8 pp double spaced that profiles a CD organization.
The paper should cover:
- How the organization got started and how it has evolved
- How it is governed, who participates, and how
- What are its priorities and programs and how does it operate
- How it is financed
- What are its relationships with other public and private agencies in cd

Sources should include some of the following: the organization’s website, documents available in its office (or upon request), news articles, interviews with its leaders.

Start early to identify an organization whose work is of interest to you!!! How??? Some ideas...
Regional-
- Coalition for a Livable Future (CLF) member list
- Community Development Network (CDN
- Friends and Advocates of Urban Natural Areas (FAUNA)
- Metropolitan Alliance for the Common Good (Industrial Areas Foundation-affiliated) member list
- Portland Bureau of Housing & CD and Planning & Sustainability; Portland Development Commission

National and international-
- NeighborWorks list of affiliated organizations
- Hauser Center for Nonprofit Organizations
- Leadership for a Changing World
- International Association for Community Development
- NOLA-Neighborhood Partnership Network and NOLA 100